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THE REPORT OF THE DEPARTMENT OF INTERCOLLEGIATE ATHLETICS

July 1, 1972 - June 30, 1973

Pete McDavid
Athletic Director

I. At the varsity level, our teams have competed in the following sports: football, basketball, track, cross country, baseball, tennis, wrestling, swimming, golf, gymnastics and skiing. Junior varsity teams played regular schedules in football and basketball. A total of 167 athletes received major letter awards; 21 freshmen athletes were awarded numerals in basketball and football making a grand total of 188.

We have completed our seventh season in the new University Basketball Arena. Our attendance climbed from last year's with a total of 213,140 and an average of 14,200 each game.

Our football team, under the guidance of Rudy Feldman, had a somewhat disappointing year finishing the season with a 3-8 record. 1000 seats were added to the Stadium, comprising a "Knot Hole Gang" section. We feel it was a success and will be more so in future years. The overall attendance was up this year in football due, we feel, to the ticket sales drive initiated last season. We had two players compete in the Shrine East-West Game in San Francisco. Coach Feldman was named as an assistant coach for the game. Fred Henry, our fine halfback, played in the

Shrine North-South Game and was the leading career rusher in the Western Athletic Conference. Tackle, John Urban, was Lineman of the Year in the W.A.C. and was named All W.A.C. Fred Henry, Steve Bradshaw and George Oakes were named to the second team All-Conference.

We were pleased to host both the W.A.C. Championships in swimming and the N.C.A.A. Water Polo Championships in our new pool. Coach Mechem's team won the W.A.C. Swimming Championship and placed 12th in the N.C.A.A. Championships and were W.A.C. Champions in the 800 yard freestyle relay. The team was the District 7 champions in the N.C.A.A. Water Polo Championships and placed fifth in the meet. Both Rick Klatt and Kevin Nielson were named All-Americans in water polo. Rick Klatt was a standout in swimming with the following honors: fifth in N.C.A.A. 200 yard freestyle, N.C.A.A. All-American in 200 yard freestyle and 500 freestyle, named to U.S. team to Coca-Cola games in England and was W.A.C. champion in the 200 free, 500 free and anchored 800 freestyle relay champions. Dave Johnson was named All-American in the 200 yard backstroke and was the W.A.C. champion in both 100 and 200 yard backstroke. Randy Fuller was the 100 yard individual medley champion for the W.A.C.

Coach Ron Jacobsen's wrestling team placed second in the W.A.C. with David Romero named the W.A.C. champion for the second year in a row.

The tennis team under the supervision of Joe Ferguson won the Oral Roberts Invitational Tournament in Tulsa and was fifth in the W.A.C.

We are proud to note that the skiing team coached by George Brooks was the Central Intercollegiate Alpine League champions and won the New Mexico Invitational in Taos and the CIAL meet held in Steamboat Springs, Colorado. John Cottam gained honors as the CIAL Individual Champion.

The following young men gained honors in their respective sports: Danny Fitzgerald was named the Most Valuable Player and Athlete of the Year in baseball and was named to the first team in District 7. Hank Garcia and Danny were both named to the All W.A.C.Southern Division team. In basketball, Darryl Minniefield completed his career as being unanimous All W.A.C., played in the Aloha Classic All-Star Basketball Game, was W.A.C. Player of the Week and was named to the All District 7 First Team. Chester Fuller also ended his basketball career at U.N.M. this year and was voted the Most Valuable Player in the Lobo Invitational and was named to the All District 7 Second Team. Mark Saiers, a junior, was Academic All W.A.C., First Team and Academic All-American, Third Team. Rich Pokorski, a sophomore, was named Academic All W.A.C., Honorable Mention.

Probably one of the finest young men to ever participate in athletics at U.N.M. has completed his career. Tommy Roberts, who is a native of Farmington, had a sensational career in

athletics and academics. This year he won a prestigious NCAA postgraduate scholarship, was voted second team Academic All-American and was Academic All- W.A.C. for the third straight year. He was a W.A.C. Scholar-Athlete award winner and was voted the U.N.M. Alumni Association Distinguished Service Award for his contribution to the University.. Tommy was a captain and assist leader on the Lobos highly successful team. The Lobo basketball team finished their season with a 21-6 record and participated in the National Invitational Tournament in New York City.

Dick McGuire, golf coach, was one of seven coaches in the country named to the board of Golf World magazine which publishes a weekly top ten poll in golf. Individually, the golf team did quite well with Jack Sommers winning both the Tucker Tournament and the E.J. Workman Intercollegiate. Dennis Gorelick won the Rocky Mountain Intercollegiate and Henry Sandles won the New Mexico Intercollegiate. As a team, wins included the New Mexico Intercollegiate, the Rocky Mountain Intercollegiate and the E.J. Workman Intercollegiate. The team placed third in the Western Athletic Conference.

For the fourth year in a row, Coach Rusty Mitchell's gymnasts were the W.A.C. champions. They placed fifth in the NCAA Championships for the third year in a row. Jim Ivicek has a long list of honors including the NCAA Championship in vaulting, the WAC Championship on the parellel bars

and still ring, All-American in vaulting and the parallel bars, All-Around in still ring and the U.S. Champion in still ring. Dave Repp was the WAC Champion, All-Around, Jon Aitken, All-American, NCAA Champion on the horizontal bars and WAC Champion on the horizontal bars. Ray Duplessis was the WAC Champion on the side horse. Coach Mitchell was named the U.S. Coach for the World University Games held in Moscow in August of this year.

II. The following attractions were held this year in either Johnson Gymnasium or the University Arena:

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

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

1. New Mexico High School Track Championships
2. New Mexico High School Tennis Championships
3. New Mexico High School Cross Country Championships
4. New Mexico High School Decathalon Championships
5. New Mexico High School Womens Tennis Championships

6. New Mexico High School Coaches Association Downtown Lions Coaching School and All-Star Basketball and Football Games

7. Annual Fall Tucker Golf Tournament

The Associated Students through the Popular Entertainment Committee sponsored twenty-two concerts and events held both in Johnson Gymnasium and the University Arena. These events proved very popular with a total attendance of 185,672.

III. Significant Plans and Recommendations for the Academic Year 1973-74.

There has been no particular progress relative to the addition contemplated for University Stadium. Planning should not be discontinued and it is felt that an overall capacity of 40-50,000 people should still be given serious consideration. Plans would also call for renovating the press box and the possibility of installing an artificial type track. 5-10,000 chair back seats should be a part of the overall planning.

We will again be on regional television for two of our basketball games. We also expect to televise most of the out of town basketball games. We again should have coverage of all football and basketball games by at least two radio stations. The response from our alumni has been excellent relative to both television and radio coverage of our football and basketball games.

Our football game with Texas Tech in Lubbock will be a part of the ABC football series. The network will cover

the Rocky Mountain area and part of the Pacific Coast.

The athletic department has taken on the budgetary responsibilities for the marching and pep bands and also for the womens intercollegiate athletic program. $41,000 has been allocated for band activities and $35,000 for the women's program. Our department is proud in being one of the nation's leaders in getting an established, well-rounded women's intercollegiate athletic program.

IV. Outside Professional Activities of Staff Members:

Athletic Director - Pete McDavid

N.C.A.A. Committee on Committees

National Athletic Directors Association Policy Committee

Advisory Board of Arizona Sports Foundation
(Fiesta Bowl) Chairman of WAC Athletic Directors Section

V. Appointments to Staff:

A. J. Christoff----------Assistant Football Coach
Bob McCray----------Assistant Football Coach

VI. Separations from Staff:

Walt Klinker----------Assistant Football Coach

Reed Johnson----------Assistant Football Coach

THE REPORT OF THE COMPUTING CENTER
July 1, 1972 - June 30, 1973
Stoughton Bell, Director

This report contains the following sections:

An Overview

Policy

Computer Use Committee

Staff

Facilities

Services

Use of Facilities

Appendices

During the 1972-73 fiscal year, the staffing level remained essentially constant. The major hardware changes during the year were the following: In June, 1972, the College of Engineering IBM 1130 computing system was removed. As a University facility, a Digital Equipment Corporation PDP-11 was installed in December, 1972, on the west side of the campus in the College of Engineering. During certain scheduled hours, the PDP-11 runs stand-alone; at other times it runs as an I/O device to the central computing facility. The addition of a 1403 printer and a 2501 card reader at the Computing Center alleviated a considerable I/O bottleneck.

During September BOSS (Batch-Oriented Scheduling System) was implemented to improve turnaround for low

resource jobs.

Although the operating systems were stable during the year, the continuance of user assistance and day-to-day operation occupied the majority of the staff time. Considerable staff time was involved in planning for conversion to a new time-sharing system (CALL-OS) for next year. A typical week found about 25 permanent employees working at the Computing Center, and they were assisted by about 20 part-time student and work-study employees.

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

The overall budget of the Center increased 3.8 per cent from its 1972 level. The budget figures for the two fiscal years are shown below along with three general categories of expenditures.

	FY72	FY73
Salaries	$261,000	$292,000
Equipment Costs	528,000	530,000
Other (supplies, travel, etc.)	46,000	44,500
Total	$835,000	$866,500
Fringe benefits	$ 16,000	$ 34,600

Policy

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

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

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

The rates for computing services which were in effect during FY72 remained in effect in FY73. The calculation of the rate is based on the total budgeted cost of the Computing Center including salaries, hardware costs including maintenance, fringe benefits, supplies and overhead, divided by the total number of productive hours. This rate of $220 per hour is charged for all non-instructional and funded research work within the University. Non-University work is charged a rate of $450

per hour, which reflects the additional hardware cost to UNM for performing non-UNM work. This is in accordance with the contractual obligations between UNM and IBM relating to the use of the equipment for educational purposes.

During the spring, there were a number of meetings between users and the Computing Center to discuss various operating system alternatives for improving Computing Center services to the users. Following these meetings the Computer Use Committee reviewed the various alternatives and after much deliberation recommended to the Director that CALL-OS be implemented as a replacement for RAX beginning in the fall semester of the 1973-74 academic year. This change in operating systems resulted in a decision to replace the purchased IBM 2260 terminals with different terminals, with the cost of the replacement terminals to come from the Center's budget. Replacement terminals were sought by the staff which would adequately perform on CALL-OS.

Computer Use Committee

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

The Committee members were as follows:

W. T. Abbott (Civil Engineering)
R. A. Anderson (Architecture)
S. Bell (Computing Center) ex officio
S. Ben-David (Economics)
D. A. Dyreson (Geography)
Erik Gilbert (ASUNM Representative)
J. R. Gosz (Biology)
J. Hardy (GSA Representative)
R. J. Harris (Psychology) Chairman
G. R. Jiracek (Geology)
W. T. MacPherson (Law)
D. R. McLaughlin (Chemistry)
J. Perovich (Vice President, Business & Finance)
B. R. Peterson (Electrical Engineering & Computer Science)
S. A. Smith (Vice President, Administration & Development)
C. C. Travelstead (Vice President, Academic Affairs)

Staff

Permanent staff as of June 30, 1973, including additions and separations, was as follows:

Name	Title	Hired	Separated
Administrative			
Bell, Stoughton	Director	9/66	
Bartlett, Joanne	Administrative Secretary	9/71	
Applications Group			
McMahan, W. H.	Manager	7/69	
Abrams, Reesa	Applications Programmer	2/73	
Baca, Stephen	Applications Programmer	6/73	
Cox, Patricia	Applications Supervisor	5/70	
Elsik, Mary	Clerical Specialist III	1/73	
Friedenbach, Kenneth	Applications Programmer	8/70	5/73
LaFollette, Elizabeth	Keypunch Operator	7/71	
Leherissey, Scott	Senior Programmer	9/72	5/73
Mallory, Ruby	Staff Secretary	11/72	1/73
Martinez, Karen	Staff Secretary	3/72	11/72
Proscia, Barbara	Staff Secretary	2/73	
Speechly, Betty	Programmer	6/67	
Whitford, Cheryl	Applications Programmer	12/67	5/73
Operations Group			
Pettit, R. G. (*1)	Manager	7/69	
Aragon, J. D.	Manager	8/69	4/73
Byrum, Wilton	Jr. Computer Operator PT	5/73	
Cash, Yvette	Clerical Specialist II	8/72	
Gage, William	Jr. Computer Operator PT	4/72	12/72
Hardy, Fritzi	Computer Operator	3/73	
Hughes, William(*2)	Operations Supervisor	1/72	
Jones, Daniel	Computer Operator	6/73	
Kirkwood, Billy	Operations Supervisor	2/62	
McCharen, Joe(*3)	Programmer	3/71	
Neuman, Deborah	Computer Operator	8/72	
Schwartz, John	Computer Operator	4/73	
Smith, Marsha	Clerical Specialist II	8/72	
Specter, Chris	Computer Operator	12/69	7/72
Trimble, Robert	Computer Operator	2/69	6/73
Systems Group			
McDonald, Rufe J.	Manager	9/67	
Armell, Patricia	Senior Programmer	3/73	
Corcoran, Daniel	Senior Programmer	9/71	
Dowe, James	Systems Programmer	10/69	
Fisher, Stephen	Systems Programmer	3/69	1/73
Gatchell, Douglas	Systems Programmer	4/70	11/72
Iden, James	Systems Programmer	6/69	
Ranyan, Roberta	Programmer	12/71	

*1 Effective April, 1973 (formerly Systems Programmer)
*2 Effective May, 1973 (formerly Computer Operator)
*3 Effective March, 1973 (formerly Computer Operator)

Services

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

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

Toward the end of the academic year, a totally new User's Guide was issued. It is intended to provide basic but detailed information to those users who have advanced beyond the beginning level and will be used as a supplemental text in the short courses offered to users.

A document room is available which contains mostly documents specific to our facility as well as a few trade journals and some textbooks.

Additional services provided to our users include non-credit short courses in FORTRAN, PL/I and Job Control Language, demonstrations and tours, and visiting classes within the University to discuss with groups of users how they can use the facility. Also provided is a terminal loan service which, after its inception last year, seems to be assisting user departments in their determination of which type of remote computing equipment will meet their needs.

Facilities

Hardware* As of June 30, 1973, the Computing Center operated an IBM System 360/Model 67 with 768,000 bytes of core storage. Directly attached to the computing system are various devices whose functions are to support the effective utilization of the computer. These devices, located in the Computing Center, are listed in Appendix A with an indication of the individual device's lease or purchase status.

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

Software At the end of fiscal 1972-73, the following major software was operational.

Operating Systems: Control Program-67, OS Release 21.0 with HASP, BOSS, RAX Version 4.2

Programming Language Compilers and Applications Software: FORTRAN IV (D, G and H levels), ANS COBOL, PL/I, BASIC ASSEMBLER, ASSEMBLER F, RPG, ICES, LISP, BMD, MIX, ECAP, GPSS, MPS, COBOL XREF, KWIC, FORMAT, SCRIPT, TIDY, INDEX, NASTRAN, CINDA, SCEPTRE, PLOT routines, WATFOR, SSP, Conversational Statistics, GANDALF, SNOBOL, ALGOL F, ALGOL W

Use of Facilities

Appendix B summarizes for each college the total number of hours of computing used for the year. As in the past, the "Other" category includes Computing Center staff use as well as that use by non-academic departments, high school students under the direction of faculty members, Computer Science Club and commercial users.

APPENDIX A

Manufacturer	Number	Description	Location	Leased (L) or Purchased (P)
IBM	2067	Central Processing Unit	Computing Center	P
IBM	2365	Core Storage Unit (3)	Computing Center	(1)P; (2)L
IBM	2860	Selector Channel	Computing Center	P
IBM	2870	Multiplexor Channel	Computing Center	P
IBM	2314	Disk Storage	Computing Center	L
IBM	2821	Unit Record Control (2)	Computing Center	(1)P; (1)L
IBM	2501	Card Reader	Computing Center	L
IBM	2540	Card Reader/Punch	Computing Center	P
IBM	1403	Printer (2)	Computing Center	(1)P; (1)L
IBM	2841	Disk Control Unit	Computing Center	P
IBM	2311	Disk Drive (6)	Computing Center	P
IBM	2400	Tape Drive (5)	Computing Center	P
IBM	2848	Terminal Control Unit (3)	Computing Center	P
IBM	1416	Print Train	Computing Center	L
IBM	2701	Data Adapter Unit	Computing Center	L
IBM	2702	Transmission Control	Computing Center	L
IBM	2260	Video Display Unit (24)	Math Computing Lab	P
IBM	2741	Communications Terminal (10)	Computing Center (4)	(1)P; (3)L
			Education (1)	L
			Economics (1)	L
			Anthropology (1)	L
			Business (2)	L
			Biology (1)	L
IBM	1050	Communications Terminal (2)	Computing Center (1)	P
			Los Alamos Grad (1)	L
WorldComm	ASR33	Teletype (6)	Chemistry (2)	P
			Education (2)	P
			Political Science (1)	P
			Geography (1)	P
Omnitec	ASR33	Teletype	Computing Center	P
Texas Instr.	720	Remote Terminal	Computing Center	P
Hazeltine		Display Terminal (2)	Computing Center (1)	P
			Psychology (1)	P
Digi-Log		Display Terminal	Computing Center	P

Manufacturer	Number	Description	Location	Leased (L) or Purchased (P)
IBM	083	Sorter (2)	Computing Center (1)	P
			Psychology (1)	P
IBM	026	Keypunch (6)	Computing Center (2)	P
			Engineering (1)	L
			Civil Engineering (3)	L
IBM	029	Keypunch (18)	Computing Center (9)	(1)P; (8)L
			Business (1)	L
			Mathematics (1)	L
			Civil Engineering (1)	L
			Tech Appl Center (1)	L
			Chemistry (1)	L
			Engineering (1)	L
			Los Alamos Grad (1)	L
			Education (1)	L
			Anthropology	P
IBM	526	Summary Punch	Psychology	P
IBM	1620	Computer	Engineering	P
IBM	407	Accounting Machine	Engineering	P
DEC	PDP-11	Computer	Engineering	P

UNIVERSITY OF NEW MEXICO
COMPUTING CENTER

REPORT ON COMPUTER USE FOR
ALL USERS OF IBM S360 MOD 67
FOR THE PERIOD
JUNE 16, 1972, THROUGH JUNE 15, 1973

	Time (Hours)
Arts & Sciences	
Instruction	1737.0938
Unsponsored Research	648.9147
Sponsored Research	39.9320
Total	2425.9405
Business & Administrative Science	
Instruction	120.0831
Unsponsored Research	72.1711
Sponsored Research	.0000
Total	192.2542
Education	
Instruction	362.6084
Unsponsored Research	13.9863
Sponsored Research	3.1258
Total	379.7205
Engineering	
Instruction	653.8249
Unsponsored Research	61.7279
Sponsored Research	1.3532
Total	716.9060
Fine Arts	
Instruction	6.5604
Unsponsored Research	18.6372
Sponsored Research	.0000
Total	25.1976
Law	
Instruction	.0000
Unsponsored Research	3.7540
Sponsored Research	.0000
Total	3.7540
Medicine	
Instruction	.0225
Unsponsored Research	.0120
Sponsored Research	36.1990
Total	36.2335

COMPUTER USE, continued

	Time (Hours)
Nursing	
Instruction	.0000
Unsponsored Research	.0000
Sponsored Research	.0000
Total	.0000
Pharmacy	
Instruction	1.2418
Unsponsored Research	.0000
Sponsored Research	.0000
Total	1.2418
University College	
Instruction	.0000
Unsponsored Research	1.9570
Sponsored Research	.0000
Total	1.9570
Military Science	
Instruction	.0000
Unsponsored Research	.0000
Sponsored Research	.0000
Total	.0000
General Studies	
Instruction	.0000
Unsponsored Research	.0000
Sponsored Research	.0000
Total	.0000
Other	
Instruction	194.1510
Unsponsored Research	502.9794
Sponsored Research	142.5756
Systems	394.8719
Total	1234.5779
Totals	
Instruction	3075.5859
Unsponsored Research	1324.1396
Sponsored Research	223.1856
Systems	394.8719
Grand Total	5017.7830

Popejoy Hall
The University of New Mexico
Annual Report 1972-73
William J. Martin, Director

Popejoy Hall was in use 290 days during fiscal 1972-73 and presented 163 programs to an over all attendance of 155,000. A list of programs and rehearsals is attached.

Popejoy Hall Staff includes the following:

William J. Martin	Director
Georg W. Schreiber	Technical Director
Jayne P. Lund	Administrative Asst.
Maria Bakas	Cashier
Anne Arrowsmith	Cashier

Popejoy Hall and the Cultural Committee of the Associated Students continued the joint arrangement whereby student fees ($29,000.00) were applied to offset a portion of the costs of programming. In return, members of the student body are offered the opportunity to subscribe to the programs at a 75% discount, and to purchase tickets to non-subscriber events at one half price. The programs jointly sponsored are listed in the attached. Total discount tickets issued to students were 16,000 and valued at $42,000.00

Gross ticket sales to all events	$120,606.00
Gross revenue (rents & service chgs)	63,614.00
Total Gross Revenue	$184,240.00
Gross cost of operation (includs programs)	$197,439.00
Operating Loss	-$ 13,199.00

The Cultural Committee of the Associated Students was satisfied with the co-sponsorship and decided to continue the arrangement for the coming year. The Committee requested $29,000.00 for fiscal 1973-74 but this has not been approved as yet by the Senate. The Cultural Committee also approved the schedule of events.

POPEJOY HALL

PROGRAMS FROM JULY 1, 1972
THROUGH JUNE 30, 1973

July, 1972

12-16	Once Upon A Mattress - Albuquerque Civic Light Opera Assoc.
21-22	" "

August, 1972

5	Miss Black New Mexico - Afro-American Studies UNM
25-27	Fiddler On The Roof - Albuquerque Civic Light Opera Assoc.
30-31	" "

September, 1972

1-3	Fiddler On The Roof - Albuquerque Civic Light Opera Assoc.
6	Lecture - ASUNM Speaker's Committee
14-17	The Tempest - Classics Theater
19	*Museum Without Walls - Picasso
20	Keith Green Concert - ASUNM Popular Entertainment Committee
22-23	The Tempest - Classics Theater
27-28	Rehearsal - Albuquerque Symphony Orchestra
29	Albuquerque Symphony Orchestra
30	*Tom Paine

October, 1972

1	Doc Watson - ASUNM Popular Entertainment Committee
5	Hal Lindsey - Christian Association
7	Albuquerque Youth Symphony - Albuquerque Public Schools
8	Young People's Concert
8	Community Concert
9	Teatro Campesino - Chicano Studies UNM
11	Up With People - G. E. Corporation
12	UNM Orchestra
13	Guarneri String Quartet - June Music Festival
16	*Roger Wagner Chorale
17	*Audubon Film - Kentucky
18	*Travel Adventure Film - Mark Twain
20	*Applause
21	Albuquerque Symphony Orchestra
22	*Tzigane
23	*Museum Without Walls - Giotto
24	Peter Nero - ASUNM Popular Entertainment Committee
27	Rehearsal - Albuquerque Children's Theatre
28	Canterville Ghost - Albuquerque Children's Theatre
30	Mariachi Band - Chicano Studies UNM

PAGE TWO
POPEJOY HALL PROGRAMS 1972-73

November, 1972

4	Hector Garcia - Chicano Studies Program
5	Community Concert
6	*Two By Two
7	*Travel Adventure Film - Spain
8	Rehearsal - Albuquerque Symphony Orchestra
9	Albuquerque Symphony Orchestra
10	*The Birds
11	*As You Like It
16	Rehearsal - American Indian Theater - Native Amer. Studies
17	American Indian Theater
19	Albuquerque Symphony Orchestra
20	UNM Wind Ensemble
21	*Audubon Film - Bermuda
22	*Royal Philharmonic
29	*Acme-Cunningham
30	*Museum Without Walls - Impressionists

December, 1972

1-2	Rehearsal - Albuquerque Symphony Orchestra
2-3	Albuquerque Symphony Orchestra
3	Rehearsal - UNM Chorus
4	UNM Chorus
7	UNM Orchestra
26-31	Brigadoon - Albuquerque Civic Light Opera Association

January, 1973

1	Brigadoon - Albuquerque Civic Light Opera Association
2-4	Rehearsal - Cosi Fan Tutte - Albuquerque Opera Association
5-6	Cosi Fan Tutte - Albuquerque Opera Association
7	Dick Glass - Church of Scientology
8	*Travel Adventure Film - China
9	*Audubon Film - Grand Canyon
13	Danny Haver - Albuquerque Wildlife & Conservation Assoc.
19	Rehearsal - Albuquerque Symphony Orchestra
20	Albuquerque Symphony Orchestra
24	*Sleuth
25	Rehearsal - All-State
25	*Travel Adventure Film - Mountain West
26-27	All State Festival
29	*Travel Adventure Film - Mexico
30	*Great Plays On Film - Oedipus Rex

February, 1973

1	*Museum Without Walls - Le Corbusier
2-3	Rehearsal - As I Lay Dying - New Mexico Tech. University
3	As I Lay Dying - New Mexico Tech. University
6	St. Olaf's Choir - Lutheran Student Association
7	Community Concert
10	*Story Theater
11	*Great Plays On Film - MacBeth
13	Rehearsal - Albuquerque Symphony Orchestra
14	Albuquerque Symphony Orchestra
17-18	House At Pooh Corner - Albuquerque Children's Theatre
19	*Audubon Film - Sky Island
21	UNM Wind Ensemble
26	Godspell - ASUNM Popular Entertainment Committee
27	Julliard Quartet - June Music Festival
28	*Great Plays On Film - The Importance of Being Earnest

March, 1973

1-2	District #7 Choral Competition - New Mexico Music Educ. Ass'n
3	Albuquerque Youth Symphony - UNM Music Dept.
4	*National Theater of the Deaf
5	*Great Plays On Film - The Seagull
6	UNM Orchestra
14	Rehearsal - Albuquerque Symphony Orchestra
15	Albuquerque Symphony Orchestra
21-26	Man Of La Mancha - Albuquerque Civic Light Opera Association
24	Photography Convention - UNM Art Dept.
27	Manzano High School Band
28	*De Cormier Singers
29	*Great Plays On Film - The Caretaker
30	*Museum Without Walls - Cubism and Dada
30	Rehearsal - Future Homemakers - State Dept. of Education
31	Future Homemakers - State Dept. of Education

April, 1973

5-6	District #7 Band Competition - New Mexico Music Educ. Ass'n.
6	Rehearsal - Albuquerque Symphony Orchestra
11	*Lar Lubovich
12	Rehearsal - Albuquerque Symphony Orchestra
13	Albuquerque Symphony Orchestra
15	Albuquerque Symphony Orchestra
17	*Travel Adventure Film - Florida
19	Community Concert
16-26	Rehearsal - Mass - Dept. of Theater Arts UNM
27-29	Mass - Dept. of Theater Arts UNM
30	UNM Wind Ensemble

May, 1973

1	Rehearsal - Feria - UNM Popular Entertainment Committee
2	Feria - UNM Popular Entertainment Committee
4	Honors Assembly - Blue Key
6	Albuquerque Youth Symphony
7	*Chicago Symphony
8	Tamburitzans - St. George Greek Orthodox Church
10	Rehearsal - Louis Ballard - Native American Studies
11	Louis Ballard Concert - Native American Studies
19	Health-Science Convocation - UNM School of Medicine
27	St. Pius High School Graduation

The Cultural Program Committee

POPEJOY HALL

AT THE UNIVERSITY OF NEW MEXICO

Present

THE 1972-73 CULTURAL ENTERTAINMENT SERIES

(Exact dates to be announced later)

OCTOBER: Two Great Broadway Musical Hits
APPLAUSE - TWO BY TWO

NOVEMBER: The Royal Philharmonic Orchestra–Foster

National Players—THE BIRDS
AS YOU LIKE IT

JANUARY: Sensational British Thriller—SLEUTH

FEBRUARY: Paul Sill's STORY THEATER

MARCH: Farce NO SEX PLEASE, We're British

Joe Papp's Rock Musical Version of
Two Gentlemen of Verona

APRIL: Lars Lubovich Dance Theater

MAY: Chicago Symphony–Solti

Bonus event to be announced later

A limited number of subscriptions to the complete series of twelve events are now available to the general public at the prices listed below. All requests will be filled in the order of receipt.

SUBSCRIPTION RATES

SECTION	I	II	III	IV	V	% disc.
Value of Single Tickets	81.50	73.50	65.50	57.00	48.50	
Public Price	60.00	55.00	50.00	40.00	30.00	25%+
Faculty Price	55.00	50.00	45.00	35.00	25.00	40%+
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CURRENT SUBSCRIBERS PRIORITY DEADLINE—MAY 10

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A series of extraordinary quality and variety is offered for the coming season featuring prime attractions from all over the world, and the very best Broadway Theater and Dance programs. Two great symphony orchestras, The Royal and the Chicago, appear here for the first time. Broadway hits are in abundance this year; among them Applause, Two by Two, Sleuth, Two Gentlemen of Verona and Story Theater are included in the Series. Twelve major events in all comprise the 1972-73 Season—now available on subscription only.

ADVANTAGES OF SUBSCRIPTION

1. DISCOUNT: Up to 28% below the cost of single tickets. Even if you miss as many as three events—you're still ahead. See price chart on reverse side.

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3. FREE PARKING PERMIT: All subscribers receive, free, a reserved area parking permit.

4. CONVENIENCE: No fuss with individual tickets. You receive a personal dated pass. If you lose the pass, our records enable us to duplicate it for you at no charge.

5. TRAVEL-ADVENTURE SERIES DISCOUNT: As a subscriber, you may also subscribe to the exciting and colorful Travel-Adventure Film Series at faculty rates of $4.00—$3.00 for children.

Telephone 277-3121

SEATING PRIORITY DEADLINE—MAY 10

Special Added Attraction

CELEBRATING HIS 81st ANNIVERSARY

THE INCOMPARABLE

ANDRES SEGOVIA

Wed. January 31, 1973 — 8:15 p.m.

(This program not included on the Series)

Tickets $7.00, $6.50, $6.00, $5.00, $4.00
Public, Faculty Subscriber Discount $1.00 each
University Students With Activity Cards ½ Price

The Cultural Program Committee

POPEJOY HALL

AT THE UNIVERSITY OF NEW MEXICO

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Premiere Showing in New Mexico

UNIVERSAL STUDIOS

MUSEUM WITHOUT WALLS

A SERIES OF FIVE EXTRAORDINARY FILM PROGRAMS

Sept. 19	I	PICASSO: WAR, PEACE AND LOVE GOYA
Oct. 23	II	GIOTTO AND THE PRE-RENAISSANCE CRETE AND MYCENAE
Nov. 30	III	THE ART CONSERVATOR KINETIC ART IN PARIS THE IMPRESSIONISTS
Feb. 1	IV	LE CORBUSIER THE GREEK TEMPLE
Mar. 30	X	THE CUBIST EPOCH GERMANY—DADA

Unique—in color—four years in the making around the world from Athens to India. . . . Narration by such well-known personalities as Edward G. Robinson, commentary by experts like British Art Historian Douglas Cooper

Subscriptions are Adults $8.00, UNM Faculty/Staff $6.00, Students $5.00

Use order blank enclosed. Single tickets—Adults $2.00, Faculty $1.75
Students $1.50. Available day of performance.

The Cultural Program Committee

POPEJOY HALL

AT THE UNIVERSITY OF NEW MEXICO

AND THE SANDIA KIWANIS CLUB OF ALBUQUERQUE

Present

IT'S A WIDE WIDE WORLD

Personally Narrated Travel-Adventure Films

Dick Reddy
with his Great Classic

Mark Twain in Switzerland

Wednesday, October 18—7:30 p.m.

Sid Dodson
"Spectacularly Beautiful"

Serenade to Spain

Tuesday, November 7—7:30 p.m.

Exciting
Colorful
Educational

Jens Bjerre
ALL NEW

Inside Red China

Monday, January 8th 7:30 p.m.

Ideal
Entertainment
For The
Entire
Family

The Old Lumberjack
Don Cooper
with

Trails of The Mountain West

(New Mexico to Alaska)

Thursday, January 25—7:30 p.m.

Fully Recovered
Howard Pollard

By Houseboat

Manhattan to Miami

Tuesday, April 17—7:30 p.m.

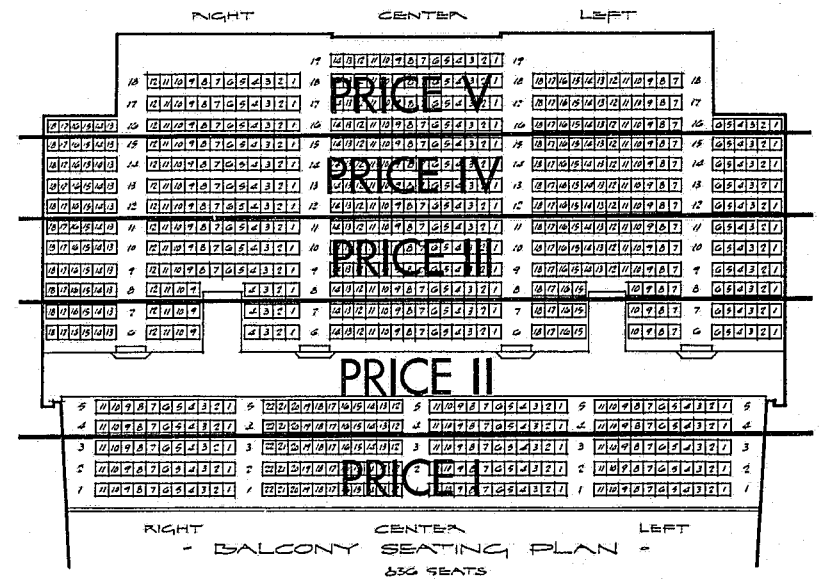
You may order subscriptions on the enclosed order blank. Adults $6.00, UNM faculty $4.00, children $3.00.

Subscribers to Popejoy Hall Series may subscribe to Travel Series at $4.00. UNM faculty subscribers to Popejoy Hall Series may subscribe to Travel Series for $3.00.

Subscriptions also available through Sandia Kiwanis.

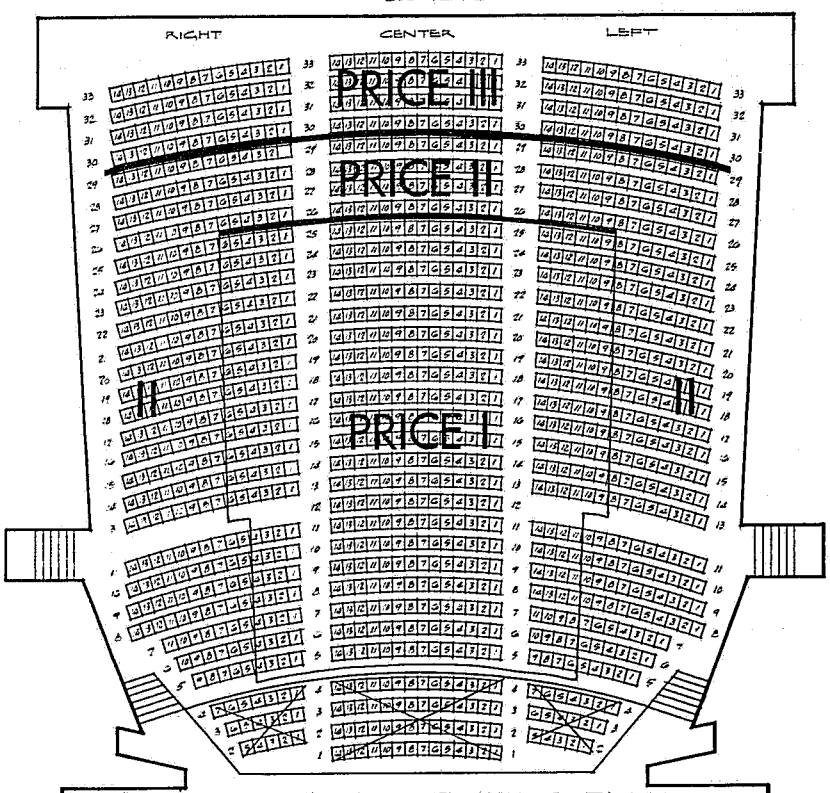
Tel. 255-4571

Single tickets available day of performance adults $1.50, UNM faculty & staff $1.25, children $1.00.



- BALCONY SEATING PLAN -

836 SEATS



- MAIN FLOOR SEATING PLAN -

FORESTAGE	92 SEATS
MAIN FLOOR	1,166 SEATS
BALCONY	836 SEATS
TOTAL	2,094 SEATS

POPEJOY HALL . . . UNIVERSITY OF NEW MEXICO

KNME-TV CHANNEL 5
1130 UNIVERSITY BOULEVARD, NORTH
ALBUQUERQUE, NEW MEXICO 87102
(505) 277-2121

KNME Television (Channel 5)

Annual Report 1972-73

F. C. Hempen, General Manager

The studios of KNME Television (Channel 5) are located at 1130 University Blvd., N.E. with its transmitter atop Sandia Crest. Channel 5 is licensed to the University of New Mexico and the Albuquerque Public Schools under authority of the Federal Communications Commission. The station is carried by 17 cable companies and 13 translators throughout the state, serving 43 school districts and a potential viewing audience of 800,000 people. As a result of its affiliation with the Public Broadcasting Service and the Corporation for Public Broadcasting, KNME Television brings over $33 million worth of programming into the State of New Mexico, which would not otherwise be available.

During the 1972-73 school year, KNME Television was on the air 13 1/2 hours a day, Monday through Friday. A special grant from the Corporation for Public Broadcasting made it possible to also remain on the air 5 hours a day on weekends, and 7 hours a day during the summer. During 1972-73, Channel 5 broadcast 3,622 hours of programs, of which 880 were produced locally in KNME's studios.

In September, 1972, KNME refiled its application for expansion of equipment with the HEW through the Broadcast Facilities Act. 1972 marked the fourth year for the renewal of this grant.

Twenty-nine percent of Channel 5's locally produced programs were designed for in-class use. The remainder was comprised of a widely diversified mix of programs serving a wide variety of audiences and interests. These programs dealt with such topics as the arts, city, county and state government, crime and justice, consumer education, drugs, education, environment, elderly, health, highway safety, industrial development, minority concerns, religion, and scientific technology.

Many of these locally produced programs and series were of special interest to the University community and involved several departments directly. These included the following:

AUDIO AND VISUAL FANTASY - a special program with Dean John Robb on his music and the moog synthesizer.

CONCERT HALL - a series of classical music programs produced by the Fine Arts Department

CHEMICAL CULTURE - a series of programs about drugs, their use and misuse, prepared by the Drug Resources for University Groups (DRUG).

ENCHANTING SOUND - a series of music programs produced with composers and musicians from the University.

KIVA CLUB - a special program by the UNM KIVA Club about a situation of concern to Indians in Gallup, New Mexico.

LOBO LAIR - a weekly sports report by Eddie Groth of the UNM Sports Information Office about the activities of the Lobos.

LUX HOMINUM VITA - a series of programs produced by various departments throughout the University system explaining the contributions that these departments are making to the community both on and off the campus.

PUBLIC FORUM - a weekly series of public affairs programs, of special interest to minority audiences, produced alternately by Anglo, Afro-American, Chicano, and Native American producers. Both the Afro-American and Native American programs were produced by University organizations.

UNIVERSITY ORIENTATION - a program produced by the Office of Admissions in both English and Spanish about the University of New Mexico and what it has to offer to the potential student.

UNM REPORTS - a weekly news wrap-up by Rod Geer of the UNM News Bureau about events and activities on the UNM Campus.

AGENCIES AIRED ON CHANNEL 5 OTHER THAN UNM

January 1 through July 31, 1973

ABC Coop
All Pueblo Indian Council
American Association of University Women
American Indian Management
Animal Control Center
Army National Guard
Art League, New Mexico
Arts Council, Albuquerque
Artesia City Employees
Aviation, Department of
Black Law Students Association
Blood Services of New Mexico
Board of Educational Finance
Canyoneers, Inc.
Carson National Forest
Catholic University
Chamber of Commerce, Greater Alb.
Chicano Health, National Organization
City Commission, Albuquerque
City-County Consolidated Commission
City Hall, Albuquerque
City Manager's Office
City Probation
Civitan International
Colorado Rural Legal Service
Conference for Latin American Universities
Cooperative Vocational Education Program
Courthouse, Bernalillo County
County Clerk's Office, Bernalillo
Criminal Justice Council
Danzas de Aquellas
Dental Hygienne Society, Alb. Dist.
District Court, Albuquerque
Drug Education, Division of
Economic Opportunity Board
Educational Personnel Assoc., N. M. Off.
Education, State Department of
Employment Training Center
Environmental Health Department, Alb.
Evaluation & Assessment, U.S. Dept. of
Federal Courts
Federated American Indians
Fire Dept., Rescue Service
Fisheries & Wildlife, U.S. Bureau Sports
Fishery, Student Chapter-American
Forest Service, U.S.
Game & Fish, Department of
German Economic Ministry
Health Planning, MRG
House of Representative, New Mexico
Inter-church Agency Storehouse, N.M.
Internal Revenue Service
Institute of Cultural Pluralism, Coll. of Educ.
Jobs for Progress, SER

AGENCIES AIRED ON CHANNEL 5 - Page Two

Junior League of Albuquerque
League of Women Voters
Lovelace Foundation
LULAC Council
Marine Corp, U.S.
Medical Center, Bernalillo County
Mountain Bell Telephone
Mountain Valley Association, Board of
National Indian Leadership Training
National Park Service
Native American Studies
NMLCA
New Mexico Highlands University
New Mexico Military Institute
Parks & Recreation, City of Albuquerque
Police Chaplains, Albuquerque
Police Department, Albuquerque
Primary Health Systems, Albuquerque
Public Schools, Albuquerque
Public Service Company
Red Cross, American
Refuse Division, City of Albuquerque
Retired Federal Employees, National Assoc.
Rocky Mountain Federation, Satellite Brdcstg
Santa Fe National Forest
Secretary of State's Office
Sheriff's Department, Bernalillo County
TB & RD Association, New Mexico
UCSSO
Universidad Catolica de Chile
Universidad Montevideo, Uragua
Universidad Nacional Nicaragua
Universidad Panama
Universidad Rafael
University of Albuquerque
University of Arizona
Urban Observatory
Veterinary Medical Association, Alb.
Visiting Nurses Service
Vista/Peace Corp/Action
Vocational Education, State Advis. Council
Vocational Rehabilitation, Dept. of
Water Department, Albuquerque City
Welfare Rights Organization
Wildlife Refuge, Bosque del Apache
Wildlife, Student Chapter- American
YMCA
Youth Council, Albuquerque

COLLEGE OF ARTS AND SCIENCES

ANNUAL REPORT, 1972-73

Nathaniel Wollman, Dean

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Administration of Colleges and Departments

The College office conducted its affairs with relatively little change from the preceeding year. Shifts in departmental or program chairmanships seemed to be unusually numerous:

American Studies -- Joel Jones served as an ACE intern to President Heady but retained formal responsibility as director of American Studies.

Anthropology -- Harry Basehart completed his first year as chairman.

Biology -- Paul Silverman completed his first year as chairman and, for 1973-74, is replaced by Clifford Crawford, Acting Chairman, while Professor Silverman serves as Acting Vice President for Research.

Communicative Disorders -- Lloyd Lamb completed his first year as chairman of a new department. David Draper will be Acting Chairman for 1973-74 while Professor Lamb is on sabbatical leave.

Economics -- Sanford Cohen resigned in Semester I and was replaced, temporarily, by Gerald Boyle. During Semester II Boyle was appointed regular chairman for a three year term.

Geography -- Iven Bennett was Acting Chairman while Richard Murphy was on sabbatical leave.

Geology -- Douglas Brookins was Acting Chairman during Semester I while Lee Woodward was on sabbatical leave.

History -- Troy Floyd was Acting Chairman during Semester II while Frank Iklé was on sabbatical leave.

Journalism -- Leonard Jermain was Acting Chairman while Anthony Hillerman was on sabbatical leave.

Linguistics -- this new department was created, effective July 1, 1973, with John Oller as Department Chairman.

Modern and Classical Languages -- William Roberts resigned as chairman and Sabine Ulibarri was appointed as chairman for 1973-74, during which a permanent appointment will be made. The German section was given a measure of autonomy under an Associate Chairman for German, Robert Holzapfel. This arrangement appears to have worked smoothly.

Philosophy -- Brian O'Neil was Acting Chairman during the absence on sabbatical leave of Paul Schmidt. Professor Schmidt was reappointed as chairman for three years.

Political Science -- Michael Gehlen resigned as chairman as of June 30, 1973, and was succeeded by Edwin Hoyt, who was appointed to a regular 6-year term.

Psychology -- Frank Logan was reappointed for three years.

Sociology -- Richard Tomasson resigned as chairman as of June 30, 1973, and Pedro David was appointed to a regular initial term (6 years) as successor.

Speech Communication -- Wayne Pace completed his first year as chairman.

Maxwell Museum -- Jerome Brody was appointed director.

Membership in the standing committees of the College was as follows:

Faculty Advisory Committee

Marta Weigle, Anthropology
Paul R. Kerkof, Biology
W.F. Coleman, Chemistry
William J. Ryan, Communicative Disorders
Paul Jonas, Economics
David R. Jones, English
Gwen Argersinger, American Studies
Delmar Dyreson, Geography
Roger Anderson, Geology
Frank Szasz, History
G. Millard Hunsley, Journalism
H.T. Davis, Mathematics and Statistics
George Peters, Modern and Classical Languages
Fred Schueler, Philosophy
David Wolfe, Physics and Astronomy
Paul Hain, Political Science
Tom Friden, Psychology
Patrick H. McNamara, Sociology
James L. Hoban, Jr., Speech Communication

Student Advisory Board

Michael Budak, Anthropology
Kirk N. Rowdabaugh, Biology
Ronald Bronitsky, Chemistry
Jean Kurtis, Communicative Disorders
James Doty, Economics
Carol A. Williams, English
Genese Craddock, American Studies

William H. Payne, Geography
David Lewis, Geology
Charles Cutter, History
Julie Redman, Journalism
Peter Watersburg, Mathematics and Statistics
Martin Varela, Modern and Classical Languages
Kerry Morris, Philosophy
Declan Rieb, Physics and Astronomy
Bill Stromberg, Political Science
Nancy B. Lee, Psychology
James C. Ellis, Sociology
David Lanier, Speech Communications

The Arts and Sciences Committee on Human Research, responsible for approving research projects that involve the use of human subjects, was composed of the following faculty members:

Dolores Butt, Communicative Disorders, Chairman
Alan Frank, Psychiatry
Patrick McNamara, Sociology
James Sebring, Anthropology
Samuel Roll, Psychology

During 1972-73 the Committee reviewed 22 applications; none was denied. A list of the investigators and titles of projects is available in the office of the dean.

The Promotion Advisory Committees for 1972-73 consisted of the following members:

Humanities

Tamara Holzapfel, Modern Languages, Chairman
Howard Tuttle, Philosophy
Leonard L. Jermain, Journalism
Janet Roebuck, History
Robert E. Fleming, English

Natural Sciences and Mathematics

Walter T. Kyner, Mathematics, Chairman
David Draper, Communicative Disorders
Samuel Roll, Psychology
Wolfgang Elston, Geology
John Green, Physics
Robert Tapscott, Chemistry
Marvin Riedesel, Biology

Social Sciences

David Hamilton, Economics, Chairman
Lawrence Rosenfeld, Speech Communications
Harold Meier, Sociology
Robert Campbell, Geography
Martin Needler, Political Science
Karl Schwerin, Anthropology

I wish to express my thanks to the members of these various bodies and for the efforts that they expended on behalf of the College.

Staff Reductions

The following reductions in staff were imposed on the College of Arts and Sciences as a consequence of budget restrictions. These are reductions from the number of staff positions authorized for 1972-73, some of which were filled on a visiting basis, some held by people retiring in January or June 1973, some filled by faculty on terminal contract, and some by faculty who resigned to take other positions.

Anthropology -- one position: a senior ethnologist
Communicative Disorders -- one position: a clinical supervisor
Economics -- two positions: a macro-theorist and one resources economist
English -- two senior positions lost by retirement
Geography -- one position: an economic geographer
Mathematics & Statistics -- one position lost by retirement
Modern & Classical Languages -- one position: a senior scholar in Latin American literature
Philosophy -- one position lost by retirement
Physics & Astronomy -- one position in astronomy
Political Science -- two positions, of which one was in Latin American Affairs
Sociology -- one position
Speech Communications -- two positions

Offsetting the foregoing was an increase of one position in Chemistry, by allowing them to retain a visiting staff member. In addition to the foregoing losses are 1 1/2 positions comprising a joint appointment with the College of Fine Arts and an allocation of one man to American Studies to match the NEH planning grant.

Also in addition to the foregoing reductions were a cut of 5 FTE in part-time funds and 22 GA's and TA's (11 FTE). In all, a total of 32 1/2 FTE were lost, including graduate and teaching assistants.

Because of the way in which cuts were made, departments that had been most careful in filling new positions and, for one reason or another, had not found a suitable candidate for regular appointment, were most severely penalized.

The reduction in course offerings occasioned by these cuts in staff will have an erratic effect on the educational program of the College. In some instances classes can be allowed to grow larger, but this adjustment will be impeded by the reduction suffered in GA's and TA's. In other cases students will find it more diffidult to proceed in an orderly fashion with their education -- especially where courses have been restricted in frequency or in capacity and must be taken in a prescribed sequence. This problem will probably be most serious for students seeking to enroll in Biology and Chemistry courses, and will affect students in Pharmacy, Nursing, Education, Engineering and two-year para-medical programs as well as those with majors in Arts and Sciences.

Educational and Curricular Matters

New group requirements became effective in 1972-73. The most visible effects were a decline in enrollments in beginning foreign languages and in freshman English. In neither case was the decline so precipitous as to cause any serious disruption of departmental programs. As a consequence of these declines English and Modern Languages each suffered a reduction in GA's for 1973-74. However, these reductions are consistent with the state of the Ph.D. market and the desirable size of their graduate programs. A number of other departments also suffered reduction.

The English Department devised and used a Communications Skill Test by which incoming freshmen or other students seeking entry into the College of

Arts and Sciences were sorted into three groups: those who could enter A&S without further work in English composition; those who could enroll in English 101; those who needed special tutorial help. The quality of the Communicative Skills Test is being analyzed by Rodney W. Young, Director of the English Tutorial Program in the University College as well as by the Freshman English staff under the direction of Scott Catlett. The English Department will continue to study the relationship between tests of writing ability and courses designed to teach composition in the hope that we can raise the level of literacy of our students.

The University approved creation of a department of Linguistics in the College of Arts and Sciences and the College approved a major and minor in Linguistics. The department expects to retain its multi-disciplinary orientation and will be governed by a committee representing departments in Arts and Sciences and the College of Education. Assigned to the department, but continuing their affiliations with anthropology and education as hitherto are Bernard Spolsky and John Oller. Professor Oller is chairman.

A college committee (Barry Ames, George Schueler, James Gosz, and Robert W. Kern) explored the desirability of a "four-course plan", whereby the normal student's program would consist of four courses each semester. The committee reported in favor of such program. Further action in pursuit of a four-course plan was stopped pending a clearer picture of the amount and quality of work now demanded of students. On the basis of a very meagre sample it appears that in general students do not now spend two hours out of class on assignments for every hour in class, the traditional division of time that is expected to be followed in designing courses, designing outside work, assigning credit, designing examinations, and assigning grades. Students apparently spend, on the average, about half that amount of time. There are, of course,

exceptions. (See memoranda sent to faculty and other addressees during 1972-73). Under these conditions, shift to a four course plan could simply result in a further dilution of the quality of education rather than an increase in the intensity of study in each course by 33 1/3%, which the four course plan theoretically entails. Although the four-course plan has many educational advantages, its institution should not take place without evaluation of the quality and quantity of work now demanded and accomplished by the undergraduate student body.

Examination of grades earned by students, at both lower and upper divisions, shows a steady increase in the percent that A's and B's represent of total grades including I, W, and Cr/Nc. In Semester II, 1962-63, A's and B's together constituted 39% of all lower division grades in the College of Arts and Sciences. In Semester II, 1972-73, they constituted 48%. C's accounted for 34% and 25%, respectively, in the two periods. At the same time there is no evidence that students spend more time on their studies today than they did ten years ago. Some faculty, in fact, believe that students do less work now than their brothers and sisters did a decade ago.

Because of the likelihood that new staff will be limited in number, in assigning new staff or authorizing replacements maximum weight will have to be given to the character of academic programs, need for integration of programs, quality of instruction, and dedication of students toward their studies rather than to numbers of students. Departments whose grading practices violate acceptable norms as set forth by the faculty in the Catalog cannot use enrollments as justification for staff needs. This principle should be applied, of course, throughout the University and not solely in the College of Arts and Sciences.

During 1972-73 several task forces completed work on a new curriculum for the College, financed by a planning grant from the National Endowment for the Humanities.

The following faculty participated:

Humanities Freshman Course

David Jones, English, Chairman
Jack Kolbert, Modern Languages
Michel Pillet, Architecture
Ferenc Szasz, History

Social Science Freshman Course

1971-72 group

Richard Barrett, Anthropology
Elinore Barret, Geography
George Huaco, Sociology, Chairman
Peter Gregory, Economics
Randal Cruickshanks, Political Science

1972-73 group

Philip Bock, Anthropology, Chairman
Anita Alvarado, Anthropology
Barry Ames, Political Science
Paul Jonas, Economics

Theme on the Environment

Howard Dittmer, Biology
Ed Walters, Chemistry
Charles Mattox, Art
Charles Hyder, Physics & Astronomy
Edwin Hoyt, Political Science
Gary Hufbauer, Economics (Semester I)
William ~~Shultze~~ Schultze, Economics (Semester II)
Richard Anderson, Architecture, Chairman

Theme on War and Peace

Jay Sorenson, Political Science, Chairman
Clayton Rich, English
Richard Harris, Psychology
Gunther Rothenburg, History
Don Lee, Philosophy
Gilbert Merkx, Economics

Freshman Natural Science Course

Harjit Ahluwalia, Physics and Astronomy
James Ellison, Mathematics & Statistics
Albert Kudo, Mathematics & Statistics
Stanley Rhine, Anthropology
Samuel Roll, Psychology
Michael L. Rosenzweig, Biology
Sidney Solomon, Physiology
Ralph DeMarr, Mathematics & Statistics
Ed Walters, Chemistry

Theme on Arid Lands

William Weismantel, Architecture, Chairman
Shaul Ben-David, Economics
David Draper, Communicative Disorders
Delmar Dyreson, Geography
Marvin Riedesel, Biology
Roger Anderson, Geology
James Lewis, Mathematics
William Seymour, Music
Peter Walch, Art
David Remley, English
Bernard Spolsky, Linguistics
Matthieu Casalis, Philosophy
Douglas George, Art History

Robert Jespersen replaced Joel Jones as project director during 1972-73.

Except for the natural sciences course and the theme on arid lands, reasonably detailed programs were developed. The Humanities group gave the first semester of their course on a trial basis during Semester I, 1972-73.

Since institution of the program requires manpower in excess of that available to staff our regular program, it was intended that a development grant be applied for to the National Endowment for the Humanities. A preliminary statement of the proposal received an encouraging response from NEH. Total cost of the four-year program, including overhead, amounted to $3 million. Direct costs assumed by the University grew to about $500,000 per year by the fourth year of the proposed grant, an increase over our current budget of about 10%. The central administration has decided that it will not request a line item appropriation for the four-year total of matching money and has suggested no other sources of funds. This means that the proposed program is likely to be abandoned.

Departmental Affairs

Readers of the annual report are urged to examine the reports of the separate departments. The reader will see that evaluation of curricula occupied

considerable attention, along with changes in scheduling practices to accomodate to reductions or restrictions in faculty size. The use of student evaluation of teaching has become a common practice and a number of departments indicate that they find the results helpful in developing teaching procedures as well as in making personnel decisions and assignments. A number of departments report interesting educational experiments or construction of new courses. A number of departments conducted symposia or other programs that brought visiting scholars to our campus, and even more departments invited individual scholars to give lectures or conduct seminars. Considerable attention was given to matters of departmental government.

Graduate teaching is threatened by the reduction in support given to graduate students, the main effect of which is to reduce the quality of graduate classes rather than their size. I agree that some of the teaching now assigned to graduate students could be handled better by senior faculty, but such change would not eliminate the need for graduate assistants but rather change the nature of their assignments. In addition, we would need more senior faculty (instructors and above).

The student-faculty ratio in the College of Arts and Sciences is one of the highest of all major state institutions in the United States, on the basis of a sample survey conducted in April 1973 as part of the meeting of the Mississippi Valley Dean's in Albuquerque this spring. Of the 21 Colleges of Arts and Sciences in the state universities for which responses to a questionnaire were received (out of 25 universities polled), the College of Arts and Sciences of only one institution, the University of Missouri, had a ratio of student credit hours per faculty member that exceeded that of the College of Arts and Sciences of the University of New Mexico. If graduate and teaching assistants were counted

as part of the faculty, UNM was third from the top, its ratio being exceeded at South Dakota and the University of Wisconsin.* These figures were based on FTE of faculty and student credit hours for 1972-73, except three cases in which the figures were for 1971-72. Since South Dakota received for 1973-74 one of the largest budget increases of recent years, the ordering might be further to UNM's disadvantage by the time 1973-74 statistics are compiled.

The College of Arts and Sciences is not only deficient in teaching faculty. There is a critical need for more secretarial staff so that faculty do not have to type their own examinations, classroom materials, and scholarly papers. We also need several technicians -- a glass-blower, a machinist-carpenter, a draftsman-photographer, an additional electronics equipment maintenance man and several of various competencies for Maxwell Museum. It is reported that two people on campus can do glass-blowing: the chairman of the Chemistry Department and the Chairman of the Department of Physics and Astronomy. They are both adequate technicians but are distracted from glass-blowing by other duties.

The newest department in business during 1972-73 was Communicative Disorders. Its program is directed mainly toward the Master's degree, although a bachelor's major is also offered. In its first year enrollments grew and it acquired research and teaching support through contracts with HEW and the Bureau of Indian Affairs. Much of its work is in conjunction with hospitals, schools, and Indian communities within the state. In the course of teaching our students in the diagnosis and treatment of communicative disorders the staff made 300 evaluations of speech and language characteristics and 500 hearing evaluations. Its main facilities are in the Medical School complex.

*The state universities for which SCH/FTE ratios were reported were Alabama, Arkansas, Colorado, Illinois, Indiana, Kansas, Kentucky, Louisiana, Michigan, Minnesota, Missouri, Montana, Nebraska, New Mexico, North Dakota, Oklahoma, Pennsylvania, South Dakota, Tennessee, Wisconsin, and Wyoming.

The department of Mathematics and Statistics spun off the Division of Computing and Information Science, which now reports directly to the Vice President for Academic Affairs. Although the Division will administer its own degrees and personnel, it is expected that close relations will be maintained with related departments in the various colleges.

Several departments have broached and are exploring the possibilities of faculty exchange programs with other institutions. If the size of our staff remains relatively stable for a period of years the benefit of participating in one-semester or one-year exchanges, either in conjunction with or separate from sabbatical leaves, will be increasingly important.

Science departments (including Communicative Disorders), Journalism, Speech Communication, and Geography continue to suffer from inadequate equipment and supplies for teaching and research. The rapid expansion of instrumentation that has marked all of the sciences and communication has never been adequately reflected in departmental budgets. As a consequence, not only must faculty teach what is already obsolete but the lack of equipment makes it increasingly difficult to recruit faculty whose sophisticated requirements cannot be met.

In spite of high student loads, many of the faculty have maintained a steady record of scholarship and publication. Although no statistical tabulation has been officially made, one unofficial study indicated a rather wide range of performance, measured quantitatively, by departments and, of course, by faculty. There is occasional misunderstanding about the role of research in the University, especially on the part of students who see a favorite teacher denied tenure. These students fail to appreciate the fact that most members of our faculty are responsible for teaching at both the undergraduate and graduate levels. They do not understand the significance of research as part of the education

of Ph.D. students, as an instrument for the acquisition of support for both undergraduate and graduate students, and as a source of contacts in the academic and professional world for the placing of graduates. Even purely undergraduate institutions -- e.g. Williams, Oberlin , Amherst, Swarthmore, and Haverford -- expect their faculty to be productive research scholars because of the effect on teaching as well as on the enhancement of opportunities made available to their students.

During the course of the last few years it has become apparent that a condition of tenure in the College of Arts and Sciences is competent scholarship and publication beyond the Ph.D. Promotion to the rank of professor, more and more insistently, is being based not only on competent teaching but also on recognition as a scholar by fellow scholars outside the University.

Housing of Arts and Sciences Departments

During the past year, Psychology moved into a new building, Physics moved into new undergraduate laboratories and lecture room, and construction began on a building originally designated as Humanities. It appears that within the next few years all Arts and Sciences departments will be in their permanent homes. The building originally designed for humanities may house a variety of disciplines while at least one humanity -- History -- will be elsewhere. Biology needs space for expansion and has its eyes on the Pharmacy building. Safety conditions inside the Chemistry building need to be improved. Speech Communication hopes to have its departmental spaces consolidated and Geography is looking for high ceilings. I believe, however, that before he retires, Sherman Smith will have made suitable disposition of all A&S departments. It turns out that the dean's office will be located in the middle of a traffic jam without any solution in sight.

Students, 1972-73

The College of Arts and Sciences was responsible for 65.5% of total student credit hours taught at the University of New Mexico, a small increase from the 62.8% of the previous year (Table II). Enrollment of students in the College of Arts and Sciences increased in both semesters over the corresponding semester of the previous year, the increases being 3.2% and 13.9% respectively, for Semester I and Semester II (Table I).

Table III shows student credit hours by department over the period 1966-67 through 1972-73. For the college as a whole the increase was 33.4%. The rate of change varied rather widely among departments. The relatively low rate of growth in English and Modern and Classical Languages reflects the change in group requirements, an effect that will probably disappear within a year or so. In the case of History, there just appears to be a relatively stable demand, reinforced to some degree by restrictions on class size.

Tables IV, V, VI contain data on degrees awarded. The increase in the number of bachelor's degrees awarded may indicate that the effect of students' shifting to BUS has run its course.

Table VIII indicates that the number of students on probation in 1972-73 fell below each of the previous three years. This might indicate that students are more assiduous in pursuit of academic interests or that faculty give higher grades. What information we have supports the latter rather than former hypothesis. The same explanation, mutatis mutandis, can be used for Table IX, Dean's List. Table X lists the number of students that earned various honors. One item of note is the fact that 19 students from six departments earned departmental honors in 1972-73. In 1971-72, seven students earned honors in four departments. Since departmental honors are likely to be more meaningful than other forms of honors

in a climate of easy grades, the increase in the number of students and the increase in the number of departments earning and offering departmental honors, respectively, is gratifying.

Travel

The Arts and Sciences travel budget was administered by Ralph Norman. His report is submitted herewith, not only to demonstrate his financial probity but because the disposition of travel funds is important in the furtherance of scholarly activity.

In the first paragraph, reference to the Mathematics Department and the Psychology Department requires additional explanation. The "additional allocation" of $4000 to Mathematics came from part-time teaching funds in Mathematics and was designed to restore part of the money lost by expiration of the NSF developmental grant. The Psychology Department for a number of years has contributed $300 from its Supplies and Expense account to finance the travel of a few of its graduate students.

Annual Report on Arts and Sciences Travel, 1972-73
Ralph D. Norman

1. This report covers travel expenditures for the fiscal year terminating June 30, 1973. The original Arts and Sciences budget for the year was $30,000 augmented by an additional allocation of $4,000 to the Department of Mathematics. As usual, the Psychology Department contributed $300 for travel of several of its graduate students to present papers. There was also a transfer of $107 from NEH funds for use by Barry Ames in Political Science thus making the total working budget $34,407 for 1972-73.

2. This past year we experimented with a method of paying partial travel reimbursement, up to one-half the usual fare, to individuals wishing to attend meetings but who did not have any official capacity. We also had a policy of paying reduced amounts to individuals making more than one trip.

3. I have broken down the travel in all the departments into three categories for purposes of statistical analysis. The categories are Faculty Giving Papers (Part A); Faculty Attending as Officers (Part B); and Miscellaneous (Part C). The latter

category included discussants, panelists, or simply attendees. If a person was both an officer and a paper giver, he was placed in the latter category -- the procedure was in general to place the person in the highest category for which we have traditionally deemed travel meriting support. Table XI gives the results for all three groups. Part A (Paper Presentation) shows that a total of 120 individuals (not necessarily separate) were supported for giving papers. These included 92 at full fare for $15258.34; 14 at 2/3 fare for $1679.54; 4 at 1/2 fare for $388.00; and 19 miscellaneous for $756.90 (the 10 miscellaneous were given odd amounts for various reasons, such as using up departmental allotments, etc.).

Following are some comments which are evident from Part A:

a. Biology and Mathematics-Statistics were apparently the departments which spent the greatest proportionate amounts giving papers (however, the extra amount available to Math should be considered as a factor). They also had the largest number of individuals in this activity. A close third was Psychology in terms of amount and number of individuals.

b. In spite of its large size, English stands exceedingly low in both categories (amount and number).

4. Part B of Table XI presents data on faculty attending as officers. Thirty faculty traveled at full fare for $4903.37; three at 2/3 fare for $255.06; and three at 1/2 fare for $306.10. Math-Stat, again has high rank and so does History. English fared far better in this category than in Part A. If you would like to know the "steady-state" cost were we to follow rules for travel as we did in 1972-73 for giving papers and holding officerships, this would be the sum of Parts A and B, or $23,620.21. If we limited all faculty to but one trip at full fare either as givers of papers or as officers, the total would be $20,161.71 from these tables. The allotment of $17150 we have for the coming fiscal year (73-74) is just 85% of this total -- the future thus bodes some troubles, no doubt. It should also be remembered that A&S Administration spent very little on travel this fiscal year, and practically all of its allocation was given to the departments. Nobody, as a matter of fact, in the Dean's Office itself traveled.

5. Part C gives the data for Miscellaneous Attendance. Some 72 faculty traveled in this category at a total cost of $10,291.10. As in Part B, Math-Stat, History, and English were the top three. It is obvious that English used up its allotment for the year principally in this category.

6. Table XII gives the data for all travel disbursements for the year regardless of purpose. A total of 228 faculty (again, not all separate individuals) traveled. The total expended

was $33,808.41, or 98.3% of the total, leaving a balance of $598.59 (1.74%) in unspent monies.

7. In all, I experienced practically no difficulty in administering the funds this past year. Much credit is due to Carla Duran for keeping very tight bookkeeping controls. Day-to-day balances were kept. Chairmen were exceedingly cooperative, and, as a matter of fact, several yielded some of their unexpended allocations back to the general reserve upon my personal request. Faculty on the whole were most gracious and understanding. I hope that this coming year, with budget slashed in half, we shall be as successful as this year.

Faculty Promotions, Retirements, Separations and Appointments

PROMOTIONS

To Full Professor:

Harjit Ahluwalia	Physics and Astronomy
Robert Cogburn	Mathematics and Statistics
Clifford F. Crawford	Biology
Pelayo Fernandez	Modern and Classical Languages
Douglas Ferraro	Psychology
Micha Gisser	Economics
Ulrich Hollstein	Chemistry
David E. Kidd	Biology
Lloyd E. Lamb	Communicative Disorders
Claude-Marie Senninger	Modern and Classical Languages
Robert Sickels	Political Science
Lee Woodward	Geology

To Associate Professor:

Richard C. Allen	Mathematics and Statistics
Colston Chandler	Physics and Astronomy
James P. Crow	Journalism
Herbert T. Davis	Mathematics and Statistics
Dennis Feeney	Psychology
James D. Finley	Physics and Astronomy
Robert Herron	Modern and Classical Languages
David R. Jones	English
James Judge	Anthropology
Paul Kerkof	Biology
Donald Reed McLaughlin	Chemistry
Patricia Murphy	Modern and Classical Languages
Cornelis W. Onneweer	Mathematics and Statistics

To Assistant Professor:

Howard N. Rabinowitz	History
Karl John Seitz	History

RETIREMENTS

Archie J. Bahm	Philosophy
Wayne C. Eubank	Speech Communications
Richard Hildner	Mathematics and Statistics
Cullen Owens	Speech Communications
Harold O. Ried	Speech Communications
Katherine Simons	English
Ernest W. Tedlock	English

SEPARATIONS

Maureen O. Ahern	Communicative Disorders
David Alvirez	Sociology
Barry Ames	Political Science
John Beakley	Biology
Michael Bogan	Biology
Gary L. Brower	Modern and Classical Languages
Edgar Cruft	Geology
Peter Barth	Economics
Joseph Fashing	Sociology
Robert D. Herron	Modern and Classical Languages
Djelal Kadir	Modern and Classical Languages
Harold G. McCann	Sociology
Manoranjan Majumdar	Economics
James W. Michaels, Jr.	Sociology
William P. Neal	Speech Communications
Karen Peterson	Communicative Disorders
Abraham Rosenzweig	Geology
Gunther Rothenberg	History
Ronald D. Snell	Speech Communications
G. Milton Wing	Mathematics and Statistics
Miles Wolpin	Political Science
Carole Offir	Psychology

APPOINTMENTS

Anthropology:

Susan Steele	Visiting Assistant Professor

Biology:

Ronda F. Cooper	Assistant Professor
Kenneth N. Geluso	Visiting Instructor
Michael E. Seidel	Assistant Instructor

Chemistry:

Elaine A. Dittmar	Visiting Instructor
Cary Jacks Morrow*	Assistant Professor

Communicative Disorders:

Mary Bolton	Visiting Instructor

English:

Michael M. Butor#	Visiting Assistant Professor
Hugh Witemeyer	Associate Professor

*Visiting Assistant Professor 1972-73
#Appointment is 1/3 English; 1/3 Modern & Classical Languages; 1/3 Fine Arts

APPOINTMENTS (continued)

Geology:	
Gary P. Landis	Visiting Assistant Professor
History:	
Brooke DeVore Smith	Visiting Assistant Professor
Mathematics and Statistics:	
Carlos Ford-Livene	Visiting Associate Professor
Modern and Classical Languages:	
Michel M. Butor#	Visiting Assistant Professor
Bruno Hannemann*	Assistant Professor
Peter Mellon*	Assistant Professor
Political Science:	
James M. McCormick**	Visiting Assistant Professor
Psychology:	
Joe A. Parsons	Visiting Assistant Professor
Speech Communications:	
Joan M. Civikly	Instructor
Timothy G. Plax	Visiting Assistant Professor

#Appointment is 1/3 English; 1/3 Modern and Classical Languages; 1/3 Fine Arts
*Visiting Assistant Professor 1972-73
**Visiting Assistant Professor 1972-73; Reappointed 1973-74; Resigned, July 1973.

TABLE I

NUMBER OF STUDENTS ENROLLED
COLLEGE OF ARTS AND SCIENCES, 1966-67 -- 1972-73

YEAR	SEM. I	% Inc.over Prev. year	SEM. II	% Inc.over Prev. year
1966-67	1,993	19.5	2,032	9.2
1967-68	2,239	12.3	2,248	10.6
1968-69	2,367	5.7	2,474	10.0
1969-70	2,454	3.7	2,412	- 2.5
1970-71	2,541	3.5	2,518	4.4
1971-72	2,563	0.9	2,490	- 1.1
1972-73	2,644	3.2	2,837	13.9
Increase 1972-73 Over 1966-67	651	32.7	805	39.6

TABLE II

STUDENT CREDIT HOURS TAUGHT, UNM AND A&S

YEAR	STUDENT CREDIT HOURS UNM	A&S	A&S PERCENT OF TOTAL
1966-67	317,490	208,845	65.8
1967-68	336,749	219,298	65.1
1968-69	348,709	226,690	65.0
1969-70	368,479	234,288	63.9
1970-71	425,189	267,234	62.9
1971-72	444,361	279,705	62.8
1972-73	425,302	278,577	65.5
Increase 1972-73 Over 1971-72	- 4.3% -19,059	- 0.4% -1,128	
1972-73 Over 1966-67	33.9% 107,812	33.3% 69,732	

TABLE III

STUDENT CREDIT HOURS BY DEPARTMENTS

DEPT.	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	% Incr. 1967-73
Am. Stds.	---	---	---	---	---	1,222	2,277	---
Anth.	12,380	13,139	15,098	16,190	20,543	19,616	18,848	52.24
Biol.	17,816	18,665	18,794	18,218	19,816	23,855	23,766	33.39
Chem.	12,227	12,620	12,597	11,805	13,797	16,805	18,923	54.76
Comm. Dis.	---	---	---	---	---	---	2,116	---
Econ.	8,347	9,609	9,298	9,387	11,135	10,369	10,950	31.18
Engl.	33,069	35,014	34,917	37,610	41,601	38,604	34,770	5.14
Geog.	3,165	4,017	3,794	4,141	5,126	5,664	4,912	55.19
Geol.	7,328	7,858	9,100	9,803	10,232	10,072	10,000	36.46
Hist.	21,672	23,058	23,684	22,938	22,986	22,725	21,969	1.37
Journ.	1,392	1,601	1,747	2,020	2,272	2,474	2,661	91.16
Math.	24,517	24,733	23,417	23,787	25,138	25,973	27,172	10.82
M&CL.	18,479	19,397	20,888	21,101	23,675	22,036	20,215	9.39
Phil.	4,589	5,198	4,709	6,808	10,260	11,619	10,207	122.42
Phys.&Astr.	7,608	8,091	8,753	8,508	9,155	11,210	11,860	55.88
Pol.Sci.	8,436	7,892	9,683	9,990	10,265	9,790	10,844	28.54
Psych.	13,634	13,911	15,563	16,649	23,092	23,440	26,321	93.05
Soc.	8,171	6,843	8,119	8,234	10,877	13,383	12,549	53.57
Sp.Comm.	6,015	6,497	6,529	7,099	7,354	10,848	8,217	71.78 (b)
Inter-Dept.	---	---	1,555(a)	---	---	---	---	---
TOTALS	208,845	219,298	226,298	234,288	267,324	279,705	278,577	33.38

(a) Student credit hours earned in an experimental interdisciplinary course taught during Semester I, 1967-68. The course attracted many students who would ordinarily have enrolled in political science, sociology, and other departments.

(b) Percentage increase is derived from the addition of Sp.Comm. and Comm.Dis. for 1972-73 over Sp.Comm. for 1967.

TABLE IV

DEGREES AWARDED, COLLEGE OF ARTS AND SCIENCES

	BACHELOR'S DEGREES		ADVANCED DEGREES					
			Master's (a)		Doctor's		Total	
YEAR	No. of Degrees	% Inc. Over Previous Yr.	No.	% Inc.	No.	% Inc.	No.	% Inc.
1967	423	6.8	130	16.0	41	105.0	171	30.5
1968	511	20.8	171	31.5	47	14.6	218	27.5
1969	601	17.6	162	-5.3	62	31.9	224	2.8
1970(b)	601	.0	167	3.1	72	16.1	239	6.7
1971	592	-1.5	171	2.4	73	1.4	244	2.1
1972	435	-26.5	130	-24.0	47	-35.6	177	-27.5
1973	622	43.0	189	45.4	84	80.9	273	54.8
6-Year Increase	199	4.7	59	45.4	43	104.8	104	60.8

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

TABLE V

DEGREES AWARDED, A&S AND UNM, 1967 AND 1972

	BACHELOR'S DEGREES			ADVANCED DEGREES		
COLLEGE	1967	1973	% Inc.	1967	1973	% Inc.
Arts and Sciences	542	622	14.8	175	274	56.6
Other Colleges*	669	1413	111.2	299	535	78.9
UNM TOTAL	1211	2035	68.0	474	809	70.7

*Excludes Law and Medicine.

TABLE VI

DEGREES AWARDED, BY DEPARTMENT, 1970-72

DEPARTMENT	BACHELORS				MASTERS				DOCTORAL			
	1970	1971	1972	1973	1970	1971	1972	1973	1970	1971	1972	1973
American St.**	-	-	-	-	-	-	-	-	4	1	3	5
Anthropology	35	57	37	64	14	16	5	13	4	2	1	2
Art*	5	3	1	4	-	-	-	-	-	-	-	-
Biology	77	80	77	82	17	18	13	15	2	4	2	10
Chemistry	35	33	28	34	4	1	8	11	6	6	3	4
Comm. Dis.	-	-	-	9	-	-	-	2	-	-	-	-
Comp. Lit.	-	-	-	1	3	-	-	2	-	-	-	-
Dietetics*	1	1	-	1	-	-	-	-	-	-	-	-
Economics	20	15	15	23	5	3	4	12	-	1	1	2
Econ-Phil.	1	-	2	-	-	-	-	-	-	-	-	-
English	71	68	44	72	12	18	18	20	11	7	10	18
English-Phil.	9	-	7	8	-	-	-	-	-	-	-	-
Foreign Studies	12	14	11	-	7	14	-	1	-	-	-	-
Geography	6	10	2	8	-	1	4	3	-	-	-	-
Geology	9	15	6	14	7	4	2	8	3	5	6	2
History	89	64	60	50	15	13	19	17	7	16	4	11
Ibero-American Studies**	-	-	-	-	-	-	-	-	3	-	-	4
Journalism	19	16	11	21	-	-	-	-	-	-	-	-
Lt.Am.St.	-	-	-	9	-	-	-	10	-	-	-	-
Math. & Stat.	24	28	27	40	9	18	12	18	10	7	7	9
Med. Tech.	3	1	1	1	-	-	-	-	-	-	-	-
M & CL	54	55	34	46	28	18	17	18	6	10	3	4
Philosophy	7	7	2	11	8	4	4	4	1	1	1	1
Physics & Astr.	14	9	2	12	9	2	5	9	2	5	-	5
Pol. Sci.	53	63	27	36	6	6	6	2	-	-	-	2
Psychology	51	64	54	93	5	4	8	8	12	8	5	5
Russian St.	-	-	-	1	-	-	-	-	-	-	-	-
Sociology	32	22	21	31	3	2	-	4	-	-	-	-
Speech	10	10	5	8	15	21	6	12	-	-	-	-
W. European St.	-	-	-	1	-	-	-	-	-	-	-	-
Home Econ.*	1	-	-	1	-	-	-	-	-	-	-	-
M.A.T.	-	-	-	-	27	29	-	31	-	-	-	-
M. Ed. Sci.	-	-	-	-	2	-	-	1	-	-	-	-
TOTALS	638	635	474	681	196	192	134	221	71	73	46	84

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

**Interdisciplinary programs at the doctoral level.

TABLE VII

BACHELOR DEGREES AWARDED
BY COLLEGE OF EDUCATION
WITH A&S MAJORS, 1972-73

DEPARTMENT	1970	1971	1972	1973
Anthropology	1	0	0	0
Biology	2	4	3	2
Chemistry	0	1	1	1
English	34	45	23	13
Geography	0	2	0	1
Geology	1	0	0	0
History	20	34	16	16
Journalism	1	0	0	0
Mathematics & Statistics	5	3	2	9
Mod. & Class. Languages	6	9	4	14
Philosophy	0	1	1	1
Political Science	7	6	6	1
Psychology	0	3	3	2
Sociology	0	0	0	1
Speech Communications	5	11	4	5
Communication Arts	13	26	10	10
Social Studies Composite	22	26	6	20
Science Composite	8	10	9	10
TOTALS	125	178	88	106

TABLE VIII

ACADEMIC PROBATIONS, SUSPENSIONS AND RELEASES
COLLEGE OF ARTS AND SCIENCES

SEMESTER	1969-1970 No.	%	1970-1971 No.	%	1971-1972 No.	%	1972-1973 No.	%
Semester I								
On Probation	363	14.8	135	5.3	132	5.1	65	2.45
Suspended	29	1.2	17	0.7	11	0.4	14	0.52
Released from Probation	68	2.8	69	2.7	50	1.9	55	2.08
Semester II								
On Probation	176	7.3	87	3.5	132	5.3	55	1.93
Suspended	7	0.3	32	1.3	18	0.7	26	0.91
Released from Probation	91	3.8	25	1.0	44	1.8	56	1.97

Number of students enrolled in Arts and Sciences:

Semester I, 1972-73	2,644
Semester II, 1972-73	2,837

TABLE IX

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

Grade-Point Average	1970-1971 Semester I No.	%	1970-1971 Semester II No.	%	1971-1972 Semester I No.	%	1971-1972 Semester II No.	%	1972-1973 Semester I No.	%	1972-1973 Semester II No.	%
4.00	47	1.8	66	2.6	54	2.4	71	2.9	61	2.3	79	2.8
3.50-3.99	202	7.9	218	8.7	157	6.1	167	6.7	177	6.7	243	8.6
3.00-3.49	316	12.4	321	12.7	282	11.0	293	11.8	251	9.5	335	11.8
TOTALS	565	22.2	605	24.0	493	19.2	531	21.3	489	18.5	657	23.2

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

TABLE X

HONORS IN GENERAL STUDIES:		
Cum Laude	9	
Magna cum laude	19	
Summa cum laude	4	32
DEPARTMENTAL HONORS:		
Economics	3	
German	1	
English	1	
Mathematics & Stat.	8	
Psychology	5	
Philosophy	1	19
GRADUATED WITH DISTINCTION:		3
ELECTED TO PHI BETA KAPPA:		
Juniors	6 (of 6)	
Seniors	43 (of 50)	49
NOMINATED TO PHI KAPPA PHI*:		
Juniors	6 (of 13)	
Seniors	45 (of 114)	51

*Of the 127 nominated in the entire university, 75 accepted; 35 of these were in Arts and Sciences (3 juniors and 32 seniors).

TABLE XI BREAKDOWN OF ALLOCATIONS

DEPARTMENTS	Part A-Paper Presentation			Part B-Officer Participant			Part C-Miscellaneous Attendant		
	No. of Faculty	Amount	% of Total Amt	No. of Faculty	Amount	% of Total Amt.	No. of Faculty	Amount	% of Total Amount
A&S Admin.							2	414.75	4.0
Am. Studies	1	262.00	1.4	---	---	---	---	---	---
Anthropology	7	1,118.33	6.2	---	---	---	1	74.60	0.7
Biology	12	2,296.15	12.6	3	348.50	6.4	7	947.10	9.2
Chemistry	9	1,056.00	5.8	1	68.00	1.3	1	164.00	1.6
Comm. Dis.	3	464.00	2.6	1	115.00	2.1	3	294.00	2.9
Economics	6	1,065.73	5.9	---	---	---	4	625.60	6.1
English	2	268.00	1.5	5	898.00	16.5	9	1,603.00	15.6
Geography	2	384.00	2.1	1	192.00	3.5	1	192.00	1.9
Geology	6	617.21	3.4	1	114.00	2.1	2	191.55	1.9
History	6	733.00	4.0	8	1,000.00	18.4	10	1,541.00	15.0
Inter-Am. Aff.	2	384.00	2.1	---	---	---	---	---	---
Journalism	---	---	---	1	76.00	1.4	---	---	---
Math & Stat	15	2,475.93	13.6	5	1,062.00	19.5	11	1,789.29	17.4
M & CL	9	1,185.39	6.5	2	333.00	6.1	9	822.40	8.0
Philosophy	4	586.60	3.2	1	43.00	0.8	2	316.00	3.1
Phys & Astr	4	432.00	2.4	---	---	---	2	365.00	3.5
Political Sci	6	1,040.40	5.7	3	496.22	9.1	1	106.00	1.0
Psychology	9	741.50	4.1	2	252.73	4.7	6	804.21	7.8
Sociology	10	1,742.49	10.2	---	---	---	---	---	---
Sp. Comm.	7	1,230.00	6.8	2	436.00	8.0	1	45.60	0.4
TOTAL	71	18,082.73	100.1	36	5,434.53	99.9	72	10,291.10	100.0

TABLE XII TOTAL DISBURSEMENTS

DEPARTMENTS	No. of Faculty	Amount	Per Cent of Total Amount
A&S Administrative	2	414.75	1.20
American Studies	1	262.00	0.76
Anthropology	8	1,192.98	3.46
Biology	22	3,591.75	10.43
Chemistry	11	1,288.00	3.74
Communicative Dis.	7	873.00	2.53
Economics	10	1,691.33	4.91
English	16	2,774.00	8.06
Geography	4	768.00	2.23
Geology	9	912.76	2.67
History	24	3,274.00	9.51
Inter-American Affairs	2	384.00	1.11
Journalism	1	76.00	0.22
Math. & Statistics	31	5,327.24	15.75
Mod. & Class. Languages	20	2,340.79	6.80
Philosophy	7	945.66	2.74
Physics & Astronomy	6	797.00	2.31
Political Science	10	1,642.62	4.77
Psychology	17	1,798.44	5.22
Sociology	10	1,742.49	5.15
Speech Communications	10	1,711.60	4.97
TOTAL		33,808.41	98.03
FINAL RESERVE		598.59	1.73
GRAND TOTAL	229	34,407.00	99.76

The Report of the Department of Anthropology
July 1, 1972 - June 30, 1973
Harry W. Basehart, Chairman

I. GENERAL DEPARTMENTAL INFORMATION

A. Significant achievements during the academic year 1972-1973.

The addition to the Anthropology Building, providing office and laboratory space for faculty members, and the expanded Maxwell Museum of Anthropology became available for occupancy during the summer of 1972. The time-consuming tasks of overseeing the removal of departmental offices from temporary quarters in Mesa Vista Hall and equipping the new offices for faculty use was undertaken by Professor W. James Judge in his capacity as acting chairman. In addition, Professor Judge directed the 42nd annual field session in archeology at Tijeras Pueblo. The Tijeras site has proven to have exceptional teaching potential, and thirty students from universities throughout the country participated in the excavations and received intensive laboratory training. Approximately one-tenth of the area of this 14th century Pueblo has been excavated by field school students during the past two years and continuing work on the site is planned in order to examine systematically the relationships between prehistoric demography and subsistence. The services of Professor Judge in his dual capacity deserve high praise, particularly since the duties of acting chairman were exceptionally demanding at this time, requiring decisions on complex problems involving both personnel and material.

Archeological research by students under the direction of Professor FRank C. Hibben at the Comanche Springs site, south of Albuquerque, continued during the summer.

Professor Harry W. Basehart assumed the chairmanship of the Department at the beginning of the Fall semester, with Professor Linda Cordell as assistant chairman. With the increase in the size of the faculty it became evident that some type of formal committee structure might be desirable for dealing with recurrent problems which require only the approval rather than the participation of the entire faculty. The faculty adopted a proposal for the initiation of the following three standing committees: Policy, Graduate Program, and Undergraduate Program. The primary function of the Policy committee, composed of three members elected by the faculty and the Assistant Chairman, is to provide advice to the chairman on departmental problems. The Graduate and Undergraduate committees include an equal number of faculty and student representatives; these groups met frequently in the Spring semester, primarily in connection with curricular questions.

Departmental tenure and promotion procedures were formalized to assure a comprehensive review of the credentials of candidates through the appointment of ad hoc committees comprised of three faculty members. Committee recommendations are then reviewed and discussed in meetings of the tenured faculty. In comformity with the recommendations of the Dean, a faculty committee devised a questionnaire for student evaluation of faculty classroom instruction, and responses to the evaluation were incorporated in recommendations for promotion and tenure.

The graduate program was discussed extensively in both the Fall and Spring semesters. A proposal for a core program of seminars

for beginning graduate students was presented to the faculty in the fall by a committee chaired by Professor James N. Spuhler and the proposal, developed in consultation with students, was approved. However, there was increasing dissatisfaction with the operation of the program in previous years and during the present year on the part of students and faculty. In the spring, faculty and students presented an alternate program marked by greater flexibility which won faculty support and will be implemented in the fall of 1973. The effectiveness of the new program will depend heavily upon intensive faculty advising to meet the individual needs of incoming students; it permits a wider range of student choice of specific courses while maintaining the department's insistence upon general competence in the discipline prior to specialization.

In discussing various features of the curriculum, the Undergraduate committee encountered considerable enthusiasm for a departmental honors program; a specific proposal was developed, approved by the faculty, and will be available to a limited number of undergraduates beginning with the Fall semester, 1973.

Visiting scholars who presented lectures during the year included Dr. Leslie White (University of California, Santa Barbara), who spent three days on campus as Visiting Popejoy Lecturer; Professor F. Clark Howell (University of California, Berkeley); Dr. Jacqueline Lindenfeld (California State University, Northridge); Susan Steele (University of California, San Diego).

Southwestern Journal of Anthropology. Decreased income, mounting expenses, and editorial problems motivated proposals for radical changes in the Journal, scheduled to take effect in the Spring semester.

Innovations included a change in name to the Journal of Anthropological Research (a title which reflects more accurately the character of the publication), a reduction in the number of pages printed per year, the elimination of the summer editorship, and various printing economies. Two senior members of the faculty--Dr. Philip Bock and Dr. Karl Schwerin--were named co-editors; ultimately they will replace Dr. Stanley Newman, who has been co-editor with Dr. Basehart since 1962. With the approval of the Regents, Dr. Newman re-assumed his editorial duties for the Spring semester, 1973; his experience indicates that the plan to produce two issues of the Journal each spring and fall probably is unrealistic. Dr. Basehart continues as editor.

Journal income increased dramatically during the fiscal year, and is expected to exceed $32,000 by the end of June as compared with $9,843 in 1971-1972. At the same time subscriptions declined from 2631 in the preceding year to 2327; in part at least, the decrease represents changes in the handling of subscriptions.

Maxwell Museum of Anthropology. The expansion of the Museum (including the Clark Field Archive and Library, the North Campus warehouse, and the Garden) has resulted in an increase in space from about 6,000 to 24,000 square feet. Public space comprises some 9,000 square feet of the total, with the remainder devoted to storage and work areas.

Finances and Staff: Total income and expenditures during 1972-1973 totalled approximately $110,000. The Museum received grants and contracts amounting to $40,037, gifts of $4,800, and income from the Gift Shop and Photo Service of about $17,500. Allocated funds of $48,080 were only 44% of total income. Salaries for new appointments during the

year were provided through gifts, grants, and sales income; in consequence, these positions are temporary in nature.

Professor Brody was appointed Museum Director effective July 1, and Professor Campbell (on sabbatical leave for the year) to the post of Chief Curator.

Accreditation: The Museum was visited by a team from the Accreditation commission of the American Association of Museums as the final step in accreditation proceedings. The AAM has withheld accreditation pending a statement from the University Regents certifying the legal existence of the Museum and offering assurance of its continuation. Formal accreditation is especially important because this type of recognition is now being required for institutions applying for federal grants.

Collections: The moving of the collections was the major activity during the year. Under the direction of Mrs. Rodee, the Museum Registrar, 90% of the move has been completed, and 75% of space in new storage areas has been organized. In addition, 439 items were catalogued, and preliminary work on the transfer of collections data to a computer was completed. Dr. Rhine, Curator for Physical Anthropology, supervised the cleaning, preparation, and cataloging of about 1,000 physical anthropology specimens, making this important collection available for research and study. Forty-seven accessions, including some 2,200 items, were added to the collections. Of the items, 1,701 were gifts appraised at $19,522; about 400 items were permanent loans which will become gifts when the donors' tax attorneys advise.

Public Activities: Accurate attendance records were kept for organized groups only. Despite the disruption attendant upon the move to new quarters, a record number of groups were handled by the Education division, including 21,686 persons in 747 groups. Special programs attracted about 3,000 adults. Walk-in attendance was estimated to be 40,000, with total attendance approximating 65,000 during eight active months.

The Education division was supported entirely by non-allocated funds; about 20 volunteers were involved as docents and in planning future didactic exhibits. This division was headed by Dr. Rudolfo Serrano, who was provided 1/3 released time by the College of Education.

With increasing responsibilities assigned Preparator/Photographer Richard Dunatchik, the Exhibit division mounted two large textile exhibits and the first major exhibit in the new gallery, Man: the Music Maker. The latter was organized with the guidance of Dr. Philip Bock. An ethnobotanical garden will be planned with the assistance of Dr. Karl Schwerin, while Dr. Stanley Rhine will organize an exhibit on human evolution. Other faculty members will be called upon in the future to control the content of museum exhibits. One major permanent exhibit---Man in the Southwest---was substantially completed, three temporary exhibits installed, and 60 feet of permanent space allotted to temporary exhibits organized. In addition, the Exhibits division ---too frequently---was co-opted to construct shelving for collections storage.

The Gift Shop, managed by Beverly Barsook with the assistance

of ten volunteers, expanded substantially. During the eight active months of the year gross sales approached $50,000, which is $10,000 more than anticipated for a twelve month year. The inventory approximates $35,000, and net profit for 1972-1973 is expected to reach about $11,000.

Miss Barsook, Mrs. Rodee, and Dr. Brody identified materials for some 400 individuals and presented public lectures to 27 different civic groups. Mrs. Rodee and Mr. Dunatchik taught courses at the Museum for the Division of Continuing Education; a children's art class was taught during the summer of 1972 by the College of Education.

The Museum sponsored three archeological research projects during this reporting period; one project was funded by the Bureau of Indian Affairs and two by MAPCO in connection with pipeline clearance. The Museum is working closely with Dr. Judge in developing policies for future archeological salvage and clearance work.

Clark Field Library and Archive: Moved into new quarters and staffed for the first time by a half-time Archivist/Librarian, the library was reorganized during 1972-73. Under the direction of a Departmental Library Policy Committee chaired by Dr. Schwerin, while being administered through the Maxwell Museum, the library served about 1,500 people and began to function as a media resource for the Department. 452 volumes were catalogued, 468 were received as gifts, and about twelve series of periodicals were brought up to date.

New Mexico Archeological Center. The Director of the Center, Dr. Robert H. Lister, who also has served as Chief Archeologist of the National Park Service during the year, has provided the following account of activities at the Center.

The Center moved into its new quarters in the Anthropology Building in June, 1972.

During the summer of 1972 staff of the Center completed the archeological survey of Chaco Canyon National Monument, recording over 1,700 sites. The winter months of 1972-73 were devoted in part to analysis of data and specimens from that survey. Excavations of Basketmaker III and Pueblo I villages in Chaco Canyon have been initiated and will continue throughout the summer of 1973.

Remote sensing research has been directed toward expanding our knowledge of the prehistoric road and water control systems in and about Chaco. An additional quantity of various types of aerial imagery have been obtained and ground checks of features first identified on the films are being made this summer.

Environmental studies were conducted through contracts with the University departments of Biology, Geology, and Geography.

C. Significant plans and recommendations for the near future.

In the annual report for 1971-1972, as in earlier reports, Professor Campbell emphasized the need for a full time administrative assistant to the chairman. The advantages of such a position in a large department, and in the context of increasing administrative chores, requires little elaboration. While Professor Cordell's services as assistant chairman have been invaluable, I am not convinced (nor was Professor Campbell) that this is an efficient use of a highly trained faculty member. It should be added that a parallel argument holds for the office of chairman.

Progress with respect to the two immediate problems noted by

Professor Campbell---teaching evaluation and the graduate program---has been noted in an earlier section of this report.

The faculty remains convinced of the importance to the department of a senior appointment in ethnology. This position had been authorized and preliminary arrangements made for a visit by a highly promising candidate when the freeze was placed on all new appointments. I urge that this appointment be assigned high priority as soon as the budget permits.

With the elimination of most federal support for graduate students, alternative sources need to be sought to attract the highest quality graduate students in competition with institutions which still appear to be well endowed financially. This is particularly important if we are to recruit qualified minority students who need financial aid at the very beginning of their graduate careers. Department faculty and graduate students have explored this problem jointly and plan to continue discussions in the fall.

Although the department has an excellent summer field training program in archeology, similar training in ethnology has been available only by happenstance. Because field research is regarded as a fundamental part of graduate education for ethnologists, a systematic and supervised introduction to field work is highly desirable. The development of a program of this character presents a number of problems, not the least being financial support; nevertheless, the ethnologists plan to continue to examine various approaches with the hope of developing a viable field training procedures.

D. Appointments to Staff.

Susan M. Steele, Visiting Assistant Professor of Anthropology; Effective date, August 20, 1973.

E. Separations from Staff.

George P. Springer, Professor of Anthropology, Vice President for Research, Dean of the Graduate School. Deceased, July 29, 1972.

II. COMPOSITE OF INFORMATION REQUESTED ON INDIVIDUAL BIOGRAPHICAL SUPPLEMENTS

1. Advanced study:

Bock, P. K.	-Advanced classes in piano technique with Mortimer Markoff, Palo Alto, Calif.
Froehlich, J. W.	-Ph. D., Harvard University, June 1973.
Smith, C. A.	-Post-doctoral study of formal economics at Food Research Institute, Stanford University.

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

Bock, P. K.	-Visiting Professor, Stanford University, summer 1972.
Campbell, J. M.	-Sabbatical leave, 1972-1973.
Cordell, L. S.	-Summer archeological field research, Imbabura province, Ecuador.
Froehlich, J. S.	-Leave at Smithsonian Institution to study comparative primatology.
Harpending, H. C.	-Summer conference at Population Genetics laboratory, University of Hawaii.
Hibben, F. C.	-Travel in Ethiopia, Mozambique, and Tanzania as State Department consultant.
Rigsby, B.	-Leave. Research on Australian aboriginal languages, Cape York, Australia.
Spuhler, J. N.	-Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford, Calif. through August 1972.

3. New scholastic honors, fellowships, etc.:

Brody, J. J.	-Popejoy dissertation award; art history.
Cordell, L. S.	-Elected Fellow, American Anthropological Association.
Spuhler, J. N.	-Member, Assembly of Behavioral and Social Sciences, National Academy of Sciences.

4. Publications:

Barrett, R. A.

-(1972) Social Hierarchy and Intimacy in a Spanish Town, Ethnology, 11:386-398.

Basehart, H. W.

-(1972) Traditional History and Political Change among the Matengo of Tanzania, Africa 42:87-97.

-(1972) Review: M. Douglas and P. M. Kaberry (eds), Man in Africa, in Journal of Asian and African Studies 6:296-297.

-(1971) Review: Ward Goodenough, Description and Comparison in Cultural Anthropology in American Anthropologist 73:1295-1296.

-1973) Cultivation Intensity, Settlement Patterns, and Homestead Forms among the Matengo of Tanzania, Ethnology 12:57-73.

-(1973) Co-author: "Shamanism and Peyote Use among the Apaches of the Mescalero Indian Reservation," pp. 53-66 in Hallucinogens and Shamanism (ed. by M. J. Harner). Oxford University Press.

Lewis R. Binford

-(1972) An Archaeological Perspective. Seminar Press. (pp. 464)

-(1972) The "Binford" Pipe Stem Formula: a Return from the Grave, The Conference on Historic Site Archaeology 1971. Vol. 6, pt. 1, pp. 230-253.

-(1972) Evolution and Horizon as Revealed in Ceramic Analysis in Historical Archaeology, The Conference on Historic Site Archaeology 1971. Vol. 6, pt. 1, pp. 117-127.

-(1972) "Model Building Paradigms and the Current State of Paleolithic Research" in Models in Archaeology (ed. by David Clarke), pp. 109-166. Methuen.

-(1972) The New Archaeology---an American Archaeologist Gives His Opinion, The Listener 87:172-176.

Bock, P. K.

-(1972) Review: John Niehardt, When the Tree Flowered in American Anthropologist 74:31.

Cordell, L. S. -(1972) Co-author:"Intellectual Frameworks: Mercati to Durkheim," pp. 275-293 in In the Beginning: an Introduction to Archaeology by Brian M. Fagan, Little, Brown.

-(1972) Co-author: "Toward Explanation: 1900-the 1970s," pp. 294-315 in In the Beginning: an Introduction to Archaeology by Brian N. Fagan, Little, Brown.

Harpending, H. C. -(1972) Co-author: Hunter-Gatherer Populations and Archaeological Inference, World Archeology (Autumn).

Judge, W. J. -(1972) PaleoIndian Settlement Technology in New Mexico, Science 176:1210-1216.

-(1973) Review: G. Gumerman, Black Mesa in American Antiquity 38:251-253.

Lister, R. H. -(1972) The Teaching of Archeology, New Mexico Journal for the Social Sciences 4:25-36.

-(1972) Co-author: Making Majolica Pottery in Modern Mexico, El Palacio 78:21-32.

Rhine, J. S. -(1972) Comment: "Tooth Wear and Culture," by Stephen Molnar. Current Anthropology.

Rigsby, B. -(1972) Review: Haruo Aoki, Nez Perce Grammar, in Language 48:737-742.

Sebring, J. M. -(1972) The Formation of New Castes: a Probable Case from North India, American Anthropologist 74:587-600.

Schwerin, K. H. -(1972) Arawak, Carib, Ge, Tupi; Cultural Adaptation and Culture History in the Tropical Forest, South America, Actas y Memorias 39th Congreso Internacional de Americanistas. Vol. 4:39-57.

-(1973) "The Anthropological Antecedents: Caciques, Cacicazgos, and Caciquismo," in The Caciques (ed. by R. Kern and R. Dolkart), pp. 5-17. UNM Press.

Smith, C. A. -(1972) Market Articulation and Economics Stratification in Western Guatemala, Food Research Institute Studies 9, # 2.

-(1972) Review article: D. McClelland and D. Winter, Motivating Economic Achievement, in Behavioral Science (Dec.)

Spolsky, B. -(1971) Una Critica Psicolinguistica all' Insegnamento delle Lingue Straniere, Quaderni "Lab" 1:18-28.

-(1971) Co-author: "Bilingualism in the Six-year-old Navajo Child," in The Conference on Child Language, pp. 22-24. Laval U. Press.

-(1972) Attitudinal Aspects of Second Language Learning. Reprinted in Teaching English as a Second Language (ed. by H.B. Allen and R. N. Campbell). McGraw-Hill.

-(1972) Language Testing: the Problem of Validation. Reprinted in Readings on English as a Second Language: for Teachers and Teacher Trainees (ed. by K. Croft), pp.341-348.

-(1972) Co-author: "literacy in the Vernacular: the Case of Navajo," in Studies in Language and Linguistics, 1972-3. (ed. by R. W. Ewton, Jr., and J. Ornstein), pp. 239-251. U.of Texas at El Paso Press.

-(1972) The Language Education of Minority Children: Selected Readings. Newbury House.

-(1972) Three Functional Tests of Oral Proficiency, TESOL Quarterly 6:221-235.

-(1972) Review: Common Errors in Language Learning: Insights from English in Language Sciences 22:41-43.

Spuhler, J. N. -(1972) "Behavior and Mating Patterns in Human Populations," in The Structure of Human Populations (ed. by G. A. Harrison and A. J. Boyce), pp. 165-191.

-(1972) Genetic and Lexicostatistical Estimates of Affinities of Mayan Indians, American Journal of Physical Anthropology 37:450-451.

-"Genetic, Linguistic, and Geographical Distances in Native North America," in The Assessment of Population Affinities in Man (ed. by J. S. Weiner and J. Huizinga) pp. 73-95. Oxford.

-(1973) Somatic paths to culture. In: C. Loring Brace and James Metress, Man in evolutionary perspective, pp. 39-46 New York: John Wiley & Sons

Weigle, M. M. -(1972) Echoes of the Flute. Ancient City Press, Santa Fe.

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

Alvarado, A. -Research and writing on dissertation on Catalan religious system. Papers in progress on Catalan identity, Chicano medicine, and Opata holy week ceremonies.

Barrett, R. A. -Completed writing book on Spanish Village contracted with Holt, Rinehart & Winston.

-Book review of George Dumezil, Archaic Roman Religion (forthcoming, American Anthropologist).

Basehart, H. W. -Research and writing on paper "Contexts of Kinship in Matengo (Tanzania) Villages."

Binford, L. R. -Research and writing for a book on the comparative analysis of hunters and gatherers.

Bock, P. K. -Research and writing completed for Micmac tribal entry in new Handbook of North American Indians. Revision of Modern Cultural Anthropology for 2nd edition

Brody, J. J. -Project Director for $26,000 NEH grant to Maxwell Museum: "Program Area Concepts in Museums."

Cordell, L. S. -Co-author: "The Arctic and Subarctic," in Archeology (ed. by S. Gorenstein). "Excavaciones de 1972 en Imbabura." Paper on file at Instituto Otavaleno de Antropologia and Casa de la Cultura Ecuatoriana, Quito. "Simulating Wetherill Mesa Settlement Changes: a Discussion of General Implications," for volume edited by D. H. Thomas.

Draper, P. -"Subsistence Work at /Du/da," paper on subsistence ecology of !Kung Bushmen.

-Book review of Frank Wesley, Child Rearing Psychology (forthcoming, American Anthropologist).

-"Cultural Ecology of !Kung Bushman Childhood," for volume edited by R. B. Lee.

Harpending, H. C.	-"Demographic and Genetic Variation in Zu/Wasi Populations," for volume edited by R. B. Lee.
	-Co-author: Alternative Approaches to Papago Population Structure," in Population Genetics Monographs III (ed. by N. E. Morton).
Hibben, F. C.	-Fresco Paintings of Pottery Mound, New Mexico (forthcoming, UNM Press).
	-Excavation at Comanche Springs, New Mexico.
Judge, W. J.	-Excavation of Tijeras Pueblo.
	-Environmental impact study for proposed coal gasification project in n.w. New Mexico ($1500). Report on file with sponsor, Batelle Columbus Laboratories.
	-Archeological Survey of the Chaco Canyon Area. Manuscript on file, New Mexico Archeological Center, 109 pp.
Rhine, J. S.	-Paper, "Prehensile Complexes of the Human Hand," submitted to American Journal of Physical Anthropology.
	-Co-author: "Cranial Capacity as an Indicator of Australopithecine Homogeneity," under revision.
	-Supervision of preparation and preliminary analysis of 500 human skeletons.
	-Designing portable and permanent exhibit on human evolution for Maxwell Museum.
Rigsby, B.	-Writing grammar of Sahaptin for new Handbook of North American Indians.
Sebring, J. M.	-Writing monograph on interaction and social structure in north Indian villages.
	-Paper (initial draft), "Behavior and the Idea of Fate in a North Indian Village."
	-Directing, editing, and annotating the autobiography of a south Indian untouchable.
Schwerin, K. H.	-Analysis of incest patterns among Karinya Indians, Venezuela.

-Review article on the Karinya.

-Co-author: Book on cacti of New Mexico.

Smith, C. A. -Revision of Ph.D. dissertation for publication by Stanford U. Press.

-Paper, "Production in Western Guatemala, a Locational Analysis," read to conference of Mathematics in Social Sciences Board of N.S.F.

Spolsky, B. -Director, Navajo Reading Study. Seven papers resulting from this study are in process of preparation.

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

Weigle, M. M. -Editor and annotator, Hispanic Villages of Northern New Mexico (in press).

-Revising Ph.D. dissertation.

-Writing novel.

-Linguistic field research on Tewa.

6. Activities in learned and professional societies.

Alvarado, A. -Two papers read at Society for Applied Anthropology meetings, Tucson, Arizona, April 1973.

Basehart, H. W. -Presented paper at Southwestern Anthropological Society meetings, San Francisco, May 1973.

Bock, P. K. -Paper presented at Colloquium, Stanford University, 1972

-Attended Spring meeting of Kroeber Anthropological Society, Berkeley, Calif.

-Presented paper at Southwestern Anthropological Society meetings, San Francisco May 1973.

Brody, J. J. -Appointed State Representative to the Council of the American Assoc. of Museums.

-Chairman, two visiting teams of Accreditation Commission of American Association of Museums.

-Attended American Association of Museums meeting, June 1972.

-Attended Mountain Plains Museum meeting, August 1972.

Binford, L. R. -Presented paper at Society for American Archeology meetings, San Francisco, May 1973.

Cordell, L. S. -Lecture, Anthropology Department, Columbia University, March 1973.

-Participated and gave paper at conference of Mathematics in Social Sciences Board, Corvallis, Oregon, April 1973.

-Presented paper at Society for American Archeology meetings, San Francisco, May 1973.

-Attended Society for American Archeology meeting, Miami, Florida, May 1972.

Harpending, H. C. -Presented paper at meeting of American Association of Physical Anthropologists, Dallas, April 1973.

Hibben, F. C. -Presented paper at meeting of Society for American Archeology, Miami, Florida, May 1972.

-Presented paper at Society for American Archeology meetings, San Francisco, May 1973.

Judge, W. J. -Paper presented at meetings of Southwestern Anthropological Research Group, Tucson.

-Paper read at meetings of Society for American Archeology, Miami, Florida, May 1972.

-Paper presented at meetings of Society for American Archeology, San Francisco, May 1973.

-Advisor to Nominating Committee, Society for American Archeology, 1972.

Lister, R. H.	-Paper presented to Society for American Archeology meetings, Miami, Florida, May 1973.
Rhine, J. S.	-Attended American Association of Physical Anthropologists meetings, Lawrence, Kansas, April 1972.
	-Paper presented at Rocky Mountain Social Science Association meetings, Ft. Collins, Colorado, April 1972.
	-Paper presented at meeting of American Association of Physical Anthropologists, Dallas, April 1973.
Rigsby, B.	-Colloquia and public lectures at University of Queensland (May 1972), Monash University (July 1972), and University of Western Australia (July 1972).
Schwerin, K. H.	-Paper presented at meetings of Southwestern Anthropological Society, San Francisco, May 1973.
Smith, C. A.	-Chairperson and presented paper at American Anthropological Association meetings, Toronto, November 1972.
Spolsky, B.	-Paper presented at meeting of International Association of Applied Linguistics, Copenhagen, Denmark, August 1972.
	-Attended meeting of American Council on Teaching of Foreign Languages, Atlanta, November 1972.
	-Attended meeting of Linguistic Society of America, Atlanta, December 1972.
Spuhler, J. N.	-Presented paper at meeting of American Association of Physical Anthropologists, Lawrence, Kansas, April 1972.
	-Editorial Board, American Association of Physical Anthropologists.
	-Paper presented at meetings of American Association of Physical Anthropologists, Dallas, April 1973.

7. Other professional activities.

Alvarado, A.	-Keynote speaker, National Chicano Health Organization convention, April 1973.
Barrett, R. A.	-Reviewed one proposal for National Science Foundation.
Basehart, H. W.	-Lecture for Mescalero Apache Regional Workshop, Mescalero, N. M., February 1972.
Brody, J. J.	-Speaker for Speakers Bureau.
Harpending, H. C.	-Consulting for National Institute of Health group.
Hibben, F. C.	-Lectures at University of Illinois, University of Arizona, and UCLA.
Judge, W. J.	-Member, National Park Service Ruins Stabilization Committee.
	-Director, Archeological Field School, 1972.
Rhine, J. S.	-Lecture to Albuquerque high school anthropology class.
	-Consultant to Foothills Laboratory, Albuquerque, on design of prosthetic knee.
	-Identification of skeletal material for sheriff of Los Lunas.
Rigsby, B.	-Radio broadcast interview on Aboriginal language research, Australian Broadcasting System, Cairns, Queensland, October 1972.
Spolsky, B.	-Reader, Foreign Language Annals.
	-Co-Chairman, Commission on Language Tests Testing of the International Association of Applied Linguistics.
Spuhler, J. N.	-Member at large, Division of Behavioral sciences, National Research Council.
	-Member, Committee on Behavior Genetics and ad hoc Planning Committee, National Academy of Sciences.
	-Member, Science Award Committee, United Chapters of Phi Beta Kappa.
	-Associate Editor, Human Biology.

8. Non-teaching University service.

Alvarado, A.	-Member, Arts and Sciences committee on new undergraduate social science program.
	-Faculty advisor, National Chicano Health Organization.
Barrett, R. A.	-Graduate Advisor and Chairman, Graduate Program committee, Dept. of Anthropology.
Basehart, H. W.	-Chairman, Department of Anthropology.
	-Editor, Southwestern Journal of Anthropology.
Bock, P. K.	-Chairman, Arts and Science committee on new undergraduate social science program.
	-Chairman, Undergraduate Program committee, Department of Anthropology.
Brody, J. J.	-Member, Arts and Sciences Promotion Committee.
	-Director, Maxwell Museum of Anthropology.
Cordell, L. S.	-Assistant Chairman, Department of Anthropology.
	-Undergraduate major advisor, Spring 1972.
	-Work with J. J. Brody to establish an archeological and museum data bank.
Draper, P.	-Member, Graduate Admissions committee, Department of Anthropology.
Hibben, F.	-Member, Research Policy Committee.
Judge, W. J.	-Acting Chairman, Department of Anthropology Summer 1972.
	-Faculty Advisory Committee.
	-Danforth Fellowship Committee.
	-Visiting Lecturer committee.
	-Departmental Policy committee.
	-Clark Field Archive and Library committee.
Rhine, J. S.	-Undergraduate Advisor, Department of Anthropology.

	-Departmental Undergraduate Program Committee.
Sebring, J. M.	-Advisor, Indo-American Association.
Schwerin, K. H.	-Co-editor, Southwestern Journal of Anthropology.
	-Chairman, Departmental Qualifying Examination committee.
	-Chairman, Search committee for new faculty.
Spolsky, B.	-Member, Research Policy Committee.
Spuhler, J. N.	-Member, University Press Committee.

9. Public service.

Barrett, R. A.	-Greeting committee for "Partners, Alliance of the Americas."
Brody, J. J.	-Boy Scout National Committee member.
	-Fine Arts Advisory Council, City of Albuquerque.
Hibben, F. C.	-President, Zoological Society.
	-Governor's Committee on Environment.
	Governor's Committee on Exotic Animals.
Judge, W. J.	-Cub Scout Executive Committee.

10. Personal information.

Weigle, M. M.	-Sick leave because of serious automobile accident, September 28, 1972 to Spring semester 1973.

The Report of the Journal of Anthropological Research

(Formerly Southwestern Journal of Anthropology)

July 1, 1972 - June 30, 1973

Harry Basehart, Editor

After 28 years of publication as the SOUTHWESTERN JOURNAL OF ANTHROPOLOGY, with the distribution of the Spring 1973 issue the journal is to appear as the JOURNAL OF ANTHROPOLOGICAL RESEARCH. The change of name is one of a number of innovations instituted by the editors in an attempt to cope with economic and editorial problems which have become increasingly acute; these problems will be discussed in detail at appropriate points in this report.

Three issues of the SOUTHWESTERN JOURNAL were published during the fiscal year: Summer, Autumn, and Winter 1972 (Vol. 28, Nos. 2, 3, and 4). One issue (Vol. 29, No. 1) of the JOURNAL OF ANTHROPOLOGICAL RESEARCH is in press, and the second number (Summer 1973) is now in the hands of the printers. The number of pages in the SJA issues totalled 303, with 76 for the single JAR number. The smaller size of the JAR reflects a new policy which is designed to reduce the number of JOURNAL pages published per year from approximately 400 to 300.

The number of manuscripts submitted for review increased slightly---to 136, as compared to 133 received in the preceding fiscal period. Although the increase is minor, it is worth noting that this is the largest number of submissions in the history of the JOURNAL. Eighteen articles were published during the year, as compared with 19 for 1971-1972.

Articles dealing with problems in cultural anthropology continue to dominate published contributions; 12 of the 18 papers printed fall into this category. At the same time, the JOURNAL has maintained its traditional concern for general anthropology, and three articles were published in archeology, two in linguistics, and one in biological anthropology. Within cultural anthropology, the topic of kinship and social organization was again heavily favored by contributors, with nine papers accepted as compared to only five in the previous year. Other fields of interest represented were economic anthropology, psychological anthropology, and culture change. The published contributions covered the following geographical regions: North, Central, and South America; East Africa; Indonesia; New Guinea; Australia; India, and Oceania.

The editorial board of the JOURNAL for 1972-1973 was composed of Dr. Harry Basehart, Editor, and Drs. Stanley Newman, Karl Schwerin, Philip Bock, and Bruce Rigsby as Co-Editors. Major editorial responsibilities during the summer and fall were assumed by Dr. Basehart, with the assistance of Dr. Schwerin. In the spring, Dr. Newman undertook the major editorial tasks and, as well, introduced Dr. Bock to JOURNAL routines. Dr. Rigsby returned from leave at the same time, but was unable to resume active work because of a heavy teaching load occasioned by the temporary reduction in the linguistics staff.

For the past two years, with the approval of the University administration and the Regents, Dr. Newman has continued to serve as co-editor during the Spring semester despite his official retirement. Without his contribution, which can hardly be measured in

relation to the small outlay in salary provided in the budget, it is difficult to see how JOURNAL production could have been maintained during this period. No tribute could summarize adequately the importance of Dr. Newman's lengthy service as co-editor of the JOURNAL; not only are his professional skills unique, but so too is his dedication and sense of responsibility. He will be sorely missed. Figures on the growth of the JOURNAL since Dr. Newman became co-editor in 1962 (after the death of Dr. Leslie Spier, who founded the publication in 1945) give an indication of the increasing magnitude of the editorial and business tasks: in 1962, 78 manuscripts were received, as compared to 136 in 1973; nearly 1,000 subscribers have been added, and income is over five times that for 1962.

Mrs. Charla Schwerstein replaced Mrs. Vivian Krampetz as subscriptions manager in fiscal 1972-1973. Mrs. Schwerstein's work has been highly superior, as is evidenced particularly by the data on income for the year (reported below). As noted in my report for 1971-1972, collections from subscribers had been badly in arrears and many accounts, both individual and agency, were completely disorganized. In the course of the year Mrs. Schwerstein has been able to bring the majority of the accounts up-to-date, has corrected past errors, and has removed chronic delinquents from our lists. I had hoped to change the billing period to early spring and discontinue subscribers not paid by June, but the delay in publication of the first issue of the journal for 1973 has made this plan impractical.

Subscriptions at the end of June 1973 totaled 2,359 (1,883 domestic, 476 foreign), a decline of approximately 11% from the 2,631 (2,102 domestic, 529 foreign) reported for the preceding fiscal year. However, this decrease reflects the radical purge of accounts receivable carried out during the year and hence not only provides a more realistic subscription figure, but results in less expense to the journal. Further, a sizable number of new subscriptions---173 institutional, and 210 individual---were secured.

For the calendar year 1973 the institutional subscription rate has been increased to $12.00 per volume. Whether this increase will reduce the number of institutional subscribers cannot yet be determined, of course, but a major decline would affect income sharply because institutions comprise about 50% of subscribers.

JOURNAL income totaled $33,242---the largest amount we have ever received. In contrast, receipts for 1971-1972 amounted to only $9,834. Sources of income for the current fiscal year follow.

Reprint fees for copyrighted articles	$ 150.00
Royalties	1,256.00
Reprints	317.00
Sale of back issues	662.00
Subscription renewals and additions	30,857.00

I want to emphasize that receipts of this magnitude cannot be expected in future years; this sum represented collections from accounts receivable diligently hounded by Mrs. Schwerstein and these are no longer in arrears.

In a memorandum to Vice President Travelstead dated September 27, 1972, I discussed the financial condition of the JOURNAL in some detail and offered an optimistic income projection of $20,868 for 1973-1974. On the basis of better, up-dated records it is possible to forecast receipts from subscriptions more accurately by taking agency discounts into account. The majority of institutions (946 of 1199) utilize agencies, but only a few individual subscribers do so. The subscription income projection for 1973-1974, assuming that subscriptions remain constant, is:

Individual	$ 7,730.80
Institutions	12,685.20
Total	$20,416.00
Other income (estimated)	2,300.00
Total (all sources)	$22,716.00

While other sources of income (see above) are uncertain, an estimate of $2,300, based upon 1972-1973 receipts, appears reasonable. The budget approved for 1973-1974---which includes a portion of the editor's salary---is $25,296, leaving a deficit of $2,580 in relation to estimated income. But since the editor's salary does not reflect editorial expenses in any way, the JOURNAL should actually return a profit of $3,295, not including additional charges for overhead, of course.

A number of measures designed to reduce expenses were introduced in the Spring semester 1973, but their effect cannot be determined until the next fiscal year. Printing costs should be less because

of the decrease in the size of the JOURNAL from 400 to 300 pages; additional savings should result from the reduction in the dimensions of the publication and the use of a cheaper grade of paper. Two salary items have been deleted from the 1973-1974 budget: for Dr. Newman as co-editor, and the stipend for a summer editor. (Nonetheless, I have continued to work since the end of the Spring semester, and Vol. 29, No. 2 will require further work.)

At this time I cannot judge whether the changes in name, format, and size will alter the favorable reception members of the profession have accorded the JOURNAL, although some subscribers have expressed dismay at the change in name. In any case, we face greater competition from the proliferation of periodicals in anthropology; for example, three new journals---one in social/cultural anthropology, another in psychological anthropology, and one concerned with European peasants---have been announced for publication in 1973. The possibility that our subscriptions may decline in 1973-1974 must be admitted but, with greater control over accounts, we will at least have an accurate picture of our financial condition at the end of the fiscal period.

Present evidence indicates that the plan to publish two issues of some 75 pages each during the Spring semester and two in the Fall is not feasible. This past spring Dr. Newman, despite his exceptional skill and experience, was not able to complete the editing of two issues, with the result that a number of tasks remained for the summer. A major difficulty is that there is no way to assure an even flow of acceptable manuscripts. In the course of a year a

barely adequate number of publishable articles are received; our rejection rate is high (about 87%), and we have not developed a backlog---there are not that many good manuscripts. Thus, the detailed editing which has been a hallmark of the JOURNAL cannot be neatly scheduled, and it becomes a genuine struggle to produce each issue. In summary, the reduction in editorial burdens which I had expected to follow from the reduction in the number of printed pages and additions to the editorial staff has not materialized. At this time I am not prepared to offer recommendations with respect to editorial problems; the editors will meet early in the fall semester to review the JOURNAL situation and develop proposals for consideration by the administration.

An agreement was concluded with Warner Modular Publications for the reprinting of articles originally published in the JOURNAL which will provide an additional source of royalties. Permission to reprint was also granted to the following:

Stockholms Universitet, 2 articles for teaching purposes
Luisa Pece, Language in Social Context, 1 article
Mireya S. de Soares, untitled book, 1 article
Lawrence A. Babb, untitled book, 1 article
Jorge de Herralde, untitled book, 2 articles
Stanley Holwitz, The Behavior of Law, 1 article
Guillermo Rabinovich, Una tipologia del campesinado latinoamericano (tentative), 1 article
Jane Hunter, Culture and Cognition: Readings in Cross-Cultural Psychology, 1 article

Marcello Truzzi, Anthropology in American Life, 1 article

Gabriel Lasker, Physical Anthropology, 1 article (Figure 3)

Ellen L. Scher, Patterns of Civilization: Asia - The Asian Character, 1 article

Peter S. Miller, Human Evolution and Ecology: An Introduction to Biological Anthropology, 1 article

Patricia J. Lyon, Anthropological Studies in the Least Known Continent: A Reader on South American Indians, 3 articles

Ivan A. Brady, Reader in Culture Change, 4 articles

Butte College, 1 article for teaching purposes

Denison University, 1 article for teaching purposes

John R. Mather, An Introduction to Applied Climatology, 1 article

Paul Ballonoff, Genetics and Social Structure, 1 article

Illinois State University, 1 article for teaching purposes

Shlomo Deshen, The Predicament of Homecoming: Studies in the Cultural and Social Life of North African Immigrants in Israel, 1 article

Daniel W. Ingersoll, Experimental Archaeology, 1 article

Horacio Fabrega, Illness and Shamanistic Curing in Zinacantan, 1 article

Miguel A. Escotet, Cross-Cultural Research Methodology, 1 article

E. M. Ferreira, readings in anthropology, 1 article

R. A. Thompson, The Winds of Tomorrow: Social Change in a Maya Town, 2 articles

The University of Michigan Undergraduate Library, 3 articles for teaching purposes

Robert I. Rhodes, Agrarian Underdevelopment and Revolution, 1 article

Brian M. Fagan, Corridors in Time, 1 article

Ms. Anna S. de Haas, Advances in Tagmemics, 1 article

The Report of the Department of Biology

July 1, 1972 - June 30, 1973

Paul H. Silverman, Chairman

I. General Departmental Information

A. Significant achievements during the academic year, 1972-73.

Under the new chairman the form of departmental administration was altered to include an elected advisory committee (5 faculty of all ranks) who together with the chairman and an undergraduate and graduate student representatives shared in the major policy making decisions. Advisory committee meetings were held weekly and full faculty meetings were held at approximately monthly intervals.

In addition to participating in general discussions, each of the 5 faculty representatives chaired a subcommittee with special responsibilities as listed below:

Faculty Evaluation
Graduate Assistant Evaluation
Space and Facilities Utilization
Graduate Course and Curriculum Evaluation
Undergraduate Course and Curriculum Evaluation

Faculty Evaluation procedures utilized the criteria identified in the faculty handbook. Teaching evaluations and the results of peer judgements were discussed with each faculty member

and the information made part of their record. It is intended to continue this activity on a regular annual basis irrespective of whether the faculty member is being considered for promotion or tenure.

The Graduate Assistant Evaluation committee has been reviewing student evaluation questionaires and compiling data pertinent to teaching assignments. Questionaires are solicited from students in the middle and towards the end of each semester. The information on performance is relayed to the graduate assistant through the supervising faculty member so that areas in need of improvement can be identified and worked on. The data accumulated in this sequential process is used for the consideration of renewal of graduate assistantships.

The committee on Space and Facilities completed an analysis of the departmental use of teaching, research, office, storage and administrative areas. It attempted to assess the productivity of the various areas and to estimate future needs. In an excellent comprehensive report it presented a number of recommendations for reallocation of current space and outlined the need for more space to meet our commitments in various curricular and for required additional faculty. The use of space for

for museum collections was evaluated and modifications to our inadequate animal holding quarters were proposed and are being implemented. On the basis of these needs, a request has been submitted to V. P. Sherman Smith to have assigned to the biology department the Pharmacy building when it becomes available after completion of the new Pharmacy-Nursing complex in 1974. The assignment of this additional space should provide for departmental needs for the forseeable future.

The two committees on course and curriculum evaluation undertook to assess the current state of our graduate and undergraduate offerings and to design "ideal" programs on a zero-catalogue basis. Both committees identified serious deficiencies which cast doubts on our ability to continue offering accreditable curricula in several important areas of modern biology. We have no course offerings in developmental biology, molecular genetics, modern evolution nor in a number of areas in the field of microbiology. This assessment was confirmed by a visiting committee from the American Society of Microbiologists who recommended the addition of three more microbiologists to meet the programmatic needs in that area alone. Several more faculty are needed to teach courses in developmental biology, molecular

genetics, etc. In addition, because of commitments to paramedical programs and the biology courses to be taught in the new pharmacy-nursing complex on the north campus, more faculty are required. Although the department has been actively participating in the planning of the physical structure and core curriculum for nursing and pharmacy, it is difficult to see how this can be continued with the present faculty.

An important aspect of the graduate curriculum which is sadly deficient is the absence of enough modern vanguard research in which to involve graduate students. Without this experience, advanced graduates of UNM are not properly prepared to compete with graduates from other comparable institutions. In the fields of ecology, population biology, parasitology and cellular physiology, active faculty research programs are currently ongoing. The success of these programs can be judged by the publications and substantial federal funds associated with the research.

Because of faculty inadequacies and in order to encourage relationships with other institutions and departments, a number of adjunct professors have been appointed. These include individuals from institutions outside the university (e.g., Lovelace

Foundation) as well as faculty on the staff of other departments (e.g., UNM Medical School). Many of these adjunct professors have been serving on committees of graduate students and in some cases providing laboratory space and facilities for their research work.

Part of the charge made to the new Chairman by the Dean and Academic Vice President was to establish and enhance relationships between the biology department and other related units both on campus and off campus. Towards fulfilling this task, meetings were held during the year with all of the chairmen of the basic medical sciences in the Medical School, with Lovelace Foundation personnel and the AEC Inhalation Laboratory group, the Los Alamos Scientific Laboratory biomedical group and the Sandia Corporation. These meetings have resulted in a number of positive relationships including joint research projects, adjunct appointments, seminar exchange speakers and the establishment of a joint committee with the Medical School microbiology department to plan joint graduate programs and faculty sharing.

B. Significant plans and recommendations for the near future.

Curricular analysis and planning is expected to occupy a good deal of faculty effort during 1973-74.

Renovation of current programs and the development of new curricula for the paramedical teaching commitments made by UNM will somehow need to be met. With current faculty overloads, it is difficult to see how these responsibilities can be properly discharged without additional staff.

A major new development which, hopefully, can be expanded is the use of audio-visual tutorial techniques for the teaching of our large basic biology courses. Some experience was obtained with this during Semester II, 1972-73 and it is being further expanded during the summer. It is hoped that the technique will improve the quality of teaching, eliminate scheduling problems and increase flexibility in meeting the specific needs of various groups of students now taking basic biology courses.

The need for additional faculty and the acquisition of the pharmacy building is acute if the department is to fulfill its obligations. Biology and health related courses continue to be under increasing demand and offer an opportunity for responding to societal needs and enlarging enrollment figures.

C. Appointments to Staff:

The equivalent of 37 1/2 graduate teaching assistants including three curatorial assistants were made in 1972-73. Appointments were made for two NDEA Trainees and one NSF Trainee.

Mr. Harold E. Haas was appointed in August, 1972 as Administrative Assistant.

Dr. David Landau was appointed in August, 1972 as Assistant Professor in the field of Anatomy and Physiology.

Mr. Scott Berger was appointed in August, 1972 as Technician.

Mrs. Ernestine Arguello was appointed in August, 1972 as Laboratory Assistant.

Miss Carmen Chavez was appointed in August, 1972 as Laboratory Assistant.

Dr. Harold Mackay was appointed in August, 1972 as Assistant Professor to assist in the freshman general biology courses.

Miss Mary Montano was appointed in September, 1972 as Clerk-Typist.

Mrs. Sandra Bruner was appointed in December, 1972 to assist in the freshman general biology courses as an Assistant Instructor.

Mrs. Lorraine Gallegos was appointed in October, 1972 as Clerk-Stenographer.

Miss Denise Romero was appointed in May, 1973 as Clerical Specialist III.

Mr. Michael Seidel was appointed June 1, 1973 as Assistant Instructor to assist in the freshman general biology courses.

Mr. Kenneth Geluso has been appointed Post Doctoral Teaching Fellow effective August, 1973.

D. Separations from Staff:

Dr. Gerald Traut, Assistant Professor in freshman biology, left in August, 1972.

Mr. Bruce Dahrling, Administrative Assistant left in August, 1972.

Mrs. Joan MacCornack, Departmental Secretary, left in October, 1972.

Dr. John W. Beakley passed away on November 8, 1972.

Mr. Michael Bogan, Assistant Instructor in freshman general biology courses, will be leaving June, 1973.

II. Composite of Information Requested on Individual Biographical Supplements:

1. Advanced Study

Duszynski, Donald W., 1) Attended course at Vanderbilt University entitled "Histochemistry, its applications in research and teaching" on NSF stipend.

2. Sabbaticals, leaves, etc.

Altenbach, J. Scott, 1) Travel-University of Illinois, to evaluate PLATO teaching system.

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

Findley, James, 1) Travel-field work in Panama and Costa Rica for two weeks.

Johnson, William W., 1) Travel-Summer in Department of Zoology, University of Minnesota.

Martin, William C., 1) Leave of Absence-Senior Curator, Los Angeles County Museum; 2) Adjunct Professor, University of Southern California.

3. New Scholastic honors, fellowships, etc.

None to Report.

4. Publications.

Altenbach, J. Scott, 1) A silicone rubber plug for chronic exterioration of EMG leads in small mammals. J. Mamm., 53(3):630-632. 2) With M. Petie, Stratification of the guana deposits of the free tailed bat, Taclarida brasiliensis. J. Mamm., 53(4).

Barton, Larry L., 1) Oxidative Phosphorylation in the obligate anaerobe Desulforibrio Gigas, Academic Press, Inc. 1972 in Horizons of Bio-energetics 33-51 with J. LeGall and N. Peck; 2) Effect of maltose on glucoamylase formation by Aspergillus niger. J. Bacteriology, 771-777, Sept. 1972, with G. Georgi.

Bourne, Earl W., 1) Effects of 7, 12 dimethylbenz (a) anthracene (DMBA) in fish cells in vitro. Transactions of the American Microscopial Society, 92(1):140-141. 1972.

Crawford, Clifford S., 1) Effects of humidity on eggs of two populations of the bluegrass webworm. Environmental Entomology, 1:218-221, (with W. P. Morrison and B. C. Pass); 2) Water relations in a desert millipede Orthoporus ornatus (Girard) (Spirostreptidae). Comparative Biochemistry and Physiology, 42A:521-535.

Degenhardt, William G., 1) A new sagebrush lizard, Sceloporus graciosus, from New Mexico and Texas. Herpetologica, 28(3):212-217, Sept. 1972;

2) In press, Distribution and habitats of the turtles of New Mexico. Southwestern Naturalist; 3) The ridge-nosed rattlesnake, an endangered species. N.M. Game and Fish Department, January, 1973.

Dittmer, Howard J., 1) Modern Plant Biology (book) Van Nostrand Reinhold, 1-658, ill. 1972; 2) A method to determine root biomass including uncollected portions. Bull Torr Bot Club 99 (3) 146-147. 1972; 3) Book Review, Environmental Conservation, by D. F. Dasmann.

Duszynski, Donald W., 1) Host and parasite interactions during single and concurrent infections with Elmeri nieschulzi and E. separata in the rat. J. Protozool. 19:82-88; 2) The structure of the oocyst and the excystation process of Isospora marquardti sp. n. from the Colorado pika, Ochotona princeps. J. Protozool. 19:257-259. (and J. T. Brunson); 3) Coccidia from the tiger salamander, Ambystoma tigrinum, in northeastern Colorado and in northern New Mexico. J. Protozool. 19:252-257. (and W. A. Riddle, D. R. Anderson, R. W. Mead); 4) The structure of the oocysts and the excystation processes of four Eimeria spp. (Protozoa: Eimeriidae) from the Colorado pika, Ochotona princeps. J. Parasit. 58: (In press, 7 pages). (and J. T. Brunson).

Findley, James S., 1) Randomness in bat homing. American Nat. 106:418-242. (with D. E. Wilson); 2) Phenetic relationships among bats of the genus Myotis. Syst. Zool., 21:31-52; 3) Morphological properties of bat wings. J. Mamm. 53:429-444. (and D. E. Wilson, E. Studier).

Gosz, James R., 1) Nutrient input from litter fall on the Hubbard Brook Experimental Forest, New Hampshire. Ecol. 53:769-784.

Kerkof, Paul R., 1) Characteristics of cells dissociated from mouse mammary glands; 2) Metabolic and enzymatic activities of parenchymal cells from lactating glands. (and S. Abraham, S. Smith). Biochimica et Biophysica Acta, 261:205-218, 1972.

Kidd, David E., 1) Interdependence in Biology accepted by "Interdependence; An Interdisciplionary Study"; 2) Book Review, Methods of Study in Natural History, by L. Agassiz.

Landau, David, 1) The histology of retinae from the Pinnipedia. (and Dawson), Vision Research, Vol. 10., pp. 691-702, 1972; 2) An analysis of the fatty acid composition of the Migratory Indigo Bunting, Passerina cyanea, American Zoologist, Vol. 11, No. 4, Nov., 1971.

Ligon, David J., 1) Pinon seed assessment by the pinon jay. (and D. J. Martin), Animal Behavior (in press); 2) Review: Owls, their natural and unnatural history, by J. S. Sparks and I. Soper. Wilson Bull. 84:360.

Potter, Loren D., 1) Plant ecology of the Walakpa Bay Area, Alaska. Arctic 25:115-130, 1972; 2) Chlorophyllus and carotenoids in aspen bark. Southwest Naturalist (In Press). (and Mary Barr).

Riedesel, Marvin L., 1) Bioenergetics of mammalian hibernation. Desert Research Institute, pp. 3-13; 2) Editor, Health related problems in arid lands, ASU Press.

Silverman, Paul H., 1) Plasmodium berghei in the inbred A/J mouse: Age immunity in the female retired breeder A/J mouse. J. Protozool. 19(3): 511-516. (with N. E. Alger, M. Branton, J. Harant and L. Willis.); 2) Plasmodium berghei NK65 in the inbred A/J mouse. J. Protozool. 19(3):516-518. (with N. E. Alger, M. Branton); 3) Long term primary culture of the cells of the mosquito, Anopheles stephensi. Amn. Ent. Soc. Amer. 65(3):721-729. (with M. C. Rosales-Ronquillo and R. W. Simons); 4) Exsheathment phenomenon in the infective stage larvae of Haemonchus contortus. J. Parasitol. 58(1): 34-44. (with N. H. Ozerol); 5) Enzymatic studies on the exsheathment of Haemonchus contortus infective larvae: The role of leucine aminopeptidase. Comp. Biochem. & Physiol. 42B:109-121; 6) Active Immunization against Ascaris suum lethal dose in mice. Z. Parasitenk. 39:339-344. (with J. Guerrero); 7) Ascaris suum: Immune reactions in mice. III. Partial fractionation of metabolic antigens from in vitro cultured larvae. Exp. Parasit., in press (with Jorge Guerrero; 8) Vaccination of Rhesus monkeys (Macaca mulatta) against Plasmodium knowlesi by use of nonviable antigen. WHO Bul., in press. (with R. Schenkel and G. L. Simpson).

5. Other research projects or creative work in progress.

Altenbach, J. Scott, 1) Continuing work on Rockefeller Foundation grant to M. Petit; 2) Started work on analysis of flight in several species of bats in flight chamber.

Barton, Larry L., 1) Research: Role of formate dehydrogenase in mycobacterial respiration.

Crawford, Clifford S., 1) Research: cold hardiness development in arthropods (NSF Funded); 2) The role of orthoporus ornatus millipedes in a desert ecosystem. (International Biological Program funded).

Degenhardt, William G., 1) In review by Great Basin Naturalist, 18 pages, on the status of Tantilla cucullata Minton and Tantilla diabola; 2) In review by Copeia, on Activity and reproduction in the Jemez Mountains salamander, Plethodon neomexicanus, 21 pages; 3) Niche expansion of Eleutherodactyline frogs in Puerto Rico and the Virgin Islands. (NSF Funded).

Duszynski, Donald W., 1) In review by Intl. J. Parasit. the occurrence of intradermal mites, Hannemania spp. in anurans in New Mexico; 2) In process - paper describing histochemistry of tissue capsule in anurans; 3) In process with Dr. C. S. Crawford - paper describing histology of the cuticle of the desert millipede; 4) Helping on grant proposal to further study biol./physiol. of desert millipedes

Findley, James, Following study in process: 1) Baculum of bats of genus Myotis; 2) Phenetic packing as a measure of faunal diversity, accepted by Amer. Nat.; 3) Analysis of four bat faunas using multivariate analysis; 4) Numerical Tax. studies of Myotis; 5) Mammals of New Mexico.

Gosz, James R., 1) Hydrologic nutrient cycle interaction (Funded by Wat. Res. Inst.; 2) Stream chemistry as a tool (Funded by USDA); 3) Mt. Taylor Project (Funded by N. Mex. Environmental Inst.).

Hoff, C. Clayton, 1) Continuing research on pseudoscorpions.

Johnson, Gordon V., 1) Research - Analysis of nutrient supplies for algae in Elephant Butte (with D. Kidd, J. Garcia), (Funded by Wat. Res. Inst.); 2) Research - Drought tolerance of alkali sacaton seedlings, extend to 7/1/73 (Funded by USDA).

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

Kerkof, Paul R., 1) Research and In Press: Preparation of Adipose cell-free suspensions of mammary gland parenchymal cells from lactating mice (with S. Abraham); 2) Research and In Press: The response of hagfish thyroid tissue to thyroid inhibitors and to mammalian thyroid-stimulating hormone. (with D. Boschwitz and A. Gorbman).

Koster, William J., 1) Continuing study of fossil and sub-fossil fish in vicinity of New Mexico.

Kidd, David E., 1) Research - Analysis of nutrient supplies for algae in Elephant Butte. (Funded by Wat. Res. Inst.; 2) Research - Primary productivity indexes of eutrophication process, and marginal vegetation of Lake Powell (with L. D. Potter). (Funded by NSF).

Landau, David, 1) Research - Quantifying cells in the retinal ganglion cell layer and optic nerve fibers in Pinnipeds and the domestic cat. Submitted to J. Compar. Neur.; 2) Ultrastructure of the porpoise, in preparation; 3) Quantifying cells in the retinal ganglion cell layer and optic nerve fibers in the human: a light and E. M. analysis, in preparation.

Ligon, J. David, 1) Annual reproductive cycle in the pinon jay; 2) Social behavior of captive pinon jays; 3) Population dynamics of scrub and Mexican jays; 4) Behavioral aspects of interspecific territoriality between Williamson and Yellow-bellied sapsuckers; 5) Molt in the pinon jay (with J. L. White).

Martin, William C., Continuing research - 1) Flora of New Mexico; 2) Flora of Los Angeles County; 3) Studies in the genus Ribes - Grossulariaceae.

Potter, Loren D., 1) Man's impact on the aquatic ecology, shoreline ecology, and metallic cations in the Lake Powell ecosystem, with D. Kidd (NSF Funded); 2) Preparation of Eisenhower Consortium preliminary proposal to NSF (RANN) on a study to establish policy guideline for governing the location and development of the ski resorts in forest environments.

Riedesel, Marvin L., 1) NSF research proposal P2B3456-000 is pending.

Silverman, Paul H., 1) Research - Malaria Immunity and Vaccination (AID Funded); 2) Research - Parasitic Helminth Immunity (HEW Funded); 3) Research - Some qualitative aspects of spleen cell transfer studies on Plasmodium berghi infected rats, In press (with E. Cabrera and N. E. Alger); 4) Research - Vaccination of Rhesus monkeys against Plasmodium knowlesi by use of sucrose density gradient fractions of malaria antigens, in preparation (with G. Simpson and R. Schenkel); 5) Research - Aseptic rearing of Anopheles stephensi, in press (with M. C. Rosales-Ronquillo and R. W. Simons); 6) Research - Skin testing of monkeys vaccinated with non-viable Plasmodium knowlesi antigen, in prep. (with R. H. Schenkel and E. J. Cabrera); 7) Research - Cell cultures derived from mosquito tissues, Anopheles stephensi, Liston. Published. (with M. C. Rosales-Ronquillo and R. W. Simons); 8) Research - Long-term maintenance in a nutrient medium of adult organs taken from aseptically reared mosquitoes. Published. (with R. W. Simons and M. C. Rosales-Ronquillo).

6. Activities in learned and professional societies.

Altenbach, J. Scott, 1) Co-authored paper with M. Petit presented at No. Amer. Symposium on bat research.

Barton, Larry L., 1) Attended National ASM meeting; 2) Attended National Meeting of Fed. of Amer. Soc. for experimental biology.

Bourne, Earl W., 1) Attended Western region meeting of Assoc. of Advisors in the Health Professions.

Crawford, Clifford S., 1) Attended IBP/Desert Biome Meetings in Tempe and Las Cruces, giving informal papers; 2) Attended Ent. Soc. of Amer. meeting in Montreal, presenting papers on millipede population and energetics.

Degenhardt, William G., 1) Second year as Treasurer, Southwestern Association of Naturalists; 2) Elected to executive council of the International Herpetologists League.

Dittmer, Howard J., 1) Current president of New Mexico Acad. of Science; 2) Attended AAAS meeting in Fort Collins; 3) Participated in the Academic Admin. Conference in Phoenix.

Duszynski, Donald W., 1) Presented paper at the 5th annual S.W. Assoc. Parasit. meeting; 2) Attended 4th Annual Rocky Mt. Assoc. Parasit. at Laramie; 3) Attended Nat. meeting of Amer. Soc. Parasit. at Miami Beach.

Findley, James, 1) Read paper at Amer. Soc. Mammalogists meeting in Tampa; 2) Vice President of Amer. Soc. of Mammalogists; 3) Read paper at 3rd N. Amer. Bat Research Conference in San Diego.

Gosz, James R., 1) Read two papers at Ecol. Soc. Amer. Meeting; 2) Read paper at N. Mex. Civil Eng. meeting.

Hoff, C. Clayton, 1) Member of Fellowship Committee, SW & RM Division of AAAS.

Johnson, Gordon V., 1) Read paper at SW AAAS meeting in Fort Collins; 2) Co-authored paper presented by D. Kidd; 3) Abstracts of above papers were published in The Colorado-Wyoming Academy of Sci. Vol. 7.

Kerkof, Paul R., 1) Invited speaker, 4th International Congress of Endocrinology, Wash., D.C.

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

Landau, David, 1) Read paper at Assoc. for Res. in Vision and Ophthalmology in Sarasota.

Ligon, David J., 1) Hosted annual New Mex. Ornith. Soc. Meeting; 2) Elected VP of New Mex. Ornith. Soc.; 3) Member, Program Committee, L.O.S.; 4) Elected Secretary, Cooper Ornith. Soc.

Potter, Loren D., 1) VP for Research for Eisenhower Consortium for Western Environmental Forestry Research; 2) Exec. Board, SW & Rocky Mt. Region of AAAS; 3) Editor for Ecol., Ecol. Soc. of Amer.; 4) Reviewer, NSF grant requests.

Riedesel, Marvin L., 1) Secretary, Committee on Desert and Arid Zone Research; 2) Paper presented at 48th Annual meeting Southwestern and Rocky Mt. Div. of AAAS; 3) Paper presented at National meeting American Physiology Society; 4) Reviewer, Research Corp.; 5) Reviewer, Physiol. processes sect., NSF.

Silverman, Paul H., 1) Chairman and Organizer of Amer. Soc. of Parasitologists 25th Anniversary Review of Progress; 2) Consultant-Examiner, Commisioner, Executive Board member and Vice Chairman of the NCA Comm. on Institutions of Higher Education.

7. Other professional activities

Altenbach, J. Scott, 1) Presented seminar entitled "Flight mechanics of representative vespertilionid and desmodontid bats, at UNM.

Barton, Larry L., 1) Addressed Teachers at Highland H.S. on methods of teaching microbiology in high schools.

Degenhardt, William G., 1) Reviewed papers for Herpetologica and the S.W. Naturalist; 2) Reviewer for NSF and Smithsonian Foreign Currency Program research proposal; 3) Member, Research Advisory Council, Big Bend National Park; 4) Collaborator, Nat. Park Ser., S.W. Region.

Dittmer, Howard J., 1) Gave talks at six statewide high schools; 2) Address, Amer. Soc. of Mil. Engineers; 3) Address, Albq. Assoc. of Sci. Teachers; 4) Address, Jeep Herders Assoc.; 5) Address, Albq. Wildlife Conservation Assoc.; 6) Address, N.M. State Geol. Soc. Ann. Meeting; 7) Address, Springer, N.M. Kiwanis Club; 8) Address, N.M. Tech. Inst., Summer Sci. Inst.;

9) Address, Soc. of Amer. Foresters; 10) Consultant, Kennecott Copper Corp.

Duszynski, Donald W., 1) Collaborator with several state agencies on problems concerning presence of Toxoplasma gondi in wild animals in New Mexico.

Gosz, James R., 1) Consultant, Baca Land Co.; 2) Consultant on proposed highway site for private landowner.

Kidd, David E., 1) Presented seminar entitled "Conceptual basis of eutrophication," at Museum of Northern Arizona; 2) Presented seminar entitled, "Eutrophication indexes related to Elephant Butte," at UNM; 3) Presented speech entitled, "Don't drink the water, don't breathe the air," at N.M. State Jaycee meeting; 4) Presented paper entitled, "Primary prod. studies of Elephant Butte Reservoir, New Mexico," at AAAS S.W. meeting (with G. Johnson).

Landau, David, 1) Presented paper entitled, the numerical relationship between optic nerve fibers and ganglion cells in the pinniped and cat retina at Assoc. for Res. in vision and opthal.

Ligon, David J., 1) Presented paper at Cooper Ornith. Soc. Ann. meeting; 2) Chaired paper session, Cooper Ornith. Soc. Ann. Meeting; 3) Collaboratory, Big Bend Natl. Park.

Martin, William C., 1) Sponser, Southern Calif. Orchid Soc.

Potter, Loren D., 1) Member, Advisory Council for New Mex. Archeological Center.

Riedesel, Marvin L., 1) Lecturer, AIBS, visiting biologists program for colleges; 2) Lecturer, New Mex. Acad. of Sci., visiting sci. program for Jr. & Sr. H.S.

Silverman, Paul H., 1) Adviser, World Hlth. Org., malarial immunol.; 2) Spec. consultant, Nat. Inst. of Allergy and Infect. Diseases Training Grant Comm.; 3) Educational consultant for Wayne State U., Oakland U., Indiana St. U., Youngstown St. U., Arkansas Poly. Coll. and National Coll.

of Chiropractic; 4) Consultant, Comm. on Malaria of the Armed Forces Epidemiologica Board, DOD; 5) Reviewer of grants and project proposals for NSF, NIH and J. Simon Guggenheim Foundation; 6) External examiner (Graduate theses) for Univ. of Hong Kong and Australian Nat. Univ.

8. Non-teaching University Service.

Altenbach, J. Scott, 1) Member, Undergraduate Core Curriculum Comm.; 2) Member, Graduate Assist. Selection Comm.

Bourne, Earl W., 1) Chairman Anat. and Physiol. subcommittee; 2) Member, Univ. Hlth. Sci. Comm.; Biol. Curriculum Comm.; and Student Standards Comm.; 3) Treasurer, UNM Chapt. of AAUP.

Crawford, Clifford S., 1) Member, Continuing Education Comm.; 2) Faculty Advisor for our Grad. Students; 3) Member, Biol. Faculty Advisory Commit.; Chairman, Graduate Assist. Selection Comm.; 4) Selected as Acting Chairman, Biology Department for 1973-74 A.Y.

Degenhardt, William G., 1) Faculty Advisor for ten Grad. Students; 2) Member of Biol. Dept. Grad. Student Selection Comm.; Univ. Research Allocations Comm.; 3) Curator of Herpetology, Museum of S.W. Biology.

Dittmer, Howard J., 1) Entrance and Credits Comm.; 2) Ad Hoc E & C on Grade Appeals; 3) Environmental Theme Comm.; 4) Allied Health Sci. Comm.; 5) Orientation-Registration Policies Comm.; 6) Univ. Publications for Students; 7) Advisory Council on Environmental Studies.

Duszynski, Donald W., 1) Chairman, Biology Dept. Graduate Student Selection Comm.; 2) Dept. Health Sci. Core Curr. Comm.; 3) Dept. Grad. Course and Curr. Comm.

Findley, James, 1) Member, Academic Freedom and Tenure; 2) Intradepartmental Comm. on Grad. Program; 3) Dept. Faculty Advisory Comm.

Gosz, James R., 1) Computer Use Comm.; 2) Faculty Advisor for 5 Grad. Students; 3) 4 course/semester Comm.; 4) UNM Rep. to Inst. of Ecol. Consortium for Research of Resource Use; 5) Dept. Faculty Advisory Comm.

Hoff, C. Clayton, 1) Member, Univ. Press Comm; 2) Identification of specimens for Poison Center, etc.; 3) Selection of Biol. books for Zimmerman Library.

Johnson, Gordon V., 1) Univ. Radiation Control Sub-comm.; 2) Faculty Eval. Comm.; 3) Core Curr. Comm.

Johnson, William W., 1) Supervisor of Biol. Sectioners at Registration; 2) Dept. Chrmn. Search Comm.

Kerkof, Paul R., 1) Ad Hoc Hlth. Related Sci. Comm.; 2) A&S Fac. Advisory Comm.; 3) Dept. Chrmn. Search Comm.; 4) Dept. Bact. Physiol. Search Comm.; 5) Dept. Fac. Advisory Comm.; 6) Chrmn. Dept. Space Utilization Comm.; 7) Dept. Major Core Curr. Comm.

Koster, William J., 1) Curator of Fishes.

Kidd, David E., 1) Chrmn., Univ. Computer Use Comm.; 2) Dept. Curriculum Comm.

Ligon, David J., 1) Member, Research Allocations Comm.; 2) Dept. Faculty Advisory Comm.; 3) Chrmn., Faculty Evaluation Comm.

Martin, William C., 1) Curator of the Herbarium.

Potter, Loren D., 1) Sci. Dept. Rep. on Architectural Comm. for Science Lecture Hall; 2) Graduate Comm.; 3) Lawrence Ranch Advisory Comm.; 4) Faculty advisor, UNM Ski Club; 5) UNM Rural Lands Comm.; 6) UNM Rep. to Eisenhower Consortium of 9 Western States; 7) Chrmn, Biol. Dept. (7 mos.).

Riedesel, Marvin L., 1) A&S Promotion Advisory Committee in Math and Nat. Sci.; 2) Dept. Space Utilization Committee; 3) Chrmn., Academic VP Ad Hoc Comm. on Biol. and Chem. Core Curr.; 4) UNM Humane Care of Lab. Animals Comm.; 5) Dept. Health Sci. Core Curr.; 6) Committee on Studies for 20 Grad. Students.

Silverman, Paul H. 1) Chairman, Biology Dept. (5 mos.).

9. Public Service

Barton, Larry L., 1) Member, Voting Assy. of Christ's Lutheran Church; 2) Aid Assoc. for Lutherans.

Crawford, Clifford S., 1) Member, Exec. Comm., N.M. Environmental Inst.

Degenhardt, William G., 1) Judge, Regional Sci. Fair; 2) Contributor to Action-Line; 3) Sponser of N.M. Herp. Soc.

Dittmer, Howard J., 1) Evaluated N.M. State Summer Sci. Inst. and selected new site; 2) Judge, Youth for the Atom Competition; 3) Plant identification for citizens.

Findley, James, 1) Ordinance Comm., Village of Corrales.

Johnson, Gordon V., 1) Board Member, United Ministries Counseling Center; 2) Board member, Sombre del Monte Christian Church; 3) Judge, Regional Sci. Fair; 4) Den Leader, Webelos Scouts.

Johnson, William W., 1) Judge, N.M. State Sci. Fair, Soccoro.

Ligon, David J., 1) Scouting activities.

Riedesel, Marvin L., 1) Del Norte H.S. Parent Adv. Council; 2) Del Norte H.S. Booster Club; 3) Comm. Member, BSA Troop 166.

THE REPORT OF THE DEPARTMENT OF CHEMISTRY

July 1, 1972 to June 30, 1973

Guido H. Daub, Chairman

I. General Departmental Information

A. Significant Achievements During the Academic Year 1972-73.

During the year 1972-73 four undergraduate majors received the B.S. degree and 31 students received the B.A. degree in Chemistry. A total of 56 students received a minor in Chemistry. At the graduate level, there were nine students who received the M.S. in chemistry and four who received the Ph.D. These figures are comparable to the number of degrees awarded by the University involving chemistry majors and minors in 1971-72 both at the graduate and undergraduate level.

The department purchased a Varian EM 360 NMR spectrometer using the Varian EM 300 spectrometer purchased the previous year as a trade in at full value along with funds from the permanent equipment budget. This new instrument will be used primarily for teaching in the undergraduate laboratories with some use in the research area. In addition, through funds provided by the central administration we received delivery of a Varian XL 100 NMR spectrometer which is being used as a research instrument primarily by Dr. William Litchman as well as other members of the department. The XL 100 which costs in excess of $100,000 was purchased through the use of both departmental permanent equipment funds and a generous grant by the University administration of over $75,000. We feel that the acquisition of this instrument will greatly enhance our research potential, especially in the area of stable isotope research. The department also received a Cary Model 81 Raman spectrophotometer on loan from the CNC-4 Group at the Los Alamos Scientific Laboratory. This highly useful research instrument, valued in excess

of $60,000 was obtained through the efforts of Dr. Robert Penneman and Llewellyn Jones of the Los Alamos Scientific Laboratory. The instrument has been loaned to the department for Dr. William F. Coleman to use in conducting research which is of mutual interest to the Los Alamos group and the Chemistry Department. I am confident that both the Laboratory and the Department of Chemistry will benefit through the loan of this instrument. The University of New Mexico, through the Chemistry Department, has also been able to assist the Los Alamos Laboratory to acquire a research instrument through the loan of the Tronac Calorimeter and accessories to Dr. C. E. Holley of Group CNC-2 at Los Alamos. This again involves programs of mutual interest and Dr. Holley has invited members of the department to use this instrument on loan to Los Alamos if the occasion arises. The Tronac Calorimeter with accessories is valued at approximately $18,000. We feel that collaboration with the Laboratory will help the department and hope that such mutual programs will be an asset to the Laboratory as well.

The department's Varian A60 NMR spectrometer was in serious need of repair and through the funds provided by the central administration the instrument was completely overhauled at a cost of approximately $7,000-8,000. The instrument is now back and in operation.

We have also been able to improve our situation with respect to laboratory facilities and needed equipment for the undergraduate teaching program. Early in the year additional funds were provided by the Committee of Vice Presidents to help purchase additional equipment and glassware to assist the department to meet the demands of increasing enrollments. As the year progressed, it was apparent that additional facilities had to be found to meet the demands which were sure to come

in 1973-74. For this reason, we asked for and successfully obtained from the administration and through the help of the Dean, four new laboratory benches for the freshmen laboratory which is housed in room 207. For details about this request, please refer to my memorandum of February 13, 1973, a copy of which is attached as Appendix A to this report. Pre-enrollment figures for the fall semester warned us that the laboratory facilities we have at present for the handling of quantitative analysis would be inadequate to handle the number of students expected for the fall semester. For this reason it was decided to consider the activation of B-15 and B-16 as additional laboratory space to be used for quantitative analysis and certain other selected laboratory courses. The request was submitted (see my memorandum of May 24, 1973, a copy of which is attached as Appendix B to this report) and the funds were successfully obtained for the purchase of the necessary equipment and other costs related to this project.

The efforts of the Dean of Arts and Sciences and the decisions by the Vice Presidents to assist us in all of these above named requests for additional funds to meet the cost of increased enrollment is greatly appreciated.

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

Our biochemistry program, jointly sponsored with the department of biochemistry in the School of Medicine, is steadily gaining in that a considerable number of new students in our graduate program are

interested in this area. We hope that this relationship will continue in the future.

The departmental need for a combined wood and metal shop technician is still being temporarily solved by the hiring of a senior student in the Department of Industrial Education. This year we had the services of Mr. Dennis Royer and hope that a suitable replacement can be found for him for next year. The need for such a person continues and we hope to get along with part-time help until such time as we can get a full-time person, perhaps jointly sponsored by the Departments of Chemistry, Biology and Geology.

The repair and maintenance of laboratory electronic equipment in the Departments of Biology, Geology and Chemistry is still functioning under Mr. Earle George's supervision, however, it does appear at this time that the amount of work in the three departments will require that an additional technician be hired in the future.

As in the past, members of the department were evaluated by student opinion in the fall semester. These evaluations were tabulated and sent to the office of the Dean of Arts and Science. In general, our faculty appears to be doing a good job at both the graduate and undergraduate levels.

Progress has also been made to improve and adapt the present facilities to the increasing enrollments. The recommendation that room 203 be changed back into a classroom from the temporary office it has been for several years was approved. This room will be used for small classes and seminar type situations which are too large for our present seminar room 166 or too small for our chemistry lecture hall, room 101.

An additional decision that was made by the faculty of the Department of Chemistry was to limit the offering of Chemistry 101, 301

and 303L to the fall semester only, starting in the fall of 1973 (Summer Session not included). Chemistry 102, 302 and 304 will therefore be limited to the spring semester only, starting with the spring of 1974. The elimination of these trailer sessions will streamline our teaching program but will, to some extent, be an inconvenience to the students. For example, the enrollment in Chemistry 101 this last spring was over 300 students. This opportunity will no longer be available to students in the spring semester. We have been forced to adopt such a plan because of lack of sufficient faculty to retain a reasonable teaching load.

In November of 1971 the chairman wrote a letter to all former graduate students asking for donations to a newly established University of New Mexico Chemistry Department seminar fund; the purpose of such a fund was to provide honoraria and/or travel expenses for seminar speakers who could be invited from other institutions. This drive was a success and with these funds along with funds supplied by the UNM Science Colloquium Committee a reasonably good seminar fund was established. The speakers and the titles of their talks are shown in the following table.

Dr. John Marx, Texas Tech	"Organic Chemistry"
Dr. Philip Borer, Johns Hopkins University	"Circular Dichroism of Double Helical Oligo-RNA"
Dr. Richard S. Juvet, Arizona State University	"Photolysis Gas Chromatography"
Dr. Carl Johnson, Wayne State Univ.	"Sulfonyl Imines"
Dr. Bruce Kowalski, Colorado State University	"Pattern Recognition Techniques"
Dr. David Grant, University of Utah	"Molecular Dynamics in Carbon 13 Relaxation"
Dr. Ram Levy, McDonald-Douglas Corp.	"Determination of Organic Compounds in Meteors"
Dr. Robert Woody, Arizona State University	"Diketopiperazinedisulfides and Interpretation of a Complex Chromophase"

Dr. Henry F. Schaefer, University of California	"Chemistry from Computers: the Current State"
Dr. Harold F. Walton, University of Colorado	"Chromatography of Pharmaceuticals"
Dr. Al Zeltmann, Los Alamos Scientific Laboratory	"NMR Studies of Ionic Equilibria"
Dr. George E. Leroi, Michigan State University	"Photoionization Mass Spectroscopy"
Dr. Jerry Kerrisk, Los Alamos Scientific Laboratory	"Fast Breeder Reactors"
Lloyd Williams, Los Alamos Scientific Laboratory	"The Use of Functional Blocking Groups in the Chemical Synthesis of Deoxyribonucleotide Sequences"
Dr. George Wilson, University of Arizona	"Electrochemistry of Molecules of Biological Interest"

In December of 1972 a newsletter, edited by Hilde E. Frick, was sent to all graduate alumni of the department with a request for a continuing donation to the seminar fund. We hope to continue this practice indefinitely.

B. Significant Plans and Recommendations for the Near Future

Renovation plans for the old building are still in progress. The table tops in rooms 204 and 204A have been installed and as mentioned in the report of last year, more new table tops should be obtained to replace seriously damaged ones. Some of these old tops are 20 to 30 years old and are in need of replacement. It was suggested in last year's report that every effort be made to replace these damaged tops with new ones and hopefully the task can be completed over a period of three to four years. We have not asked for funds to do this since we have been harrassing the administration for funds to complete other more important projects involving our teaching program both at the graduate and undergraduate level.

As mentioned in the two previous reports, one of the major needs of the University is the hiring of a highly competent glass blower who cannot only take care of the glass blowing needs of the University but is also qualified to teach a technical class in glass blowing, especially to students at the graduate level. This recommendation has been made for several years and two years ago we did make some progress and a committee was appointed to investigate these needs. The committee report, which was submitted to the Academic Vice President, encouraged the appointment of a person to this position; however, lack of funds in the budget forced the administration to put off positive action on this to a future date. I recommend that every effort be made by the University administration to add such a person to the University staff by July of 1974. In last year's recommendation I asked that such a person be appointed by July of 1973 but with the budget cut situation I did not press the issue when budget time was upon us. Sister schools such as the University of Wyoming, Colorado State, Idaho and more recently, New Mexico State University have on their staff a full time university glass blower. Such a person can save the University money in the long run and every effort should be made to create such a post at the University of New Mexico. I know that the Physical Plant has a definite need for the services of such an individual since many of the buildings now on campus have glass pipe in their waste systems. The repair of these systems, according to Hy Adler, would be more efficient if we had the assistance of such a person for fabrication of new pipe to be installed when repairs are needed. I might point out that one of our research projects which is being carried out by one of our graduate students on an AWU fellowship at Sandia Corporation would have been in serious trouble had we not been able to acquire the services of Mr. Arno Roensch who is head glass blower at the Los Alamos Scientific Laboratory.

Mr. Roensch was able to fabricate a six-necked flask for use in this research. I have enclosed a picture of this flask. Actually, Mr. Roensch made six of these for the project. I understand that none of the glass blowers at Sandia Corporation felt the job could be done. When I discussed the fabrication of the flask with the representative of Corning Glass Works (manufacturers of pyrex glass ware) he told me that the bid on such a special item would be prohibitively high and as a matter of fact, it would have taken almost an indefinite amount of time for them to get the job done if they felt it could be done. "Our glass blower" was able to fabricate these and supply them in a matter of a week or two. In the past fifteen years, we have relied heavily on this man to repair glass ware and fabricate special systems for the Chemistry Department. It is a man of this caliber that we should seek for such a post. A University glass blower could also be called upon to teach creative glass blowing in the Art Department and the man we should try to find for this post should be one who has such versatility. Every effort should be made by the Dean of the Arts and Sciences College to convince the administration that such a post should be created within the University. These services are needed across the campus as a whole. To my knowledge, at the present time there are a few people on the faculty who have this technique, one of which is Victor Regner of the Physics Department, the other is a personal friend of mine, Guido de Albuquerque, who does do minor repairs for the Chemistry Department and related groups.

There is also a need for additional help for Chemistry, Biology, and Geology in the area of an electronic technician. As pointed out earlier in this report, Mr. Earle George is now serving each of these three departments on a one-third time basis. This is not enough. He

should have one full time assistant to make our instrumentation servicing even adequate. We in Chemistry have been relying on Work Study personnel to help fill this need, however, only one such person that we have hired has really been a help to Mr. George. The others are people who really had not had enough training in this area to be very useful. Mr. William Miller, who has been a top notch technician in this area under Work Study, will not be able to do this indefinitely. We must, if at all possible, acquire the services of an additional, permanent, full time electronics technician to assist Mr. George. This is another post that should be filled by July of 1974.

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

At a meeting during the past year with Paul Silverman of Biology and Douglas Brookins of Geology it was agreed that the Departments of Chemistry, Geology and Biology desperately needed a technician who could fabricate needed materials for research and teaching out of wood or metal. The University maintains an excellent shop in the College of Engineering, having all of the necessary machinery for doing high quality machine shop work. Funds should be provided to the Departments of Chemistry, Biology and Geology jointly to hire a highly qualified machinist or shop technician who would be allowed to work

in the Engineering College machine shop. It is suggested that this be considered seriously for funding within the next two years. As reported earlier here, we have been making use of seniors in the Department of Industrial Education for a shop man but a permanent position of this kind should be funded.

The Chemistry Department still has need for additional permanent equipment for use at the graduate research level. Although we are gradually removing our deficiencies in this area through the efforts of both the Dean and Vice Presidents, there is still more to be done. We must acquire, in the very near future, a new scintillation counter to replace the old Packard Tri-Carb which was purchased almost ten years ago as a second hand instrument. The electronics in this system are deteriorating and repair of such is not worth while. A new instrument (cost approximately $10,000) should be obtained. For many years, Dr. Roy Caton of the department has requested that funds be provided (approximately $19,000) to enable him to purchase an electrochemical apparatus to assist him in his research. A recently developed system for separating pure compounds from mixtures in solutions and which is known as a liquid chromatography apparatus should be acquired within the next two years. An estimated cost on such a system would be $5,000 - $10,000.

Other permanent equipment such as a spectropolarimeter with a circular dichroism attachment is needed for research conducted by several of our faculty members (Allen, Hollstein, Tapscott and Coleman). At the present time one such instrument, to my knowledge, is on the campus (biochemistry, Terrence Scallen) but an additional one should be purchased for use by Chemistry. The cost of such an instrument is estimated between $25,000 and $40,000.

The department is still attempting to acquire a Fourier transform system for the XL 100 NMR spectrometer. A new application is being

submitted to the National Science Foundation to obtain the approximately $50,000 necessary for the purchase of this system.

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

As reported in the last several years, the Chemistry Department also has need for a larger number of graduate assistants. Through the efforts of the Dean of the Arts and Sciences College we have managed to raise the allotment to 29 positions for the year just past and for next year. The elimination of trailer sections in 101, 102, 301, 302, 303 and 304 may enable us to live within these allotted slots in years to come. However, there is a need for additional assistants to further make our program more useful to the students we serve. The establishment

of a gas liquid chromatography facility (see my memo of May 23, 1973, a copy attached as Appendix C) is one of the services I have in mind. Another is the establishment of an UV and IR spectrophotometry and NMR spectrometry facility for similar use. These must be manned by qualified personnel, either graduate students or experienced undergraduates. As you know, we plan to finance the one for next year in gas liquid chromotography from student help funds provided in the Chemistry Department budget. It has come to my attention that some departments in the Arts and Sciences College have on their staff what are called "special assistants". It appears to me that the Chemistry Department has a definite need for two or three special assistants to help man these facilities and provide additional help for stockroom services for the many laboratory sections that we conduct during the week. It is estimated that for next year additional stockroom help somewhere between two-thirds and three-fourths time will be needed. Special assistants could be of help in such cases. Every effort should be made for next year to provide the Department of Chemistry with at least two, if not three, of this type. Such special assistants could be used to operate and maintain the highly sophisticated instrumentation. They could be used in place of the Instrumental Services Technician which I recommended be acquired in my report of last year, page 7.

On March 16, 1973 a memorandum was completed which described the need for additional faculty in the Chemistry Department. I will not go into the details of this report but have attached a copy as Appendix D to this report. In short, I indicated that even with the institution of an austerity program which involves cutting out trailer sections of certain large courses, there is a need for additional faculty in this department. In my report of March 16 I estimated that

our austerity program would require 2 1/2 more senior faculty members or one senior and one junior (instructor) faculty member. Through the efforts of the Dean this need was partially filled by allowing the Department of Chemistry to hire a visiting instructor for 1973-74. I have pointed out in my report of last year that construction of the new Lecture Hall will enable us to teach the general chemistry course as one large lecture section of up to 900 students or more likely, two large lecture sections of 500 to 900 students. Such an operation will necessitate the addition of quiz or discussion sections in our freshman course. We will have to have along with the lecture section smaller classes (of approximately 30 students per class) set up to provide discussion and quiz periods for these students. This method of teaching general chemistry is used at most large universities and was at one time used at the University of New Mexico, but increased enrollments and a lack of increase in staff forced the department to abandon this system some years ago. My present plan is to have these discussion and quiz sections manned by the faculty and I feel that we have an excellent case for adding faculty based on this plan.

The budget for the Chemistry Department for the past several years for supplies and expense has been in the neighborhood of $50,000. The permanent equipment budget ranged from $20,000 to $25,000. I should point out at this time that the University has been generous in providing supplemental funds as needed by our department for emergency use. It is clear to me that our supplies and expense budget is inadequate to meet our needs. The Chemistry Department at Wyoming has a supply and expense budget of $105,000 per year. Through information provided me by Dr. Neckers of our department the Chemistry Department at Bowling Green State University has an annual supplies

and expense budget of $135,000 per year, Colorado State University has an annual budget of $85,000, Washington State University $121,000, University of Arizona $135,000, Arizona State University "sensitive", Texas Tech University $90,000, University of Utah $109,000, University of Idaho $58,000. Many of these institutions are of comparable size to UNM.

C. Meetings and Projects

The Second Rocky Mountain Regional Meeting of the American Chemical Society will be held on the University of New Mexico campus, July 8-9, 1974. Dr. Robert Tapscott of the Chemistry Department will act as the local activities chairman. Dr. Edward Walters of our department will be the program chairman and Mr. Gillette Bryan of the Los Alamos Scientific Laboratories will act as general chairman of the meeting. Approximately four hundred scientists are expected to attend.

A grant of $3,000 has been funded to the Central New Mexico section of the American Chemical Society by the National A.C.S. to run a series of meetings allowing discussions between those who teach chemists and those who hire chemists. The meetings will be held some time in October and will involve about twenty chemistry professors from various universities and colleges in the southwest and about twenty industrial, government laboratory chemists. Robert E. Tapscott, Department of Chemistry, University of New Mexico is the director.

D. Appointments to Staff

Dr. Thomas N. Niemczyk has completed the Ph.D. in analytical chemistry at Michigan State University and joined us as assistant professor of chemistry in Semester II of 1972-73. Mr. Niemczyk has been a valuable addition to our analytical chemistry staff and

already has shown much promise both in teaching and research and in his ability to interest students in chemistry. A part of his assignment in the fall involves the integration of the analytical-physical laboratory at the advanced undergraduate level.

Dr. Cary J. Morrow, who was a visiting assistant professor of chemistry for 1972-73, will be assistant professor for 1973-74. Dr. Morrow has integrated well into our program.

Miss Susan Bradley joined the department as departmental secretary on January 4, 1973 replacing Mrs. Barbara M. Lehmann.

Mr. Leonard Ortiz joined the staff on January 3, 1973 as storekeeper replacing Mrs. Mary Owens who resigned.

Ms. Hilde E. Frick was hired as administrative assistant in August replacing Mrs. Lorraine Deck who assumed full time duties as instructor in the department.

Dr. Elaine Dittmar, Ph.D. Tulane University 1967, will join the faculty for the year 1973-74 as visiting instructor in chemistry. Dr. Dittmar is an experienced teacher and qualified research chemist having served as an associate professor for several years at Davis and Elkins College, Elkins, West Virginia.

E. Separations from Staff

Mrs. Barbara M. Lehmann resigned as departmental secretary in January 1973 to take over a position as executive secretary at the Tamarind Institute.

Mrs. Mary Owens resigned as storekeeper in January 1973 in order to continue her undergraduate studies on a full time basis.

II. Composite of Information Requested on Individual Biographical Supplements:

1. Advanced Study:

(a) WILLIAM M. LITCHMAN: Summer Faculty Traineeship awarded by AWU from July 1 through July 31 at Los Alamos, New Mexico.

(b) CARY J. MORROW: Completed post-doctoral training at the University of California at Berkeley.

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

(a) GUIDO H. DAUB: Visiting Professor of Chemistry at Colorado College February 7 through March 2, 1972. Taught one block of organic chemistry on the Colorado College Block Plan. Returned to UNM campus every weekend to work on administrative duties for the Chemistry Department.

(b) ULRICH HOLLSTEIN: Summer Research at Los Alamos under AWU appointment. Visited Colorado State U. (July) and U. of British Columbia (August).

(c) DONALD R. McLAUGHLIN: Summer Staff Member, CNC-4 Group, Los Alamos Scientific Laboratory.

(d) DOUGLAS C. NECKERS: Lecturer, American Chemical Society Meeting, Boston, Mass., April, 1972, invited participant.
IUPAC Symposium on Photochemistry. Baden-Baden, West Germany, July 1972. Lecturer Max Planck Institute of Radiation Chemistry, Mulheim, West Germany, July 1972.

(e) NICHOLAS E. VANDERBORGH: Summer 1972, 2 weeks with CMB-1 at Los Alamos Scientific Laboratory.

(f) EDWARD A. WALTERS: Travelled to local meetings of the American Chemical Society; American Chemical Society Meeting, New York,

August 27-Sept. 1, 1972. Chemical Education Conference, Mt. Holyoke College, August 23-25. REERIO Conference on Energy Crisis, Las Cruces, New Mexico, May 4-5.

3. New Scholastic Honors, Fellowships, etc.:

(a) ROY D. CATON: Educator of the Year - National Award

4. Publications:

(a) FRITZ S. ALLEN:

"The Ultraviolet Circular Dichroism of Some Natural DNA's and an Analysis of the Spectra for Sequence Information," Biopolymers, II, 853 (1972).

(b) WILLIAM F. COLEMAN:

"Concentration Dependence of Luminescence in Cr^{3+} Doped $NaMgAl(C_2O_4)_3 \cdot 9H_2O$ Crystals," J. of Luminescence, Vol. 4 pp. 429-440.

"Anomalous Emission Spectrum of $K_3Al(C_2O_4)_3$-Cr^{3+} Doped Crystals," in press.

(c) GUIDO H. DAUB:

"The Synthesis of Some New Azabenzo(a)pyrenes and Monomethylazabenzo(a)pyrenes," J. Org. Chem., 37 2030 (1972) with Richard E. Phillips and John A. Hunt.

Basic Chemistry, W.S. Seese and G.H. Daub, 552 pages, March 1972, Prentice Hall, Inc.

(d) ULRICH HOLLSTEIN:

"The Inhibition of RNA Synthesis by Myxin," Biochemistry, 11, 1345 (1972) with P. L. Butler.

"Interaction of Tryptophan with DNA during Irradiation," Abstracts of the 1st Rocky Mountain Regional Meeting of the Am. Chem. Soc., Fort Collins, Colo. (1972) Abstract No. 6.

"Biosynthesis of Phenazines," J. Org. Chem., 37, 3510 (1972) with L. G. Marshall.

"The Actinomycins," Chem. Revs., accepted.

"The Use of Networks in Organic Synthesis," Submitted to J. Chem. Ed., with A. E. Zune.

(e) MILTON KAHN:

"Thermal Neutron Activation: Sample Preparation Utilizing Graphite as a Diluent," Submitted to J. of Radioanalytical Chemistry, with N. D. Stalnaker and B. T. Kenna.

(f) WILLIAM M. LITCHMAN:

"A High Pressure Non-aqueous Reaction Rate Experiment for Advanced Students," J. Chem. Ed., 49, 560 (1972)

"^{15}N Spin-Lattice Relaxation in Liquid $^{15}NH_3$ and $^{15}ND_3$," J. Chem. Phys., 56, 5818 (1972)

"Tetrazole Photochemistry and the Question of Ring Transposition," Chem. Comm., 1972, 781.

"The Density and Viscosity of Liquid ND_3," J. Chem. Phys., to be published.

(g) DONALD R. McLAUGHLIN:

"Quantum Mechanical Investigation of the HeH_3^+ Energy Surface," J. Chem. Phys., 12, 1322 (1971) with M. J. Benson.

"Geometry and Force Constant Determination from Correlated Wave Functions for Polyatomic Molecules: Ground States of H_2O and CH_2," Theor. Chem. Acta, 25, 352 (1972) with C. F. Bender and H. F. Schaefer.

"Quantum Mechanical Cell Model for Thermal Conductivity of Simple Liquids," Thermochemica Acta, 3, 265 (1972) with J. F. Kerrisk.

(h) DOUGLAS C. NECKERS:

Organic Chemistry, Vol. I, 350 pages, John Wiley and Sons, preliminary Edition, Copyright 1972.

Organic Chemistry, Vol. II, 300 pages, John Wiley and Sons, preliminary Edition, Copyright 1972.

"Polymer Protected Reagents," J. Am. Chem. Soc., 94, xxx (1972).

(i) E. PAUL PAPADOPOULOS:

"Reactions of Pyrrole with Isothiocyanates. Preparation and Reactions of N-Ethoxycarbonylpyrrole-2-carboxamide and Pyrrole-1,2-dicarboximide," J. Org. Chem., 37, 351-355 (1972).

(j) ROBERT E. TAPSCOTT:

"Computer Calculation of Polynomial Product Terms," J. Chem. Educ., 49, 479 (1972).

"A Computer Program for Crystal Field Calculations," J. Chem. Educ., 49, 752 (1972).

"The Heisenberg Uncertainty Principle," submitted to J. Chem. Educ.

"Tartrate-Bridged Dimers.I...," submitted to J. Coord. Chemistry.

"Tartrate-Bridged Dimers.II...," submitted to J. Coord. Chemistry.

(k) NICHOLAS E. VANDERBORGH:

"The Effect of Carbon-Loading upon the Product Distribution of Laser-Induced Degradations," Anal. Chem., 44, 359 (1972), with W. T. Ristau.

"Continuous Wave Laser Induced Degradation of Polystyrene Monitored by Time of Flight Mass Spectrometry," Organic Mass Spectrometry, accepted for publication, with S. Coloff.

"Time Resolved Laser Induced Degradation of Polystyrene," Anal. Chem., accepted for publication, with S. Coloff.

"Determination of the Carbon/Hydrogen Ratio of Organic Compounds by Laser Pyrolysis; Plasma Stoichiometry Analysis," Anal. Chem., accepted for publication, with W. T. Ristau.

"A Kinetic Study of Phosphate-Induced Algal Growth," submitted for publication, with A. G. Buyers.

"Reproducibility of Laser Degradation," Anal. Chem., accepted for publication, with W. T. Ristau.

(l) DAVID L. VANDER JAGT:

Federation Proceedings 31, 3991 (1972).

Biochemistry, 11, 3735 (1972).

Archives Biochemistry-Biophysics, 153, 55 (1972).

(m) EDWARD A. WALTERS:

"Isotope Effects on Hydroxide Ion in Aqueous Solution," J. Phys. Chem., 76, 362 (1972).

Review of Book, Problems in Advanced Organic Chemistry, The Record of Chemical Progress, 000, 1972.

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

(a) FRITZ S. ALLEN:

Obtained a grant from Sandia Corporation ($17,000) to study electro-optics of nucleic acids.

Completed a paper on the electric birefringence of Tobacco Mosaic Virus.

(b) ROY D. CATON, JR.:

Solution Diffusion Coefficients: New and Improved Methods for their Determination, with Newton Fawcett.

(c) WILLIAM F. COLEMAN:

Luminescence of Metal Complexes ($16,000) from Sandia Corporation.

Raman Spectroscopy - Semipermanent loan of $80,000-instrument from LASL, work in conjunction with CNC-4.

Other projects in inorganic biochemistry, photochemistry, reaction kinetics, theoretical chemistry.

(d) GUIDO H. DAUB:

Papers submitted to the Journal of Organic Chemistry based on research conducted by former graduate students Margaret E. Ackerman and J. Ernest Simpson as follows:

(i) Anhydrous Hydrofluoric Acid as a Cyclizing Agent in the Preparation of Several Substituted Oxazoles from N-Aroyl-α-aminoketones (with M. E. Ackerman)

(ii) The Synthesis of some 3',2"-Dioxamethylene Bridged p-Quaterphenyls and Related Compounds (with J. Ernest Simpson)

(iii) The Synthesis of some 2,2'-Dioxabridged Biphenyls and 1,1'-Binaphthyls (with J. Ernest Simpson)

(e) LORRAINE DECK:

Completed a chapter on Phenazines for a book which is being published presently (Previously had written a chapter on Pyrazines).

(f) ULRICH HOLLSTEIN:

Biosynthesis of Phenazines, grant from NIH, $66,090, December 1972.

Polydeoxyribonucleotides (interaction with antibiotics; effects of x- and gamma irradiation).

Actinomycin (mechanism of action, synthesis and analogs).

Electron impact fragmentation of monosubstituted benzenes.

(g) MILTON KAHN:

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

(h) WILLIAM M. LITCHMAN:

Solvent Studies of Amines.

Gas Phase EPR Studies: $^{*}N + SR_2 \rightarrow$.

^{17}O Shifts in MeOH.

C NECKERS

(i) DONALD R. ~~McLAUGHLIN~~:

Ab Initio Dynamics: Classical Trajectories of C_{2v} $HeH^{+} + H_2 \rightarrow He + H_3^{+}$ Reactions on an Ab Initio Potential-Energy Surface, with Donald L. Thompson (work completed N.vember 1972).

Work in progress on rapid high dimensional integration of equations of motion, and trihalogen energy surfaces.

(j) DOUGLAS C. NECKERS

NSF Grant No. GP 33556 "Polymers and Polystyrene Models", $32,000.
Research Corporation grant: "Polymers and Polystyrene Models",
Research Corporation grant: "Polymers and Polystyrene Models," $5,000.

Fellow of the Alfred P. Sloan Foundation, period 1971-1973, $18,750.

Erich C. Blossey, NIH special post-doctoral fellow.

Invited Lecturer, Sandia Labs. Colloquia.

Grant from Research Corporation for $5,370 December 1973.

(k) E. PAUL PAPADOPOULOS:

Reactions of Pyrrole with Isothiocyanates. Preparation and Reactions of N-Ethoxycarbonylpyrrole-2-thiocarboxamide and 2-Thiopyrrole-1,2-dicarboximide.

(l) ROBERT E. TAPSCOTT:

Dissymmetric Carboranes, Research Allocations Committee, $938.

Thermodynamics and Kinetics of Tartrate-Bridged Dimers, Research Allocations Committee, $952.

Dihydroxydicarboxylate-Bridged Binuclear Complexes, research proposal to be submitted to National Institutes of Health and N.S.F.

Several other research projects in progress.

(m) NICHOLAS E. VANDERBORGH:

The Acidities of HF in mixed EtOH/H_2O media, with Ray Merrill.

Analysis of radioactive phosphate uptake by natural systems, with A. Buyers ($7,500, Dept. of the Interior)

Voltammetry in Sulfolane, with Ray Merrill.

Ultrasonic Velocity Measurements, with Chuan Chen.

(n) EDWARD A. WALTERS:

Construction of a temperature-jump apparatus.

Kinetic and equilibrium studies of proton abstraction from cyanocarbon acids.

Line broadening of N.M. R. spectra.

Calculations of isotope effects.

6. Activities in Learned and Professional Societies:

(a) ROY D. CATON, JR:

Member of American Chemical Society, Sigma Xi, Electrochemical Society. Education Secretary of N.M. Northwestern Section of ACS.

(b) WILLIAM F. COLEMAN:

Read two papers at ACS Meeting at Colorado State U., June 1972.

(c) GUIDO H. DAUB:

Attended Southwestern Regional Meeting of the American Chemical Society at Fort Collins, Colorado in July 1972. Presented a paper entitled "The Photo-oxidation of 2,5-Diphenyloxazole, PPO."

Delivered series of three seminar lectures to faculty and chemistry majors at the Colorado College entitled as follows:
"The Synthesis of Methylated Benzo(a)pyrenes and Azabenzo(a)pyrenes"
"The Synthesis of some Methylated Benzo(a)anthracenes"
"The Photo-oxidation of 2,5-Diphenyloxazole. Effects of Ultraviolet Light on Liquid Scintillators"

Attended Rocky Mountain Chairmen's Meeting at Salt Lake City, Utah on November 15 and 16, 1972.

(d) ULRICH HOLLSTEIN:

Paper presented at 1st Rocky Mountain Regional Meeting of the American Chemical Society at Fort Collins, Colo., June 1972.

Attended Organic Symposium, Vancouver, B.C. August 1972.

(e) MILTON KAHN:

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

(f) WILLIAM M. LITCHMAN:

Attended Regional ACS Meeting at Fort Collins, July 1972.

Attended National ACS Meeting at Boston, April 1972.

(g) MIRIAM P. MALM:

Attended American Chemical Society Meeting, Boston, Mass. April 1972.

Served as Corresponding Secretary for the International Society of Heterocyclic Chemistry.

(h) DOUGLAS C. NECKERS:

Member ACS Undergraduate Organic Chemistry Examination Committee.

Attended American Chemical Society Meeting, Boston, Mass. 1972.

Attended Rio Grande Section ACS Meeting, Las Cruces, 1972 and read paper with N. R. Beller.

Invited Section Chairman ACS Spring Meeting.

(i) E. PAUL PAPADOPOULOS:

Presented paper at the Rocky Mountain Regional Meeting of the American Chemical Society, July 1972.

(j) ROBERT E. TAPSCOTT:

Treasurer of Central New Mexico Section of the American Chemical Society; attended all local ACS meetings.

First Rocky Mountain Regional Meeting of the ACS at Fort Collins, July 1972; presented paper: "Symposium on Electronic Structure."

Attended 161st National ACS Meeting at Los Angeles, California, March 1971.

(k) NICHOLAS E. VANDERBORGH:

Attended Eastern Analytical Symposium in Atlantic City, New Jersey as invited lecturer, delivered lecture on "Laser Induced Pyrolysis Gas Chromatography."

Attended SE/SW ACS Meeting, Baton Rouge, La. in December 1972, with R. K. Quinn and N.R. Armstrong, delivered a paper "Cyclic Voltammetry of Aromatic Aldehydes in Sulfone."

Candidate for "Counsellor - Central New Mexico ACS" - unsuccessful.

Publicity chairman for Central New Mexico ACS Section.

(l) DAVID L. VANDER JAGT:

Paper presented at 1st Annual Meeting of the Rocky Mountain Section of the ACS, July 1972.

Paper presented at National ACS Meeting, New York, August 1972.

(m) EDWARD A. WALTERS:

Paper presented "Contemporary Chemistry for Nonscience Majors," at Chemical Education Conference, 1972 Mt. Holyoke, Mass., Aug. 1972.

Meetings attended: Sectional and National American Chemical Society Meetings in New York, Las Cruces.

Counselor for Central N.M. Section ACS.

(d) GUIDO H. DAUB:

Chairman, Department of Chemistry.
Member of several college committees.

(e) ULRICH HOLLSTEIN:

University Committees: Graduate Committee, Graduate Subcommittee on Financial Aid (Chairman), Ad Hoc Committee on Priorities for Assignment of GAs and TAs.

Departmental Committees: Graduate Recruitment Committee (Chairman), Seminar Committee, Governance Committee (Chairman).

(f) MILTON KAHN:

Member of General Honors Council.
Member of Research Policy Committee.
Student Advisement.
Departmental Committees: Undergraduate Curriculum Committee; Seminar Committee; Graduate Committee; Committee-on-Studies for Graduate Students: 2 in chemistry, 2 in biology.

(g) WILLIAM M. LITCHMAN:

Chairman, UNM-Science Colloquium Committee and UNM-Sandia Colloquium Committee.
Advisor, Wagon Wheel Square Dance Club.
Chairman, Chemistry Department Seminar Committee.

(h) MIRIAM P. MALM:

Member Registration Task Force Committee.

(i) DONALD R. McLAUGHLIN:

Member University Computer Use Committee, fall 1972.
Member Departmental Computer, Library and Safety Committees.

(j) CARY J. MORROW:

NSF-URP Proposal Committee.
Faculty Advisor.

(k) DOUGLAS C. NECKERS:

Member Departmental Seminar Committee.
Member Departmental Graduate Recruitment Committee.

7. Other Professional Activities:

(a) FRITZ S. ALLEN:

Spent 5 days at Ryder College grading examinations for the Educational Testing Service.

(b) ROY D. CATON, JR:

Consultant for Sandia Corporation.

(c) WILLIAM F. COLEMAN:

Seminars given at UNM: - Raman Spectroscopy
- Ruby, my Dear

Consultation at LASL and Sandia Corporation.

Member UNM Symphonic Orchestra.

(d) GUIDO H. DAUB:

Short term visiting staff member, LASL, 1972.

(e) ULRICH HOLLSTEIN:

Collaborative research with LASL, visiting staff member LASL.

(f) WILLIAM M. LITCHMAN:

Reviewed two papers and one book.

Director Lloyd Shaw Foundation Dance Workshop - University of Albuquerque, June 1972.

Part of professional program HPER - UNM, 1972.

(g) MIRIAM P. MALM:

Served as Technical Editor for the International Journal of Heterocyclic Chemistry.

(h) DONALD R. McLAUGHLIN:

Presented invited talk at LASL, May 1972.

Visiting Staff Member, Consultant, LASL, Aug.-Nov. 1972.

Reviewed papers for J. Heterocyclic Chem., J. Am. Chem. Soc.

Contributed to an article on computer graphics by M. Drueitt and a text book on numerical analysis by L. Shampine and R. Allen.

(i) DOUGLAS C. NECKERS:

Consultant Big D Chemical Company, Oklahoma City, Okla.

Patent application pending "Polymer protected reagents".

Invited speaker: Downtown Lions Club, Rio Grande Section of American Military Engineers, Albuquerque Business Women's Association, Carleton College, Bethany College.

Consultant Spartan Industries, Grand Rapids, Mich.

(j) ROBERT E. TAPSCOTT:

Wrote Freshman Laboratory Manual.

Writing Inorganic Laboratory Manual.

(k) EDWARD A. WALTERS:

Reviewed proposals for National Science Foundation and Research Corporation.

Reviewed paper for Tetrahedron.

Signed Publication Agreement for book with Charles E. Merrill.

8. Non-Teaching University Service:

(a) FRITZ S. ALLEN:

Served on Dean's Promotion and Tenure Advisory Committee.
Surplus Coordinator for Chemistry Dept.
Chairman Departmental Stockroom Committee.

(b) ROY D. CATON, JR:

Student Adviser.
Faculty Sponsor of Student Affiliates of the ACS (Spring).
UNM Men's Ski Team: Adviser and Central Intercollegiate Alpine League Coordinator for league race at Taos, N.M.
Alternate member of Academic Freedom and Tenure Committee.
Graduate School Fellowship Selection Committee.
Chairman Chemistry Dept. Undergraduate Curriculum Committee.

(c) WILLIAM F. COLEMAN:

Dean's Advisory Committee;
Faculty Adviser.
Several departmental committees.

(l) E. PAUL PAPADOPOULOS:

Departmental Graduate Studies Committee.
Departmental Library Committee.

(m) ROBERT E. TAPSCOTT:

Departmental Committees: General Chemistry Committee (chairman), Undergraduate Curriculum Committee, Graduate Studies Committee, Graduate Recruitment Committee.
Committee on Studies: Chairman for 3 graduate students, member for 6 graduate students.

(n) NICHOLAS E. VANDERBORGH:

University Committees: Chairman, Library Committee; Chairman, Search Committee for Science Eng. Librarian; Member, Search Committee for University Librarian.

(o) EDWARD A. WALTERS:

Dean Wollman's Committee to establish Environmental Theme Program;
Graduate Studies Committee (Chairman);
Radiological Control Committee;
Adviser to 2 graduate students;
Committee-on-Studies for 9 students.

9. Public Service:

(a) WILLIAM F. COLEMAN:

Science Fair Judge.
Active political worker (McGovern).
Professional musician (member local musicians' union).

(b) WILLIAM M. LITCHMAN:

Professional Square Dance Caller.

(c) MIRIAM P. MALM:

Member of Immanuel Presbyterian Church.

(d) DONALD R. McLAUGHLIN:

Active member L.D.S. Church, First Counselor in Albuquerque Stake Mission.
Fourth Ward Seventies Group Leader. Traveling Companion Speaker.

(e) DOUGLAS C. NECKERS:

Member 1st United Methodist Church; Member of the choir.

(f) ROBERT E. TAPSCOTT:

Guest teacher ("Crystals") Manzano Day School.

(g) NICHOLAS E. VANDERBORGH:

Member First Methodist Church, assorted jobs.

(h) EDWARD A. WALTERS:

Treasurer, Lutheran Campus Council.

10. Personal Information:

(a) LORRAINE DECK:

Had a baby boy - Jason.

(b) DAVID L. VANDER JAGT:

Timothy James, born 11/17/1972.

February 13, 1973

Nathaniel Wollman, Dean

Guido H. Daub

Request for funds to provide additional laboratory benches for Chemistry 207

I am sorry to have to request supplementary funds from the University at this time but feel that it is urgentttthat we add four laboratory benches to Room 207 in the chemistry building to provide more laboratory facilities for our freshmen chemistry program.

I must review briefly for you some history. When Clark Hall was built in 1953, Room 207 was designated as the freshmen chemistry laboratory and was designed to hold fourteen laboratory benches as working space for the students during laboratory periods. At that time, eight benches were installed. These benches were transferred from the old barracks laboratory to the new facility and it was proposed at that time that six more benches would eventually be installed as needed. In the attached diagram of Room 207, the laboratory benches labeled A are the present facilities available for our students to use. This laboratory is capable of serving fortyyeight students at a time with these laboratory benches.

I am recommending that funds be provided to purchase four additional laboratory benches. These would be placed in Room 207 at the blocks labeled B on the accompanying diagram. Such benches will increase the capacity of this laboratory to seventy-two students and we feel at this time that this is a necessary addition in order for us to adequately handle the number of students we expect to be enrolled in the fall. The benches labeled C on the diagram are ones that will never be installed because we have added rooms D and E to this laboratory. Room D contains supplementary stock items for the storeroom H. Room E is a balance room which houses analytical balances for quantative experiments performed by students in Chemistry 102. Items F in the diagram are the new fume hoods that were installed last summer and item G is an ice machine. The new lab benches, B, will be designed to contain fifty-two drawers each to house equipment for the students. This would increase our locker space in this room by 208 and will allow us to remove temporary locker space in the form of hutches which are presently being used by many students. We plan to move these hutches to Room 171, thus making that laboratory more useful to us for scheduling laboratories in organic chemistry, freshmen chemistry and Chemistry 100.

I feel that the University will be actually saving money by installing these laboratory benches because it will allow us to use Room 207 more efficiently in the future.

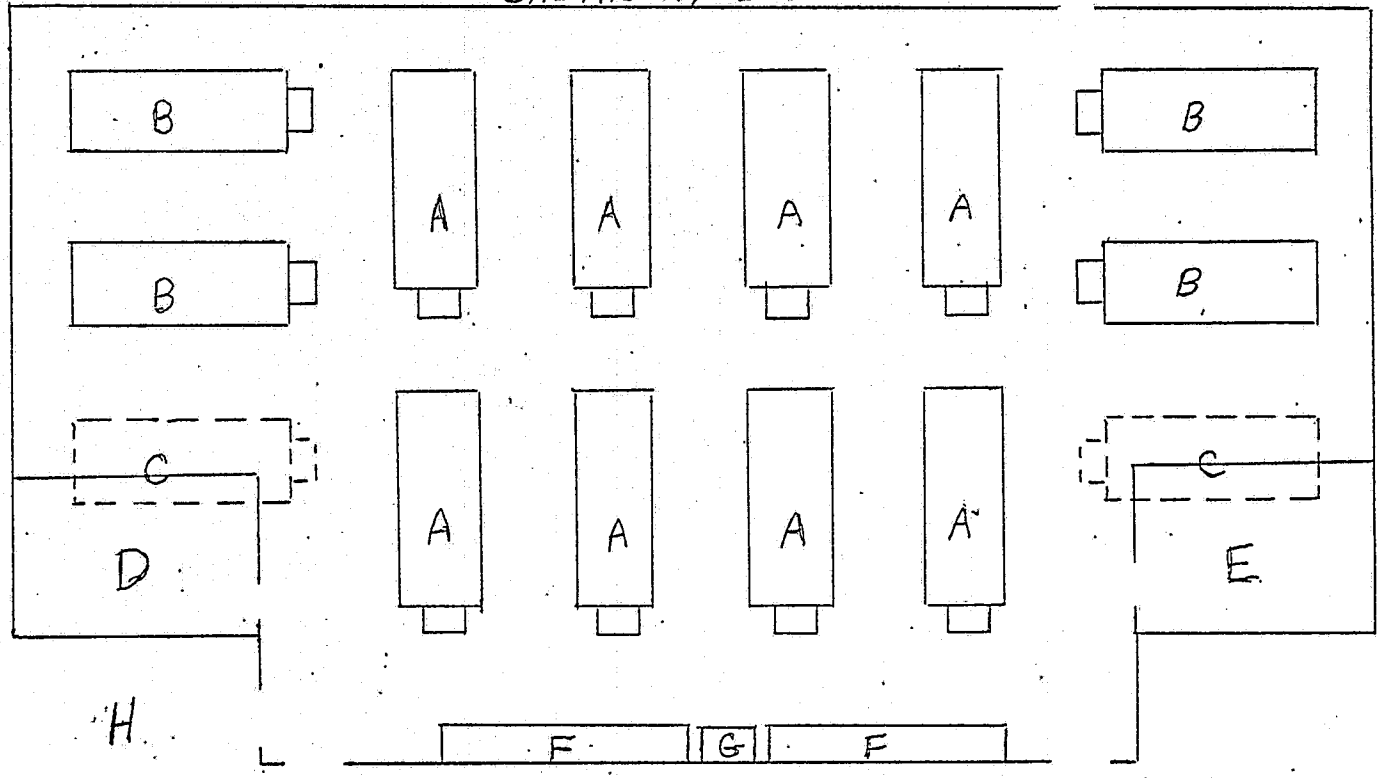
Each bench will cost $2,000 and along with installation costs, I would estimate that the whole job would cost approximately $10,000. In addition, Room 207 should be repainted before the fall semester of 1973. A leaking roof has damaged the room sufficiently so that such renovation is necessary.

Of course, it would be in order probably to ask for an additional $20,000 to replace the laboratory benches labeled A in the accompanying diagram to match the newly proposed benches, B. However, you may find this to be an expense which you do not feel should be made at this time. The laboratory benches A are probably at least thirty to forty years old. I am sure that some consideration should be given to this latter proposal.

I would be happy to discuss this recommendation with you and Vice Presidents Travelstead and Perovich at your earliest convenience. I think that a decision on this request should be made very soon so that the necessary laboratory benches (twelve or four) may be ordered in ample time to assure installation before the fall semester begins.

GHD/seb
CC: J. Perovich
C.C. Travelstead

CHEMISTRY 207



THE UNIVERSITY OF NEW MEXICO

DATE: May 24, 1973

TO: Nathaniel Wollman, Dean

FROM: Guido H. Daub

SUBJECT: Request for Funds to Provide Added Teaching Space for Laboratory Sections for Fall Semester, 1973

Our preregistration figures for the Fall of 1973 have shown that 186 students have preregistered for Chemistry 253, Quantitative Analysis. I am sorry, but we do not have the laboratory facilities to take care of this many students at one time and although we might be able to handle as many as 144 by making use of a laboratory which is usually used by the Chemistry 121 students, I would prefer to increase our capacity for teaching quantitative analysis by converting the laboratory in the basement in the old building which was constructed over ten years ago from funds obtained from the National Institute of Health and from the University by Dr. R.N. Castle. This was a research laboratory equipped with three large laboratory tables and all of the necessary utilities for a quality chemistry laboratory. Since Dr. Castle left the University, this facility has been lying dormant with respect to the Chemistry Department proper but has been rented to La Llave by the University. I had planned to use this laboratory for Chemistry 415 this Fall but the move described above would make maximum use of the facility. La Llave has agreed to move to room 211 in the Chemistry Building which we may not need for another year or two.

The basement lab is capable of holding 18 students at a time in either Chemistry 121, 122, 253 or, if necessary, Organic Chemistry. I am requesting that we be allowed to perform a slight renovation on this laboratory in time for the Fall semester so that we can accommodate the large number of students planning to take Quantitative Analysis this Fall. Rooms 112 and 116 which are quantitative analysis laboratories have a total capacity of 128 students. The laboratories we have scheduled for the fall make the maximum use of these two rooms. In order to accommodate approximately 186 students in Quantitative Analysis this fall, we must search for additional laboratory space. I am suggesting that we have this space in the basement laboratory so that we can schedule three sections of Quantitative Analysis in this room. This would take care of 54 students and, in a pinch, we have the facility to take care of another two per laboratory section to give us the capability of handling 60 students. Without this facility we would probably have to disenroll at least 40 and probably as many as 60 students planning to take this course. This course is required of all pharmacy students, chemical engineers, chemistry minors and is also taken by B.A. chemistry majors and some B.S. chemistry majors. Should we choose to disenroll as many as 60 students, the problem will be recreated in the Spring semester. Our enrollments in Chemistry 253 have increased during the past three years and I suppose this may be due to increased interest in chemistry and related fields such as the medical sciences and para-medical areas.

The cost of making this facility useful as a teaching laboratory for undergraduates is nominal. However, there will be an expense of additional equipment for students in Quantitative Analysis. It would certainly be a disadvantage to the students to have them use instruments and other needed equipment in the laboratory located on the first floor if they are assigned to the laboratory in the basement. I feel that now is the time to activate this laboratory for our teaching program and I am asking that you request the vice presidents for funds to enable us to get this job done prior to the beginning of the Fall semester, 1973.

I have personally shown you what I have in mind and pointed out to you that all the necessary rooms and basic facilities are there for establishing a quality laboratory for undergraduate teaching in the courses mentioned above. I am estimating that we will need $28,879 to make this facility available and practical. I am itemizing these costs below.

(1)	1 ea.	Top loading Mettler balance	700.00
(2)	1 ea.	Melting point apparatus	275.00
(3)	6 ea.	Ainsworth analytical balance type 10NT	5,100.00
(4)	6 ea.	Balance tables	1,050.00
(5)	3 ea.	Ovens, Thelco model 17	1,200.00
(6)	2 ea.	Hot plates, rectangular	320.00
(7)	2 ea.	Electroanalysis apparatus (double unit)	1,500.00
(8)	4 ea.	Sets of platinum electrodes (anode + cathode)	1,200.00
(9)	18 ea.	Support stands, porcelain base	300.00
(10)	18 ea.	PH meters	3,600.00
(11)	18 ea.	Magnetic stirrers with bars	900.00
(12)	24 ea.	Laboratory stools	720.00
(13)	1 ea.	Gas liquid chromatography apparatus with recorder	750.00
(14)		Equipment for 60 student lockers for Chemistry 253 ($109.40 per unit)	6,564.00
(15)	2 ea.	Wall type laboratory tables to house student equipment and provide table top for items 1, 2, 5 and other miscellaneous equipment	2,400.00
(16)	9 ea.	Sets of box lockers for housing students' equipment	1,300.00
(17)		Miscellaneous costs for the Physical Plant to modify some parts of the room for better adaptability for the teaching function	1,000.00

Most of the above estimated costs will be needed for the purchase of the necessary desk equipment and instrumentation for the quantitative analysis laboratory. Items 3, 4, 5, 6, 7, 8, 9, 10 and 11 must be obtained or the facility will not be able to be used for this kind of a teaching laboratory. Item 12 could be deleted and replaced by other laboratory stools now available in other parts of the building. Items 1 and 2 will be necessary for the Chemistry 415 course which will be taught in this laboratory in the Fall. Item 13 is recommended as per my memorandum dated May 23 regarding the gas liquid chromatography facility we wish to establish. Item 14 represents the cost of stocking 60 laboratory lockers with the equipment used in Quantitative Analysis. Item 15 is necessary to provide table space for certain items of equipment and additional locker space to make the laboratory useful for a larger number of students in the coming years. Item 16 represents box lockers which will be able to house equipment for as many as 81 students. We could cut this item back to perhaps six sets instead of nine but I feel that future increases in enrollment warrants purchasing the extra sets

and I am recommending that we purchase the nine sets indicated. Item 17 represents an estimate of providing security locks and installing such locking devices on the laboratory benches presently in the room as well as some modifications in plumbing, electricity, etc. I have discussed this with Floyd Williams and Don Mackel and they have estimated that it wouldn't cost more than $1,000 to make the changes we discussed.

Activating this laboratory for Quantitative Analysis will require that we obtain the services of a part time storekeeper who will be operating out of a basement stockroom just across the hall from this laboratory. The room I have in mind was at one time a storeroom for solvents and is now being used by La Llave for miscellaneous storage. This stockroom will be open for 18 hours a week which would be the times that the laboratory would be used to serve students in Quantitative Analysis. I have estimated that it would cost us $1,600 for salary for a part time storekeeper for the nine months of the academic year. I arrived at this figure by using a rate figure of $2.50 per hour, 16 weeks per semester and 20 hours per week for two semesters. We are nearing the time when chemistry will have to have an additional full time storekeeper and it might work out that such a person could eventually fill such a post. I have in mind that the fourth storekeeper would only be hired on a nine-month basis and would have the summer off without pay. Thus, in addition to the costs itemized above, we will have to find funds to provide salary for such a part time storekeeper. Our budget for next year for student help and part time instruction totals $4,135. It may be possible to pay this storekeeper out of these monies if the vice presidents feel that the University cannot provide further money in the salary category for this purpose. If the University administration feels that they can provide the extra salary money for the part time storekeeper, our total request would be $30,479.

I have not taken into consideration at this time the necessity of hiring additional teaching help in the form of undergraduate assistants to cover this laboratory. We will have to wait until we get our final enrollment figures for the semester after the August registration date before we find out what our situation is, in fact. At that time I may have to ask for funds to pay chemistry major seniors or juniors who are qualified to act as assistants in some of our undergraduate laboratories.

I would be happy to show you, John Perovich and Chester Travelstead the facility if any question should arise as to whether or not we should incorporate this in our teaching laboratory system. If there are any questions any of you wish to have clarified regarding this request, please contact me as soon as possible. We are presently making out our bid request for our annual order and should the request for funds in this memorandum be granted, we would want to add these items to this order.

GHD/seb
CC: J. Perovich
C. Travelstead

APPENDIX C

THE UNIVERSITY OF NEW MEXICO

DATE: May 23, 1973

TO: Nathaniel Wollman, Dean

FROM: Guido H. Daub, Chairperson

SUBJECT: Establishment of a Gas Liquid Chromotography (GLC) Teaching Laboratory in the Chemistry Department

This is a confirmation of an idea that I discussed with you briefly on Monday regarding the establishment of a gas liquid chromotography laboratory for teaching of undergraduate students in the Department of Chemistry.

As I pointed out to you, the use of GLC equipment in all areas of chemistry is widely practiced, both as an analytical tool and practical means of separation of components in complex mixtures. For the past several years, we have incorporated experiments on GLC in Chemistry 253, 122, 309 and 303. During this period we have experienced considerable difficulty in keeping the instruments running properly, replacing rather expensive syringes needed for injection of the sample and a number of other difficulties. The problems we have encountered stem, I feel, from the fact that students were given a minimal amount of instruction on the use of the instruments by the graduate assistant, who at the time of the experiment, was trying to divide his time between the regular laboratory the student was assigned to and the room in which we have the GLC equipment set up. It has been an extremely awkward way of introducing the students to this kind of instrumentation.

After considerable thought about this matter, I decided that we should, as an experiment next year, set up a GLC laboratory for teaching undergraduate students. This laboratory would be manned by one person for a total of nine or ten hours per week. Students in Chemistry 253, 122 and 309 would be assigned to spend a three-hour period in that laboratory once during the semester in which they are taking the respective course. During this time they would perform the experiment assigned to them under the supervision of the person in charge of the GLC facility. We presently have six such instruments and plan to purchase a seventh to reduce break down time. In this way we could handle a total of 18 students per week and over the course of the semester we should be able to take care of the total number of students enrolled in 253 plus 309 in the fall and 253 plus 122 in the spring. I plan to eliminate this experiment from 303 laboratory because most every student in Chemistry 303 will have taken either 122 or 253 during their college course.

I have discussed this idea with a number of members of the staff in our department and all of them have seemed quite enthusiastic about such a program. I have also talked to Mr. Vernon Goldsworthy, who is one of our outstanding B.S. majors. Mr. Goldsworthy will be a senior next year and should be able to adjust his program to provide the ten hours necessary for such an enterprise. I had earlier thought about asking for a graduate assistant for this purpose and one could rationalize that this is a teaching function in the Chemistry Department. However, since it would not be given a laboratory section it would not count as an actual lab section in our program and I felt it would be better to use a person such as Mr. Goldsworthy for this position. I feel that every year we

have a student coming along who is of Mr. Goldsworthy's stature and should be able to fill this position in the future years with very qualified senior chemistry majors. I have estimated that we will have to spend between $300 and $400 in salary for Mr. Goldsworthy's services.

Your formal reaction to this proposal would be appreciated.

GHD/seb
CC: T. Niemczyk
P. Papadopoulos
W. Coleman
C. Travelstead

THE UNIVERSITY OF NEW MEXICO

DATE: March 16, 1973

TO: N. Wollman, C.C. Travelstead, J. Perovich, F. Heady

FROM: Guido H. Daub

SUBJECT: Need for additional faculty in chemistry

For several years enrollments in chemistry have been increasing, especially at the freshman and sophomore levels, and the need for additional faculty to handle these large numbers of students is reaching the critical stage. At the present time we have an approved allotment for full-time faculty for the fall of 1973 of 17-1/2 faculty members*; however, one of our faculty has been granted a sabbatical leave for the fall semester and, indeed, he is entitled to it. This provides us with a 16-1/2 membered staff each semester if we look at things realistically. A staff of 18 persons is bound to have at least one faculty member on sabbatical leave per semester or the University's sabbatical leave program is not realistic. Sixteen of our faculty are serious, hard working, research oriented persons who will be deserving of a sabbatical leave when eligible if they wish to take one. The other two (Malm and Deck) are also serious teachers but are not research oriented. I would not expect them to apply for sabbatical leave even though they may become eligible.

This year we lost the services of Dr. Lee D. Hansen. Dr. Hansen is an inorganic chemist and is now at Brigham Young University. Dr. Hansen was on a career development grant from the NIH and was mostly involved in his personal research although he did help us by teaching one course per year, or, if needed, one course per semester. In my opinion, we should be allowed to hire another inorganic chemist to replace Dr. Hansen. We presently have on our faculty two inorganic chemists, Tapscott and Coleman. Both are hard working, capable teachers and researchers. They need help to meet the demand for expertise in inorganic chemistry.

I should point out to you that I am aware of the demands being made on the University to decrease the size of the faculty, but in spite of these demands, chemistry must be considered as being in need of additional faculty. As a matter of fact, we should have more than one faculty member added to our staff. In the following pages I will attempt to show you with facts and figures that I am not just "whistling in the dark" regarding these needs.

Reliability of Chemistry Department Course Enrollment Predictions

The attached appendices, A B and C, give you the following information: Appendix A, "Comparison of Preregistration and Actual Registration Figures for Fall Semesters 1971 and 1972," Appendix B, "Teaching Schedule, Fall 1972," Appendix C, "Teaching Load, Fall 1972."

*Professor David Vanderjagt is half-time in chemistry and half-time in the Medical School (biochemistry).

I am giving you this information in the form of these tables to show you that fall registration predictions in the Department of Chemistry have been fairly accurate over the past two years or, in fact, have been conservative in their estimates. In other words, I think the evidence presented in Appendix A should give you some confidence that our predictions are not exaggerated for our expected fall registration.

Appendix B gives you information on the teaching schedule for our faculty for the fall semester 1972 and Appendix C gives you information on the teaching loads carried by our faculty this past fall. You will note that three professors, Allen, Coleman, and Daub carried excessive loads this past fall. Both Mrs. Deck and Mrs. Malm are expected to carry 12-hour loads but people in the positions of Allen, Coleman, and Daub should not be expected to carry such heavy loads with other pressures such as research and, in the case of Daub, administrative duties. On the average, I think you will see that our people are carrying loads in the neighborhood of seven to nine hours which is higher than what should be expected of them considering the fact that chemistry is a laboratory physical science in which the individual faculty members are expected to spend a considerable amount of time on research.

Appendix D summarizes the teaching loads in chemistry for the entire school year 1972-73. I have averaged the loads for faculty and found that in the fall these loads averaged 8.2 contact hours and in the spring semester 7.8 contact hours. This is a far cry from the six contact hours per semester that we should supposedly have.

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Analysis of SCH, FTE, and SFTE

Data Supplied by Dean Wollman

This section of my report contains data which was supplied by Dean Wollman in his memorandum of October 13, 1972; the subject of this memorandum was "Enrollments SCH and SCH/FTE by Departments, Arts and Science." In this memorandum four tables were supplied, giving a variety of data about the departments in the College of Arts and Science. Members of the Chemistry Department have extracted the information shown in Tables 1 and 2 from Dean Wollman's memorandum. Table 1 summarizes data comparing the Arts and Science departments with regard to student credit hours (SCH), senior full-time equivalents (SFTE), full-time equivalents (FTE), SCH/SFTE, and SCH/FTE. Table 2 summarizes data for selected departments (Sciences and those of comparable size).

TABLE 1

Department	SCH	SFTE	FTE	SCH/SFTE	SCH/FTE
Anthropology	9732	18.8	23.0	517	423
Biology	13314	22.5	44.9	592	296
Chemistry	10026	15.4	31.6	651	317
Communicative Dis.	985	6.3	10.3	156	96
Economics	5450	15.7	19.3	347	282
English	18060	37.7	71.4	479	252
American Studies	1074	3.0	6.3	358	170
Geography	2352	6.5	7.0	362	336
Geology	4815	12.1	19.4	398	248
History	10638	25.0	40.3	425	264
Journalism	1454	6.0	6.9	242	211
Math & Stat.	14088	39.0	58.3	361	242
Mod. Lang.	11849	27.5	55.1	431	215
Philosophy	5975	13.5	16.5	459	362
Phys. & Astron.	5782	14.6	23.9	396	242
Pol. Science	5467	14.7	18.2	372	300
Psychology	14601	18.3	25.3	798	577
Sociology	6263	13.5	17.7	464	354
Speech Comm.	4525	11.0	16.1	411	281
Total	146554	320.6	511.5	457	286

TABLE 2

Department	SCH	SFTE	FTE	SCH/SFTE	SCH/FTE
Chemistry	10026	15.4	31.6	651	317
Physics	5782	14.6	23.9	396	242
Biology	13314	22.5	44.9	484	296
Math	14088	39.0	58.3	361	241
Geology	4815	12.1	19.4	397	248
Anthropology	9732	18.8	23.0	517	423
History	10638	250	40.3	425	264
Mod. Lang.	11800	27.5	55.1	429	214
Psychology	14601	18.3	25.3	798	577

I am attaching as Appendix E a copy of the memorandum I received from Professors Allen, Coleman, Tapscott, and Walters in which they discuss these tables for your information. In addition, the data from Table 1 is presented in block diagram form. These are shown in Figures 1 through 4. In Figure 1, the Chemistry Department along with Psychology shows a very low senior FTE salary budget per student credit hour. Figure 2 shows that Chemistry, Psychology and Anthropology are the lowest departments in Arts and Science in total FTE salary budget per student credit hour. Figure 3 shows that in student credit hours per senior FTE, Chemistry ranks second highest to Psychology and in Figure 4 showing student credit hours per total FTE, Chemistry ranks above the average for the Arts and Science College.

In addition to other comments, Professor Hollstein pointed out that there is some unfairness to chemistry in including graduate assistants and teaching assistants in the "total faculty". Chemistry is in a unique position, offering a very large number of laboratory sections for each of which it needs one-third of a graduate assistant. For the same time of one hour that a graduate assistant or a teaching assistant teaches a class of one credit hour in another department, chemistry's graduate assistant has only taught one-third of a laboratory period, worth only one-third credit hour. Of course, biology has the same problem. I think this bears some adjustment.

Figure 1

Senior FTE Salary Budget per Student Credit Hour for all Arts and Sciences Departments (except American Studies)

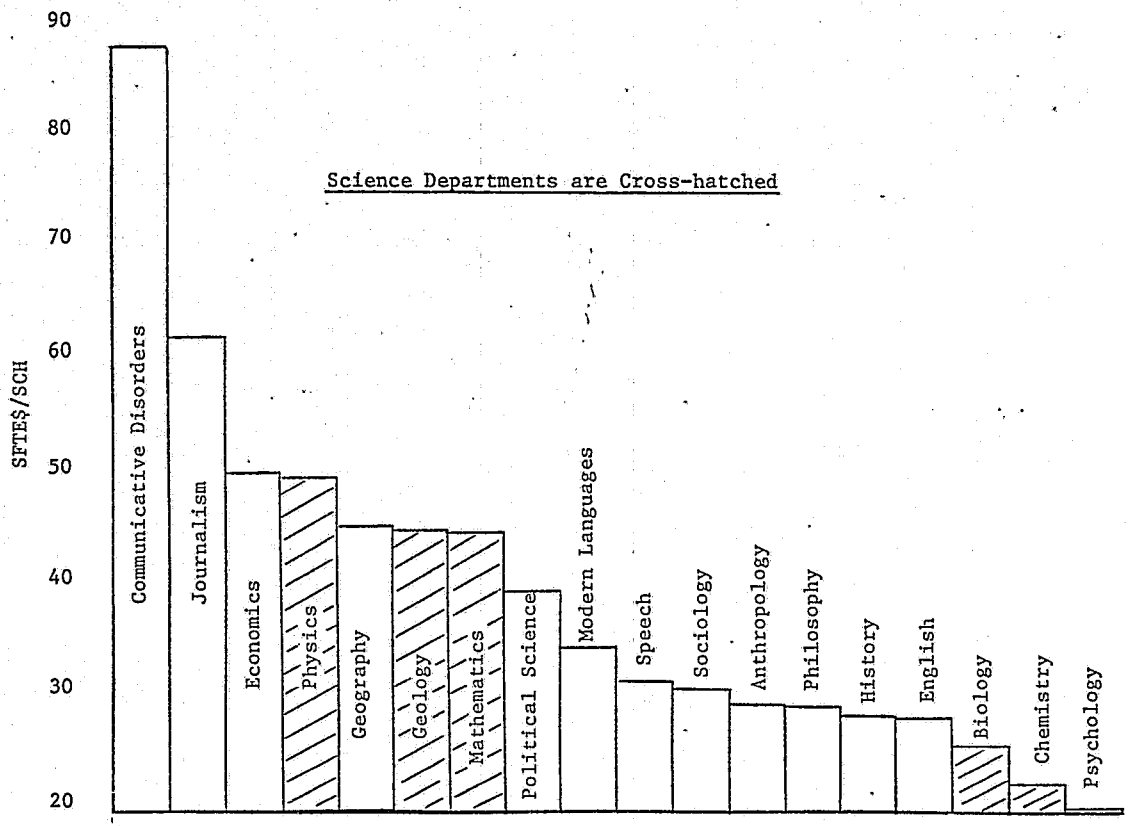
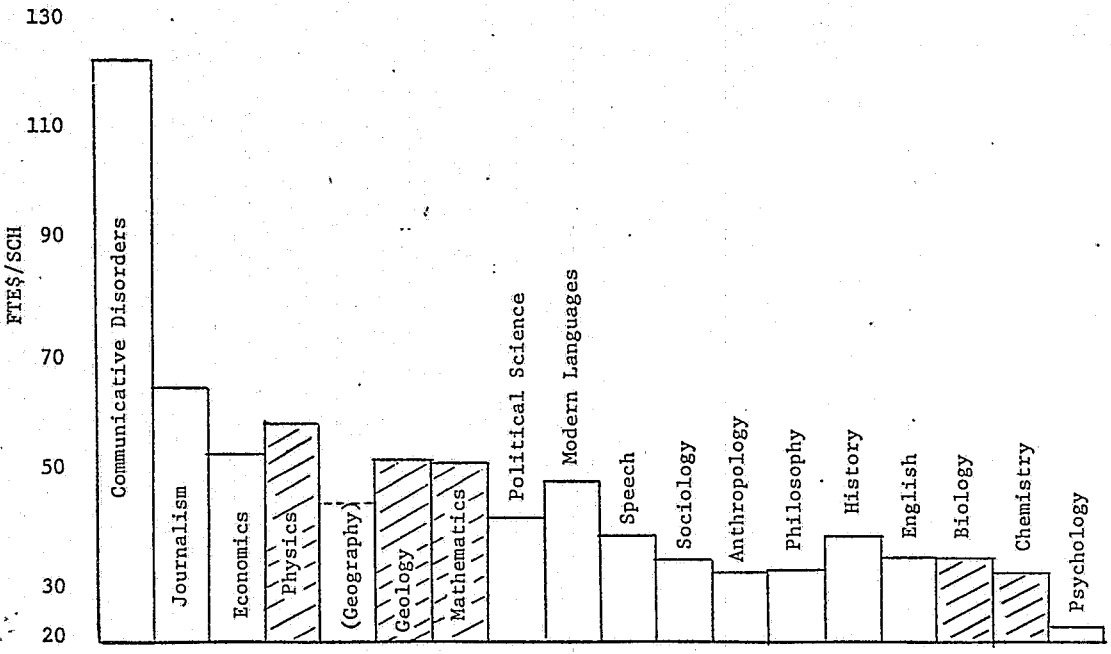


Figure 2

Total FTE Salary Budget per Student Credit Hour for all Arts and Sciences Departments
(except American Studies)

Science Departments are Cross-hatched



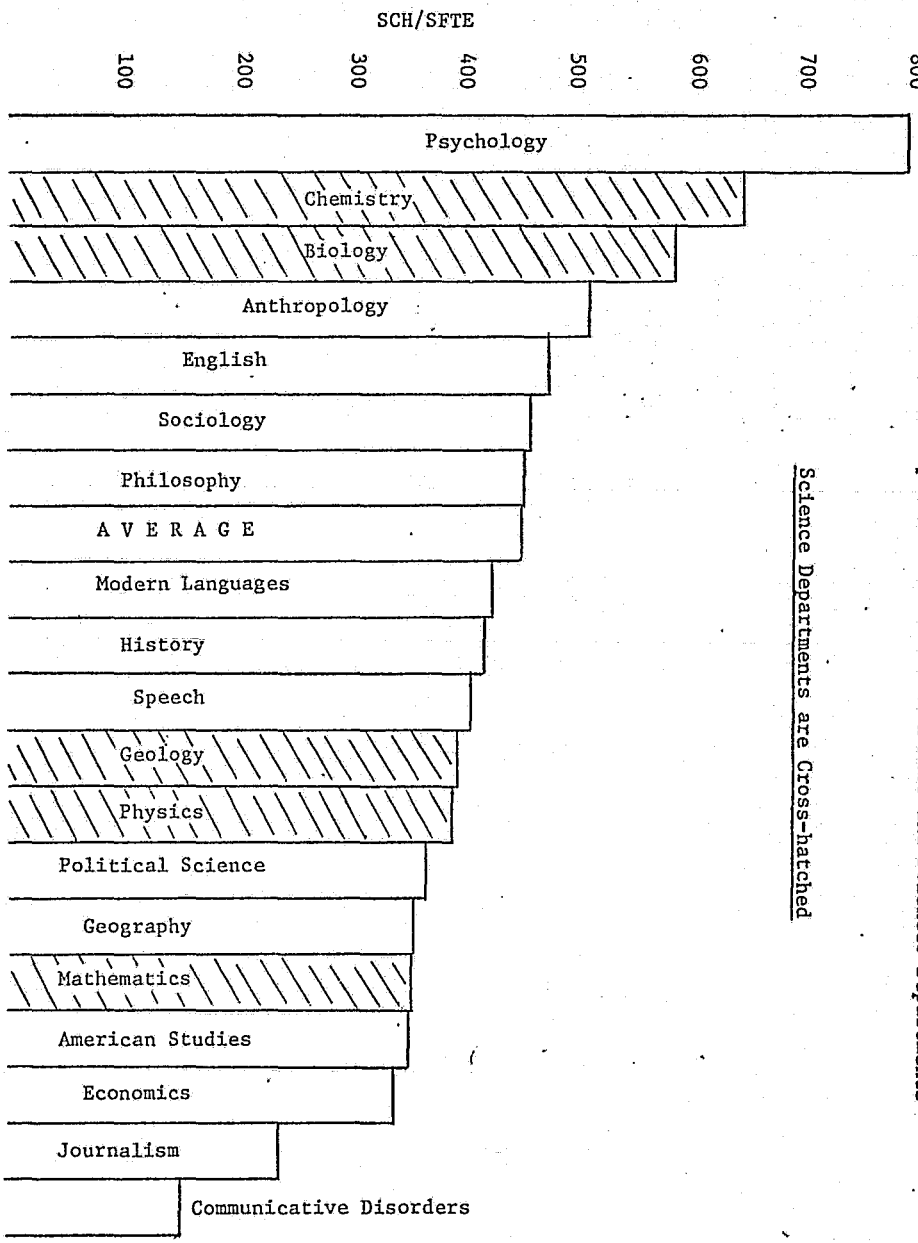


Figure 3

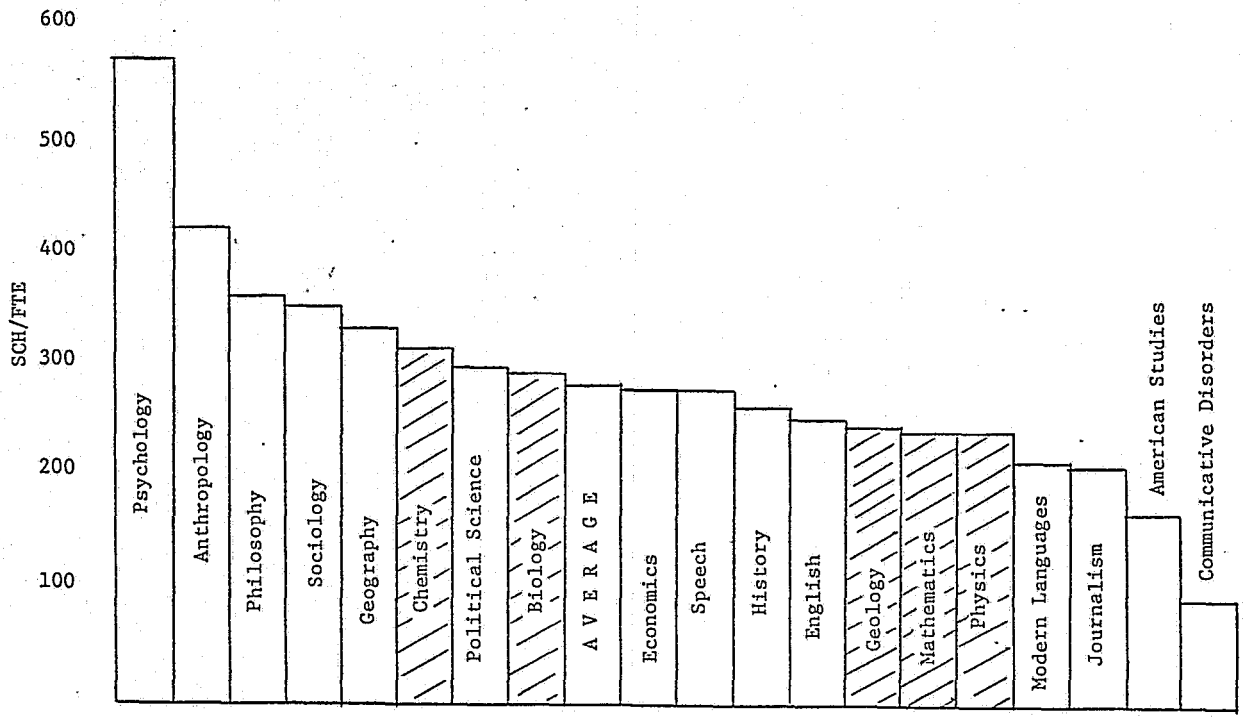
Student Credit Hours per Senior FTE for all Arts and Sciences Departments

Science Departments are Cross-hatched

Figure 4

Student Credit Hours per Total FTE for all Arts and Sciences Departments

Science Departments are Cross-hatched



Teaching Load Assignments in Chemistry

as Projected for 1973 and 1974

Table 3 summarizes the chemistry offerings for the fall of 1973 according to the "old system", i.e., with Chemistry 101 and 102 in sections of 140 students. Such a program does not eliminate "trailer courses" since both Chemistry 101 and 301/303 are being offered in the present semester. Chemistry 101, Chemistry 301 and Chemistry 303 have enrollments of 385, 177, and 165, respectively, this spring. It would seem unfair to these students to eliminate the follow-up courses in the fall; however, starting in the spring of 1974 it is planned to eliminate both Chemistry 101 and 301/303 from spring semester offerings. This practice would also eliminate Chemistry 102 and 302/304 from our fall offerings in future years. It would appear that the University of New Mexico can no longer afford the "luxury" of "trailer courses" in Chemistry 101-102, 301-302, and 303-304. Chemistry 141 and 281 which are offered as a two semester sequence should also be given on a fall/spring pattern only; however, the College of Nursing feels that such a restriction on frequency of offering these courses would be an extreme disadvantage to them and their students so it is recommended that "trailer offering" of these two courses should be continued, at least for the time being. The program as outlined in Table 3 would require excessive loads for our faculty next fall as shown in Tables 4, 5, and 6. The objections to such a plan rang loud and clear at a recent staff meeting. One staff member has already discussed this situation with Dean Wollman at my suggestion and was assured that Chemistry will get more help, but that at the present time things look very bleak.

The program outlined in Table 3 calls for 113.5 contact hours by the faculty plus 17 "equivalent" contact hours for supervision of laboratory classes by the faculty. These laboratory classes are taught by graduate assistants and some undergraduate assistants. These people need close supervision and guidance by faculty and responsibility for such duties must be assigned to individual faculty members with due teaching equivalents credited to their load.

The laboratory sessions in this program total 107, two of which will be taught by faculty (Malm and Deck) leaving 105 to be manned by graduate assistants. At three laboratory sessions per graduate assistant, this program will require that 35 graduate assistants be assigned to Chemistry next fall.

Both Mrs. Malm and Mrs. Deck normally carry 12 contact hour loads since they are not involved in research and the graduate program. Thus, of the 113.5 + 17 = 130.5 contact hours to be manned by faculty, 18 may be assigned to Malm and Deck (6 of their contact hours being taken up by the labs they teach), leaving 112.5 contact hours to be taught by the senior staff of which we have only 16. Dr. VanderJagt is only one half time in Chemistry and I should be regarded as only one half time teaching because of administrative duties. In reality this leaves us with an FTE of only 15 senior staff

TABLE 3

Nonausterity Program for Chemistry

Course Number	Title	Past Enrollments						Pred. Enrol.	Proposed Schedule for Fall 1973					
									Faculty			Grad. Assts.		
		Fall 1970	Spring 1971	Fall 1971	Spring 1972	Fall 1972	Spring 1973	Fall 1973	Lecture Sections	Contact Hours	Lab Superv.	Lab Sec.	Total Labs	No. of Student in Lab Section
100	Chem Cit/Lab	--	40	46	40	42	54	50	1	3	1	3	3	3 x 17 = 51
101	Gen Chem/Lab	612	295	670	352	755	385	840	6	18	3	35	35	35 x 24 = 840
102	Gen Chem/Lab	110	357	140	390	174	364	210	2	6	2	9	9	9 x 24 = 216
121	Gen Chem/Lab	124	--	140	--	158	--	140*	1	3	2	7	7	7 x 20 = 140
141	Elem Gen Chem/Lab	190	95	270	124	290	151	300	2 3 demo labs	6 4.5				3 x 100 = 300
253	Quant Anal/Lab	76	65	115	87	126	96	140	1	2	2	9	18	9 x 16 = 144
281	Integ Org Bio	75	170	104	240	102	240	100	1	4				
301	Org Chem	210	132	270	162	340	177	350	2	6				
302	Org Chem	80	127	87	235	136	287	160	1	3				
303	Org Chem Lab	200	115	247	172	320	165	340			2	19	19	19 x 18 = 342
304	Org Chem Lab	68	110	73	234	100	234	140			1	8	8	8 x 18 = 144
307	Org Chem	38	--	59	--	38	--	40	1	3				
309	Org Chem Lab	37	--	59	--	38	--	40			1	2	4	2 x 20 = 40
311	Phys Chem	64	--	66	--	80	--	90	1	3				
313	Phys Chem	--	--	--	--	--	--	20	1	2				
315	Intro P-Chem	--	--	40	--	71	--	80	1 2 discussions	3 6				
331/333	Chem Lab III	--	--	--	--	13	--	20			3	2	4	2 x 10 = 20
335	Desc Inorg Syn	--	--	--	--	25	--	20	1	2				
351	Adv Quant Anal	16	--	15	--	26	--	25	1	3				
411	Stereo Chem	--	--	--	--	10	offered alternate years only							
413	Org Syn	--	--	--	--	28	--	20	1	2				

* We plan to restrict this course to no more than this number.

TABLE 3 (Cont'd)

Course Number	Title	Past Enrollments Fall 1970	Spring 1971	Fall 1971	Spring 1972	Fall 1972	Spring 1973	Pred. Enrol. Fall 1973	Proposed Schedule for Fall 1973 Faculty Lecture Sections	Faculty Contact Hours	Faculty Lab Superv.	Grad. Assts. Lab Sec.	Grad. Assts. Total Labs	No. of Students in Lab Sections
415	Qual Org Anal	--	--	10	--	11	--	12	1	2				
415	Qual Org Lab	--	--	10	--	11	--	12	1	6				
431	Inorg Chem	29	11	17	--	24	--	24	1	3				
455	Adv Anal Chem	--	--	--	--	--	--	10	1	2				
481	Biol Chem	41	--	61	--	55	--	60	1	3				
501	Chem Bond Th	--	--	--	--	13	--	15	1	3				
503	Chem Syn	--	--	--	--	14	--	15	1	3				
513	Top Org Chem	--	--	--	--	7	--	5	1	2				
521	Radiochem	--	--	8	--	--	--	5	1	3				
525	Spec Top Chem	--	--	--	--	--	--	5	1	1				
533	Top Inorg Chem	--	--	--	--	9	--	5	1	2				
543	Top Anal Chem	--	--	--	--	--	--	5	1	2				
563	Top Phys Chem	--	--	--	--	8	--	5	1	2				
495	Undergrad Problems									113.5	17		107	
497	Senior Honors Research													
599	Thesis													
625	Seminar - Anal													
625	Seminar - Inorg													
625	Seminar - Org													
625	Seminar - Phys													
650	Research													
699	Dissertation													

3/8/73 hef

TABLE 4

Proposed Teaching Loads for Fall 1973

(Loads calculated according to Travelstead Formula)

Name	Class	Factor*	Hours	Total
Allen	315	1.25	3.75	
	315 discussion	.60	1.80	
	315 discussion	.60	1.80	
	331 lab superv.		.50	7.85
Caton	351	1.00	3.00	
	455	1.00	2.00	
	331 lab superv.		.50	5.50
Coleman	121	1.50	4.50	
	121 lab superv.		2.00	
	431	1.00	3.00	9.50
Daub	503	1.00	2.00	
	101	1.50	4.50	
	Chairman, admin.		3.00	9.50
Deck	141	1.50	4.50	
	141 demo lab	1.25	1.90	
	141 demo lab 2 sections	.60	2.00	
	102 lab teach	.60	1.80	
	102 lab superv.		2.00	12.20
Hollstein	413	1.00	2.00	
	513	1.00	2.00	
	101	1.50	4.50	8.50
Kahn	311	1.25	3.75	
	521	1.00	3.00	6.75
Litchman	313	1.00	2.00	
	501	1.00	3.00	
	101	1.25	3.75	8.75
Malm	141	1.50	4.50	
	281	1.25	5.00	
	303 lab teach	.60	1.80	
	303 lab superv.		2.00	13.30
McLaughlin	563	1.00	2.00	
	102	1.25	3.75	
	102	1.8x1.25	2.25	8.00
Morrow	302	1.50	4.50	
	415	1.00	2.00	
	415 lab teach	.60	3.60	10.10

TABLE 4 (Cont'd)

Name	Class	Factor*	Hours	Total
Neckers	301	1.50	4.50	
	301	1.8x1.5	2.70	
	101	1.50	4.50	11.70
Niemczyk	253	1.50	3.00	
	253 lab superv.		2.00	
	543	1.00	2.00	
	331 lab superv.		1.00	8.00
Papadopoulos	307	1.00	3.00	
	101	1.50	4.50	
	309 lab superv.		1.00	
	304 lab superv.		1.00	9.50
Tapscott	335	1.00	2.00	
	503	1.00	1.00	
	533	1.00	2.00	
	101 lab superv.		3.00	8.00
Vanderborgh	S a b b a t i c a l			0.00
VanderJagt	481	1.25	3.75	3.75
Walters	100	1.00	3.00	
	101	1.50	4.50	
	100 lab superv.		1.00	8.50

*Class size: 51-125 x 1.25
126-200 x 1.50

1st section x 1.00
additional sections x .60

lab teaching x .60

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TABLE 5

Proposed Teaching Loads for Fall 1973

Name	Class	Hours	Total
Allen	315	3	
	315 2 discussions	6	
	331 superv.	1	10
Caton	351	3	
	455	2	
	331 superv.	1	6
Coleman	121	3	
	121 lab superv.	2	
	431	3	8
Daub	503	2	
	101	3	
	Chairman, admin.	3	8
Deck	141	3	
	141 3 demo labs	4.5	
	102 lab teach	3	
	102 lab superv.	2	12.5
Hollstein	413	2	
	513	2	
	101	3	7
Kahn	311	3	
	521	3	6
Litchman	313	2	
	501	3	
	101	3	8
Malm	141	3	
	281	4	
	303 lab teach	3	
	303 lab superv.	2	12
McLaughlin	563	2	
	102 2 sections	6	8
Morrow	302	3	
	415	2	
	415 lab teach	6	11
Neckers	301 2 sections	6	
	101	3	9
Niemczyk	253	2	
	253 lab superv.	2	
	543	2	
	331 lab superv.	1	7

TABLE 5 (Cont'd)

Name	Classes	Hours	Total
Papadopoulos	307	3	
	101	3	
	309 lab superv.	1	
	304 lab superv.	1	8
Tapscott	335	2	
	503	1	
	533	2	
	101	3	8
Vanderborgh	S a b b a t i c a l		0
VanderJagt	481	3	3
Walters	100	3	
	101	3	
	100 lab superv.	1	7

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TABLE 6

Tentative Teaching Schedule for Fall 1973

No.	Section	Title	Days	Time	Instructor
100	001	Chem for Cit/Lab	M W F	1:30 - 2:20	Walters
101	001	General Chem/Lab	M W F	7:30 - 8:20	Daub
101	002	" "	M W F	8:30 - 9:20	Walters
101	003	" "	M W F	10:30 - 11:20	Caton
101	004	" "	M W F	1:30 - 2:20	Hollstein
101	005	" "	T T	8:00 - 9:15	Neckers
101	006	" "	T T	11:00 - 12:15	Papadopoulos
102	001	General Chem/Lab	M W F	11:30 - 12:20	Litchman
102	002	" "	T T	3:30 - 4:45	McLaughlin
121	001	General Chem/Lab	M W F	9:30 - 10:20	Coleman
141	001	Elem Gen Chem/Lab	M W F	2:30 - 3:20	Malm
141	002	" " "	M W F	2:30 - 3:20	Deck
253	001	Quant. Anal/Lab	T T	9:30 - 10:20	Niemczyk
281	001	Integ. Org & Biochem	M WTF	12:30 - 1:20	Malm
301	001	Org Chem	M W F	11:30 - 12:20	Neckers
301	002	Org Chem	M W F	12:30 - 1:20	Neckers
302	001	Org Chem	M W F	10:30 - 11:20	Morrow
307	001	Org Chem	M W F	11:30 - 12:20	Papadopoulos
311	001	Phys Chem	M W F	8:30 - 9:20	Kahn
313	001	Phys Chem	T T	8:30 - 9:20	Litchman
315	001	Intro to Phys Chem	M W F	1:30 - 2:20	Allen
315	002	" " " Lab	T	3:30 - 6:30	Allen
315	003	" " " "	T	3:30 - 6:30	Allen
335	001	Descr Inorg Syn	T T	8:30 - 9:20	Tapscott
351	001	Adv Quant Anal	M W F	1:30 - 2:20	Caton
413	001	Org. Syn.	T T	2:00 - 2:50	Hollstein
415	001	Qual. Org. Anal.	T T	9:30 - 10:20	Morrow
415	002	Qual. Org. Anal./Lab	M W	3:30 - 6:30	Morrow
431	001	Inorg. Chem.	M W F	8:30 - 9:20	Coleman
455	001	Adv. Anal. Chem.	T T	12:30 - 1:20	Caton
481	001	Biol. Chem.	T T	8:00 - 9:15	VanderJagt
501	001	Chem. Bond Theory	M W F	10:30 - 11:20	Litchman
503	001	Chem. Syn.	M W F	9:30 - 10:20	Tapscott / Daub
513	001	Top. Org. Chem.	T T	8:30 - 9:20	Hollstein
521	001	Radiochem.	M W F	12:30 - 1:20	Kahn
525	001	Spec. Top. Chem.	F	8:30 - 9:20	
533	001	Top. Inorg. Chem.	M W	8:30 - 9:20	Tapscott
543	001	Top. Anal. Chem.	T T	2:00 - 2:50	Niemczyk
563	001	Top. Phys. Chem.	M W F	11:30 - 12:20	McLaughlin

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members and an average load of 7.5 contact hours per staff member; however, Dr. N. E. Vanderborgh will be on sabbatical leave in the fall of 1973 so we actually have only 14 FTE in senior staff for that semester and an average load of 8.0 contact hours per senior staff member with this program. This is too heavy a load to place on faculty members who are also carrying heavy responsibilities in conducting research and directing research of graduate students. To summarize, the department of Chemistry should have four (4) more senior faculty or two (2) senior and one junior (instructor) added to adequately handle this schedule.

Table 7 summarizes the program of offerings the department had seriously considered for the fall of 1973 but which was discarded because of the very heavy enrollments this spring in Chemistry 101, 301, and 303. We have referred to this program as the "Chemistry Department Austerity Program" and it's too bad it was conceived too late to be initiated in the spring of 1973; however, 385 students presently enrolled in Chemistry 101 would have been prevented from taking the course in the spring without prior warning via the University Catalog Bulletin. A similar situation would have prevailed in the case of the 301 and 303 courses this spring. Hind sight is always so much better than foresight. The 1973-74 UNM Bulletin will list Chemistry 100 (spring only), 101 (fall only), 102 (spring and summer only), 301 (fall only), 302 (spring and summer only), 303 (fall only), 304 (spring and summer only), 335, 411, 412, 413, and 414 (alternate years only) so that the austerity program can be put into effect in the spring of 1974 if the University Administration cannot support the more "lavish" programs offered in Tables 3 and 9 (Fall 1974).

Please note that the program outlined in Table 7 would have called for 117 contact hours (including laboratory supervision) and 117 - 18 = 99 contact hours for senior faculty. Using a six contact hour load per senior faculty, this would require 16.5 senior faculty members or the austerity program would require two and one-half more senior faculty members than we now have as compared to four more in the program outlined in Table 3.

More significant than this is the graduate assistant situation. Instead of the 34.33 graduate assistants called for by Table 3, the austerity program only calls for 30. This is all based on predicted enrollments for fall 1973 based on past performance; however, with Chemistry 101 only offered in the fall, I would expect that enrollments would top the 900 predicted in Table 7.

It was proposed that the offerings listed in Table 3 be modified by enlarging lecture sections in Chemistry 101, 102, and 301 for the fall of 1973 to provide more reasonable contact hour loads for the faculty. One problem facing such a modification is the acquisition of large enough rooms to accommodate enrollments of 300-350 in a single lecture section. With such a modification of the program outlined in Table 3, faculty contact hour loads can be reduced to a more palatable level for the faculty. In addition, the removal of Chemistry 100 and Chemistry 335 from our fall offerings along with an incorporation of Chemistry 413 into 503 such that students in 413 and 503 attend common lectures but are given different outside assignments could bring loads down to ~6 contact hours per senior faculty member. I should point out that both Chemistry 100 and 335 could

TABLE 7

Chemistry Austerity Program Proposal

Course Number	Title	Past Enrollments Fall 1970	Spring 1971	Fall 1971	Spring 1972	Fall 1972	Spring 1973	Proposed Schedule for Fall 1973: Pred. Enrol. Fall 1973	Faculty: Lecture Sections	Contact Hours	Lab Superv.	Grad. Assts.: Lab Sec.	Total Labs	No. of Students in Lab Sections
100	Chem Lit/Lab	--	40	46	40	42	54	Offered Spring Semester only.						
101	Gen Chem/Lab	612	295	670	352	755	385	900*	7	21	3	37	37	37 x 24 = 888
102	Gen Chem/Lab	110	357	140	390	174	364	Offered Spring and Summer only.						
121	Gen Chem/Lab	124	--	140	--	158	--	140**	1	3	2	7	7	7 x 20 = 140
141	Elem Gen Chem	190	95	270	124	290	151	300	2	6				
									3 demo labs	4.5				3 x 100 = 300
253	Quant Anal/Lab	76	65	115	87	126	96	140	1	2	2	9	18	9 x 16 = 144
281	Integ Org Bioch	75	170	104	240	102	240	100	1	4				
301	Org Chem	210	132	270	162	340	177	400*	2	6				
302	Org Chem	80	127	87	235	136	287	Offered Spring and Summer only.						
303	Org Chem Lab	200	115	247	172	320	165	400*			2	22	22	22 x 18 = 396
304	Org Chem Lab	68	110	73	234	100	234	Offered Spring and Summer only.						
307	Org Chem	38	--	59	--	38	--	40	1	3				
309	Org Chem Lab	37	--	59	--	38	--	40			1	2	4	2 x 20 = 40
311	Phys Chem	64	--	66	--	80	--	90	1	3				
313	Phys Chem	--	--	--	--	--	--	20	1	2				
315	Intro P-Chem	--	--	40	--	71	--	80	1	3				
									2 discussions	6				
331/333	Chem Lab III	--	--	--	--	13	--	20			3	2	4	2 x 10 = 20
335	Desc Inorg Syn	--	--	--	--	25	--	Offered in alternate years only.						
351	Adv Quant Anal	16	--	15	--	26	--	25	1	3				

* Not to be offered in Summer Session 1973 for such a program.

** We plan to restrict this course to no more than this number.

TABLE 7 (Cont'd)

Course Number	Title	Past Enrollments Fall 1970	Spring 1971	Fall 1971	Spring 1972	Fall 1972	Spring 1973	Pred. Enrol. Fall 1973	Proposed Schedule for Fall 1973 Faculty Lecture Sections	Contact Hours	Lab Superv.	Grad. Assts. Lab Sec.	Total Labs	No. of Students in Lab Sections
411	Stereo Chem	--	35	--	31	10	--	Offered in alternate years only.						
413	Org Syn	--	--	--	--	28	--	20	1	2				
415	Qual Org Anal	--	--	10	--	11	--	12	1	2				
									1 lab	6				
431	Inorg Chem	29	--	17	--	24	--	24	1	3				
455	Adv Anal Chem	--	--	--	--	--	--	10	1	2				
481	Biol Chem	41	--	61	--	55	--	60	1	3				
501	Chem Bond	--	--	--	--	13	--	15	1	3				
503	Chem Syn	--	--	--	--	14	--	15	1	3				
513	Top Org Chem	--	--	--	--	7	--	5	1	2				
521	Radiochem	--	--	8	--	--	--	5	1	3				
525	Spec Top Chem	--	--	--	--	--	--	5	1	1				
533	Top Inorg Chem	--	--	--	--	9	--	5	1	2				
543	Top Anal Chem	--	--	--	--	--	--	5	1	2				
563	Top Phys Chem	--	--	--	--	8	--	5	1	2				
495	Undergrad Problems									102.5	13		92	
497	Senior Honors Research													
599	Thesis													
625	Seminar - Anal													
625	Seminar - Inorg													
625	Seminar - Org													
625	Seminar - Phys													
650	Research													
699	Dissertation													

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be added back to our offerings with the addition of one more senior faculty member (preferably an inorganic chemist). In such a case Professor Walters would teach Chemistry 100 and the new man would take over Dr. Walters' Chemistry 101 class and Chemistry 335 (or make a switch with Tapscott). Chemistry 100 as you know is a course especially designed for non-science majors and Dr. Walters has done an excellent job in making this course relevant to environmental problems.

In Table 8 I have summarized such a program of offerings with Chemistry 100 and 335 deleted. Such a program requires 90.5 + 15 contact hours or 105.5 - 18 = 87.5 contact hours for the senior faculty. This averages to 87.5/13 (assuming Hollstein on sabbatical) or 6.7 contact hours per faculty member. Perhaps such a program of larger lecture sections isn't as pedagogically sound as smaller ones but this is what the faculty would apparently prefer to do to reduce contact hour loads for senior faculty.

At the meeting on March 9, 1973 the faculty voted to adopt the teaching schedule according to Table 8 with the exception that Chemistry 100 was put back in and Chemistry 315 will have two discussion sections, Dr. Allen pointing out very correctly that a discussion group with 80 students is ridiculous. These changes result in the following figures: 96.5 + 16 contact hours or 112.5 - 18 = 94.5 contact hours for the senior faculty or an average of 7.2 per senior faculty member. One additional faculty member would still leave us with 6.7 contact hours per senior faculty member.

The schedule adopted calls for 106 laboratory sections (including 3 for Chem 100 and deducting the two that will be taught by Malm and Deck) or 35.33 GA's teaching 3 sections each. In the spring semester 1974, since we will no longer be offering Chemistry 101 and 303, we are projecting a total of 68 laboratory sections only or 22.66 graduate assistants. To even things out we propose to have our graduate assistants teach four sections in the fall and only two sections in the spring with correspondingly adjusted course work, i.e., they will take fewer courses in the fall and a heavier load in the spring. This way the 106 + 68 = 174 lab sections can be covered by 29 graduate assistants with 19 GA's on the 4 + 2 section schedule and 10 GA's on the regular 3 + 3 section schedule.

If you would like to discuss this report with me, please contact me.

TABLE 8

Revised Nonausterity Program for Chemistry

Course Number	Title	Past Enrollments						Pred. Enrol.	Proposed Schedule for Fall 1973					
									Faculty			Grad. Assts.		
		Fall 1970	Spring 1971	Fall 1971	Spring 1972	Fall 1972	Spring 1973	Fall 1973	Lecture Sections	Contact Hours	Lab Superv.	Lab Sec.	Total Labs	No. of Students in Lab Sections
100	Chem Cit/Lab	--	40	46	40	42	54	Not offered Fall 1973						
101	Gen Chem/Lab	612	295	670	352	755	385	840	3	9	3	35	35	35 x 24 = 840
102	Gen Chem/Lab	110	357	140	390	174	364	210	1	3	2	9	9	9 x 24 = 216
121	Gen Chem/Lab	124	--	140	--	158	--	140*	1	3	1	7	7	7 x 20 = 140
141	Elem Gen Chem/Lab	190	95	270	124	290	151	300	2 .3 demo labs	6 4.5				3 x 100 = 300
253	Quant Anal/Lab	76	65	115	87	126	96	140	1	2	2	9	18	9 x 16 = 144
281	Integ Org Biochem	75	170	104	240	102	240	100	1	4				
301	Org Chem	210	132	270	162	340	177	350	2	6				
302	Org Chem	80	127	87	235	136	287	160	1	3				
303	Org Chem Lab	200	115	247	172	320	165	340			2	19	19	19 x 18 = 342
304	Org Chem Lab	68	110	73	234	100	234	140			1	8	8	8 x 18 = 144
307	Org Chem	38	--	59	--	38	--	40	1	3				
309	Org Chem Lab	37	--	59	--	38	--	40			1	2	4	2 x 20 = 40
311	Phys Chem	64	--	66	--	80	--	90	1	3				
313	Phys Chem	--	--	--	--	--	--	20	1	2				
315	Intro P-Chem	--	--	40	--	71	--	80	1 1 discussion	3 3				
331/333	Chem Lab III	--	--	--	--	13	--	20			3	2	4	2 x 10 = 20
335	Desc Inorg Syn	--	--	--	--	25	--	Not offered Fall 1973						
351	Adv Quant Anal	16	--	15	--	26	--	25	1	3				

* We plan to restrict this course to no more than this number.

TABLE 8 (Cont'd)

Course Number	Title	Past Enrollments Fall 1970	Spring 1971	Fall 1971	Spring 1972	Fall 1972	Spring 1973	Proposed Schedule for Fall 1973: Pred. Enrol. Fall 1973	Faculty: Lecture Sections	Contact Hours	Lab Superv.	Grad. Assts.: Lab Sec.	Total Labs	No. of Student in Lab Section
411	Stereo Chem	--	--	--	--	10	--	Offered in alternate years only.						
413	Org Syn	--	--	--	--	28	--	20	1	2	Combine w. last 10 weeks of 503.			
415	Qual Org Anal	--	--	10	--	11	--	12	1	2				
415	Qual Org Lab	--	--	10	--	11	--	12	1 lab	3		1	1	
431	Inorg Chem	29	11	17	--	24	--	24	1	3				
455	Adv Anal Chem	--	--	--	--	--	--	10	1	2				
481	Biol Chem	41	--	61	--	55	--	60	1	3				
501	Chem Bond Th	--	--	--	--	13	--	15	1	3				
503	Chem Syn	--	--	--	--	14	--	15	1	3				
513	Top Org Chem	--	--	--	--	7	--	5	1	2				
521	Radiochem	--	--	8	--	--	--	5	1	3				
525	Spec Top Chem	--	--	--	--	--	--	5	1	1				
533	Top Inorg Chem	--	--	--	--	9	--	5	1	2				
543	Top Anal Chem	--	--	--	--	--	--	5	1	2				
563	Top Phys Chem	--	--	--	--	8	--	5	1	2				
495	Undergrad Problems									90.5	15		105	
497	Senior Honors Research													
599	Thesis													
625	Seminar - Anal													
625	Seminar - Inorg													
625	Seminar - Org													
625	Seminar - Phys													
650	Research													
699	Dissertation													

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TABLE 9

Nonausterity Program for Chemistry

Course Number	Title	Past Enrollments						Pred. Enrol.	Proposed Schedule for Fall 1974					
									Faculty			Graduate Assistants		
		Fall 1970	Spring 1971	Fall 1971	Spring 1972	Fall 1972	Spring 1973	Fall 1974	Lecture Sections	Contact Hours	Lab Superv.	Lab Sect.	Total Labs	No. of Students in Lab Sections
100	Chem Cit/Lab	--	40	46	40	42	54	50	1	3	1	3	3	3 x 17 = 51
101	Gen Chem/Lab	612	295	670	352	755	385	890	2 28 quiz	6 28	3	37	37	37 x 24 = 888
102	Gen Chem/Lab	110	357	140	390	174	364	240	1 8 quiz	3 8	2	10	10	10 x 24 = 240
121	Gen Chem/Lab	124	--	140	--	158	--	140*	2	6	2	7	7	7 x 20 = 140
141	Elem Gen Chem	190	95	270	124	290	151	300	2 2 demo labs	6 4.5				3 x 100 = 300
253	Quant Anal/Lab	76	65	115	87	126	96	140	1	2	2	9	18	9 x 16 = 144
281	Integ Org Bio	75	170	104	240	102	240	100	1	4				
301	Org Chem	210	132	270	162	340	177	350	2	6				
302	Org Chem	80	127	87	235	136	287	140	1	3				
303	Org Chem Lab	200	115	247	172	320	165	340			2	19	19	19 x 18 = 342
304	Org Chem Lab	68	110	73	234	100	234	140			1	8	8	8 x 18 = 144
307	Org Chem	38	--	59	--	38	--	40	1	3				
309	Org Chem Lab	37	--	59	--	38	--	40			1	2	4	2 x 20 = 40
311	Phys Chem	64	--	66	--	80	--	90	1	3				
313	Phys Chem	--	--	--	--	--	--	20	1	2				
315	Intro P-Chem	--	--	40	--	71	--	80	1 2 discussions	3 6				
331-333	Chem Lab III	--	--	--	--	13	--	20			1	2	4	2 x 10 = 20
335	Desc Inorg Syn	--	--	--	--	25	--	20	1	2				
351	Adv Quant Anal	16	--	15	--	26	--	20	1	3				

*Enrollment limited to this number.

TABLE 9 (Cont'd)

Nonausterity Program for Chemistry

Course Number	Title	Past Enrollments						Pred. Enrol.	Proposed Schedule for Fall 1974					
									Faculty			Graduate Assistants		
		Fall 1970	Spring 1971	Fall 1971	Spring 1972	Fall 1972	Spring 1973	Fall 1974	Lecture Sections	Contact Hours	Lab Superv.	Lab Sect.	Total Labs	No. of Students in Lab Section
411	Stereo Chem	--	35	--	31	10	--	20	1	2				
413	Org Syn	--	--	--	--	28	--	Offered alternate years only						
415	Qual Org Anal	--	--	10	--	11	--	12	1 1 lab	2 6				
431	Inorg Chem	39	--	17	--	24	--	24	1	3				
455	Adv Anal Chem	--	--	--	--	--	--	10	1	2				
481	Biol Chem	41	--	61	--	55	--	60	1	3				
501	Chem Bond Th	--	--	--	--	13	--	15	1	3				
503	Chem Syn	--	--	--	--	14	--	15	1	3				
513	Top Org Chem	--	--	--	--	7	--	5	1	2				
525	Spec Top Chem	--	--	--	--	--	--	5	1	1				
533	Top Inorg Chem	--	--	--	--	9	--	5	1	2				
541	Adv Anal Chem	--	--	--	--	--	--	5	1	3				
543	Top Anal Chem	--	--	--	--	--	--	5	1	2				
561	Adv Phys Chem	--	--	--	--	--	--	5	1	3				
563	Top Phys Chem	--	--	--	--	8	--	5	1	2				
495	Undergrad Problems									140.5	15		110	
497	Senior Honors Research													
599	Thesis													
625	Seminar - Anal													
625	Seminar - Inorg													
625	Seminar - Org													
625	Seminar - Phys													
650	Research													
699	Dissertation													

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TABLE 10

Chemistry Austerity Program Proposal

Course Number	Title	Past Enrollments Fall 1970	Spring 1971	Fall 1971	Spring 1972	Fall 1972	Spring 1973	Pred. Enrol. Fall 1974	Proposed Schedule for Fall 1974: Faculty Lecture Sections	Faculty Contact Hours	Faculty Lab Superv.	Grad. Assts. Lab Sec.	Grad. Assts. Total Labs	No. of Students in Lab Sections
100	Chem Cit/Lab	--	40	46	40	42	54	Offered Spring Semester only.						
101	Gen Chem/Lab	612	295	670	352	755	385	1000*	2 33 quiz	6 33	3	41	41	41 x 24 = 984
102	Gen Chem/Lab	110	357	140	390	174	364	Offered Spring and Summer only.						
121	Gen Chem/Lab	124	--	140	--	158	--	140**	1	3	2	7	7	7 x 20 = 140
141	Elem Gen Chem	190	95	270	124	290	151	300	2 3 demo labs	6 4.5				3 x 100 = 300
253	Quant Anal/Lab	76	65	115	87	126	96	140	1	2	2	9	18	9 x 16 = 144
281	Integ Org Bio	75	170	104	240	102	240	100	1	4				
301	Org Chem	210	132	270	162	340	177	400*	2	6				
302	Org Chem	80	127	87	235	136	287	Offered Spring and Summer only.						
303	Org Chem Lab	200	115	247	172	320	165	400*			2	22	22	22 x 18 = 396
304	Org Chem Lab	68	110	73	234	100	234	Offered Spring and Summer only.						
307	Org Chem	38	--	59	--	38	--	40	1	3				
309	Org Chem Lab	37	--	59	--	38	--	40			1	2	4	2 x 20 = 40
311	Phys Chem	64	--	66	--	80	--	90	1	3				
313	Phys Chem	--	--	--	--	--	--	20	1	2				
315	Intro P-Chem	--	--	40	--	71	--	80	1 2 discussions	3 6				
331/333	Chem Lab III	--	--	--	--	13	--	20			1	2	4	2 x 10 = 20
335	Desc Inorg Syn	--	--	--	--	25	--	Offered in alternate years only.						
351	Adv Quant Anal	16	--	15	--	26	--	20	1	3				

* Not to be offered in Summer Session 1974 for such a program.

** Enrollment limited to this number.

TABLE 10 (Cont'd)

Course Number	Title	Past Enrollments Fall 1970	Spring 1971	Fall 1971	Spring 1972	Fall 1972	Spring 1973	Pred. Enrol. Fall 1974	Proposed Schedule for Fall 1974: Faculty Lecture Sections	Faculty Contact Hours	Faculty Lab Superv.	Grad. Assts. Lab Sec.	Grad. Assts. Total Labs	No. of Students in Lab Sections
411	Stereo Chem	--	35	--	31	10	--	20	1	2				
413	Org Syn	--	--	--	--	28	--	Offered in alternate years only.						
415	Qual Org Anal	--	--	10	--	11	--	12	1 1 lab	2 6				
431	Inorg Chem	29	--	17	--	24	--	24	1	3				
455	Adv Anal Chem	--	--	--	--	--	--	10	1	2				
481	Biol Chem	41	--	61	--	55	--	60	1	3				
501	Chem Bond Th	--	--	--	--	13	--	15	1	3				
503	Chem Syn	--	--	--	--	14	--	15	1	3				
513	Top Org Chem	--	--	--	--	7	--	5	1	2				
525	Spec Top Chem	--	--	--	--	--	--	5	1	1				
533	Top Inorg Chem	--	--	--	--	9	--	5	1	2				
541	Adv Anal Chem	--	--	--	--	--	--	5	1	3				
543	Top Anal Chem	--	--	--	--	--	--	5	1	2				
561	Adv Phys Chem	--	--	--	--	--	--	5	1	3				
563	Top Phys Chem	--	--	--	--	8	--	5	1	2				
495	Undergrad Problems									123.5	11		96	
497	Senior Honors Research													
599	Thesis													
625	Seminar - Anal													
625	Seminar - Inorg													
625	Seminar - Org													
625	Seminar - Phys													
650	Research													
699	Dissertation													

3/8/73 hef

APPENDIX A

COMPARISON OF PREREGISTRATION AND ACTUAL REGISTRATION FIGURES FOR FALL SEMESTERS 1971 AND 1972

Course Number	1972 No. of Sections	Course Title	Preregistration Fall 1971	Preregistration Fall 1972	Fall Registration Predicted 1971	Fall Registration Actual 1971	Fall Registration Predicted 1972	Fall Registration Actual 1972
100	1 lect	Chem Cit/Lab	29	16	73	46	50	45
100	3 lab	Chem Cit Lab	29	16	73	46	50	45
101	6 lect	Gen Chem/Lab	179	203	613	670	740	790
101	27 lab	Gen Chem Lab	179	203	613	670	740	790
102	2 lect	Gen Chem/Lab	122	170	140	140	200	220
102	9 lab	Gen Chem Lab	122	170	140	140	200	220
121	2 lect	Gen Chem/Lab	37	52	96	140	140	190
121	8 lab	Gen Chem/Lab	37	52	96	140	140	190
141	2 lect	Elem Gen Chem/Lab	58	68	228	270	300	280
141	3 lab	Elem Gen Chem Lab	58	68	228	270	300	280
253	1 lect	Quant Anal/Lab	105	125	120	115	140	140
253	8 lab	Quant Anal Lab	105	125	120	115	140	140
281	1 lect	Integ Org Bio	65	72	75	104	140	110
301	2 lect	Org Chem	172	249	198	270	320	330
302	1 lect	Org Chem	71	114	81	87	120	140
303	17 lab	Org Chem Lab	179	251	206	247	300	324
304	6 lab	Org Chem Lab	63	114	72	73	108	140
307	1 lect	Org Chem	47	33	54	59	72	37
309	2 lab	Org Chem	45	33	52	59	72	37
311	1 lect	Phys Chem	44	77	51	66	70	82
313	1 lab	Phys Chem Lab		15				10
314	1 lab	Phys Chem Lab	16	5	18			6
315	1 lect	Intro Phys Chem	16	55	18	40	40	72
315	2 lab	Intro P-Chem Lab	16	55	18	40	40	72

Course Number	1972 No. of Sections	Course Title	Preregistration Fall 1971	Preregistration Fall 1972	Fall Registration Predicted 1971	Fall Registration Actual 1971	Fall Registration Predicted 1972	Fall Registration Actual 1972
331-333	2 lab	Chem Lab III	15	14			16	15
335	1 lect	Descr Inorg Syn		12			20	19
351	1 lect	Adv Quant Anal	15	19	17	15	16	25
411	1 lect	Stereo Chem		5		20	10	10
413	1 lect	Org Synthesis		19			20	22
415	1 lect	Qual Org Anal	11	3	13	10	12	11
415	1 lab	Qual Org Anal Lab	11	3	13	10	12	11
431	1 lect	Inorg Chem	12	12	14	17	24	24
455	1 lect	Adv Anal	2	3	2	-	10	(5) (cancelled)
465	1 lect	Str Matter	9	4	10	9	10	7
481	1 lect	Biol Chem	45	43	52	61	70	57
501	1 lect	Chem Bond Th		3			10	13
503	1 lect	Chem Syn		1			10	13
513	1 lect	Top Org Chem		2			6	6
525	1 lect	Spec Top Chem		1			10	(cancelled)
533	1 lect	Top Inorg Chem		3			10	8
541	1 lect	Adv Anal Chem					5	(cancelled)
561	1 lect	Adv Phys Chem		6			5	10
563	1 lect	Top Phys Chem		3			5	6
623	1 lect	Biochem Steroids		5			5	8
625	1 sem	Anal Chem		4				4
625	1 sem	Inorg Chem		1				5
625	1 sem	Org Chem		2				11
625	1 sem	Phys Chem		1				4

APPENDIX B

TEACHING SCHEDULE FALL 1972

Course	Section	Title	Days	Time	Instructor
100	001	Chem for Cit/Lab	MWF	11:30-12:20	Walters
100	002-004	3 Labs Supervision			Walters
101	001	Gen Chem/Lab	MWF	8:30-9:20	Morrow
101	002	" " "	MWF	10:30-11:20	Caton
101	003	" " "	MWF	1:30-2:20	Kahn
101	004	" " "	TTh	8:00-9:15	Morrow
101	005	" " "	TTh	11:00-12:15	Caton
101	006	" " "	TTh	12:30-1:45	Tapscott
102	001	Gen Chem/Lab	MWF	12:30-1:20	McLaughlin
102	002	" " "	MWF	3:30-4:20	McLaughlin
121	001	Gen Chem/Lab	MWF	9:30-10:20	Coleman
121	010	" " "	MWF	7:30-8:20	Coleman
141	001	Elem Gen Chem/Lab	MWF	2:30-3:20	Malm
141	002	" " " M	MWF	2:30-4:20	Deck
253	001	Quant Anal/Lab	TTh	9:30-10:20	Vanderborgh
281	001	Integ Org & Biochem	MWTF	12:30-1:20	Malm
301	001	Organic Chem	MWF	11:30-12:20	Neckers
301	002	" "	MWF	12:30-1:20	Neckers
302	001	Organic Chem	MWF	10:30-11:20	Hollstein
307	001	Organic Chem	MWF	11:30-12:20	Papadopoulos
311	001	Physical Chem	MWF	8:30-9:20	Kahn
315	001	Intro Phys Chem	MWF	9:30-10:20	Allen
315	002	Intro Phys Chem Lab	Th	3:00-6:00	Allen
315	003	" " " "	Tu	3:00-6:00	Allen
335	001	Descrip Inorg Chem	TTh	8:30-9:20	Coleman
351	001	Adv Quant	MWF	1:30-2:20	Vanderborgh
411	001	Stereochem	MW	9:30-10:20	Daub
413	001	Org Synthesis	TTh	12:30-1:20	Hollstein

Course	Section	Title	Days	Time	Instructor
415	001	Qual Org	TTh	9:30-10:20	Daub
415	002	Qual Org Lab	MW	arranged	Daub
431	001	Inorg Chem	MWF	9:30-10:20	Tapscott
465	001	Structure of Matter	MWF	11:30-12:20	Litchman
481	001	Biochemistry	TTh	11:00-12:15	VanderJagt
501	001	Chem Bond Theory	MWF	9:30-10:20	Litchman
503	001	Chem Synthesis	MWF	10:30-11:20	Daub, Tapscott, VanderJagt
513	001	Top in Org Chem	TTh	9:30-10:20	Papadopoulos
533	001	Top in Inorg Chem	TTh	11:00-11:50	Coleman
561	001	Adv Phys Chem	MWF	11:30-12:20	McLaughlin
563	001	Top in Phys Chem	Tu	8:00-8:50	Kahn
623	001	Biochem of Steroids	MWF	8:30-9:20	Scallen

APPENDIX C

TEACHING LOADS FALL 1972

Name	Classes	Hours	Total
Allen	315 + 2 Labs Teach	9	
	313-314 Lab Superv.	2	
	331-333 Lab Superv.	1	12
Caton	101 2 sections	6	
	543	3	9
Coleman	121 2 sections	6	
	121 Lab Superv.	2	
	335	2	
	533	2	12
Daub	415 + Lab Sup + Teach	4	
	411	2	
	503	2	
	303-304 Lab Superv.	1	9
Deck	141	3	
	141 Lab Teach 2 sections	3	
	101-102 Lab Superv.	3	
	303-304 Lab Superv.	2	
	415 Lab Sup + Teach	1	12
Hollstein	302	3	
	413	2	5
Kahn	101	3	
	311	3	
	563	1	7
Litchman	465	3	
	501	3	6
Malm	141	3	
	141 Lab Teach	1.5	
	281	4	
	304 Lab Teach	3	11.5
McLaughlin	102 2 sections	6	
	561	3	9
Morrow	101 2 sections	6	6
Neckers	301 2 sections	6	6
Papadopoulos	307	3	
	513	2	
	309 Lab Superv.	2	7

Name	Classes	Hours	Total
Tapscott	101	3	
	431	3	
	503	1	7
Vanderborgh	253	2	
	253 Lab Superv.	2	
	351	3	
	331-333 Lab Superv.	1	8
VanderJagt	481	3	
	503	0.1	3.1
Walters	100	3	
	100 Lab Superv. + Teach	3	6

APPENDIX D

TEACHING LOADS 1972-73

Name	Fall 1972 Classes	Hours	Total	Spring 1973 Classes	Hours	Total	1972-73 Total
Allen	315	3		312	2		
	315 2 labs teach	6		466	1		
	313/314 lab supv.	2		564	2		
	331/333 lab supv.	1		314 lab supv.	1		
			12	332/334 lab supv.	1	7	19
Caton	101 2 sections	6					
	543	3	9	Sabbatical			9
Coleman	121 2 sections	6		122 2 sections	6		
	335	2		502	1		
	533	2		534	2		
	121 lab supv.	2		122 lab supv.	2		
			12	332/334 lab supv.	1	12	24
Daub	411	2		510	3		
	415	2		303/304 lab supv.	1		
	503	2		Admin., Chm.	4		
	303/304 lab supv.	1					
	415 lab teach + supv.	2					
	Admin., Cham.	4	13			8	21
Deck	141	3		281	4		
	141 2 labs teach	3		141 2 labs teach	3		
	303/304 lab supv.	2		303/304 lab supv.	2		
	101/102 lab supv.	3		101/102 lab supv.	3		
	415 lab teach + supv.	1	12			12	24
Hollstein	413	2		102	3		
	302	3		414	2		
			5	502	2	7	12
Kahn	311	3					
	563	1					
	101	3	7	Sabbatical		-	7
Litchman	465	3		101 3 sections	9		
	501	3	6			9	15
Malm	141	3		141	3		
	141 lab teach	1.5		281	4		
	281	4		304 2 labs teach	6		
	304	3	11.5			13	24.5

Name	Fall 1972 Classes	Hours	Total	Spring 1973 Classes	Hours	Total	1972-73 Total
McLaughlin	102 2 sections	6		102	3		
	561	3		562	3		
				312	1		
			9	496*	1.5	8.5	17.5
Morrow	101 2 sections	6	6	301 2 sections	6	6	12
Neckers	301 2 sections	6		302 2 sections	6		
			6	504	1	7	13
Niemczyk				102	3		
				253	2		
				253 lab supv.	2		
				332/334 lab supv.	1	8	8
Papadopoulos	307	3		308	3		
	513	2		412	2		
	309 lab supv.	2		514	2		
			7	310 lab supv.	2	9	16
Tapscott	101	3		336 lab teach	3		
	431	3		532	3		
	503	1	7			6	13
Vanderborgh	253	2		454	2		
	253 lab supv.	2		526	1		
	331/333 lab supv.	1		544	2		
	351	3	8	454 lab supv.	2		
				332/334 lab supv.	1	8	16
VanderJagt	481	3		324	3		
	503	0.1	3.1	482	3		
				504	1	7	10.1
Walters	100	3		100	3		
	100 lab supv. + teach	3		100 lab supv. + teach	3		
	Dean's Committee	3	9	466	1		
				504	1		
				Dean's Committee	3	8	17

APPENDIX E

THE UNIVERSITY OF NEW MEXICO

DATE: October 20, 1972

TO: Guido Daub

FROM: Allen, Coleman, Tapscott, Walters

SUBJECT: Dean Wollman's memo of Oct. 13

We first refer you to the tables listed on the following pages. We will describe these tables, point out some important features and then ask some pertinent questions.

Table I has been compiled from the figures in the Dean's memo. We suggest that you check the enrollment figure (SCH) for chemistry since we have heard other figures for percent increase than the 12% mentioned. Column 1 is a compilation of the student credit hours (SCH) for all A&S departments. Column 2 a list of Senior full time equivalents (SFTE) which excludes lecturers, instructors, GA's and TA's. Column 3 is a similar tabulation which includes the categories specifically excluded in Column 2 weighting an FTE as 2 GA's. We feel that this may be an equitable weighting for TA's but not for GA's and we propose between 3 and 4 GA's/FTE.

The fourth column is the ratio of SCH to SFTE. This information is present in the dean's memo but is divided into ratios for upper and lower division and graduate courses. Chemistry is above the Arts and Sciences average in every category but it is difficult to see relative positions among the 3 columns. This relative ordering is easy to see in our column 4. Column 5 is the ratio of SCH to FTE including GA's at the dean's rate of 2 GA's equal to 1 FTE.

In Table II we have collected the same information given in Table I for all the laboratory sciences and for departments where the total SCH is approximately the same as for Chemistry.

After examining Table I particularly column 4, it is apparent that chemistry is second highest among the 19 departments of A&S in student credit hours taught per faculty member. Our problems in this area are aggravated since we have no classes larger than 150 students whereas in Biology, the third highest department, David Kidd with 121 sections (Biol. 121-001, 565 students; Biol. 121-002, 416 students) can personally account for 2943 SCH. This obviously goes a long way in lowering the average biologist's teaching load. The same is true of Anthropology, Psychology and other departments having huge lecture sections.

Since it can be argued that for some of the departments in Table I the figures are not truly indicative of the actual teaching loads we have prepared in Table II a list of departments where the comparison should be unquestionably valid. We have contrasted the other sciences and departments with approximately the same enrollment with chemistry. It is evident from this table that chemistry is not only deficient in Senior FTE's but also in GA's as compared with most of these departments.

These tables demonstrate that if we had 19 full time faculty we would still be well above the college average (~525 vs 457). It seems that four additional positions you plan to request in the next 2 years are actually only a stop gap measure as in order to get to the college average, 22 full time faculty will be required.

We think that it is reasonable to ask Dean Wollman:

1) To justify the disparities

2) For several additional positions soon

3) For more GA's

ANNUAL REPORT

Department of Communicative Disorders

July 1, 1972 - June 30, 1973
Lloyd E. Lamb, Chairman

I. General Departmental Information

A. Philosophy and Goals

On July 1, 1972, the speech pathology and audiology program of the Department of Speech Communication began operation as a separate and autonomous department in the College of Arts and Sciences. The name assigned to this new department is the Department of Communicative Disorders.

The philosophy, goals, needs and functions of the Department of Communicative Disorders are quite different than those of the Department of Speech Communication, in which speech pathology and audiology had been housed since their beginning at the University of New Mexico. In light of these developments, it seems appropriate to begin our first annual report as an autonomous department with a brief summary of the department's philosophies and goals and some of the specific objectives that we are working toward.

The Department of Communicative Disorders endorses the American Speech and Hearing Association's "Standards of Clinical Competence" with the masters degree as the minimum level of professional preparation for any student matriculating through the program. The undergraduate program is oriented to basic science preparation and is considered pre-professional. However, the undergraduate curriculum also provides an introduction to the major clinical science areas of speech pathology and audiology to enable the student to make a decision as to professional specialization he will elect to follow during his graduate study.

At the graduate level students who choose to follow clinical programs in

speech pathology or audiology are prepared to function in a variety of professional settings. All students are given an opportunity to obtain experience in settings such as rehabilitation centers, hospital clinics, community speech and hearing centers, or the public schools. In these settings, they gain broad exposure to other rehabilitation and education oriented professions. Hopefully, by providing our students close contact with other professions, we will help prepare them to maintain interest in and concern for the total individual as well as his communicative disorder. An integral part of our philosophy is the need for broad inter-disciplinary experience.

Several outside facilities cooperate in the clinical training program by providing opportunities for observation and clinical practicum. In these varied settings, students are exposed to a broad spectrum of diagnostic and treatment experiences with children and adults. Communicative disorders to which they are exposed include problems of voice, rhythm, articulation, language and hearing, and neurological disorders. Students are encouraged to participate in as many outside programs as possible to develop a broad clinical background, while emphasizing their own specialty area.

Second, but of equal importance to our training philosophy, is our service orientation. Speech pathology and audiology, at least at the masters level, are primarily service oriented professions. Our entire faculty hold the provision of quality service to be of extreme importance, and, for this reason, work closely with students and as individual professionals to provide high level services to the university, the community, and the state. Because of unique health and cultural factors which affect many of the inhabitants of New Mexico, there is an unusually high incidence of speech, language and hearing disorders and concommitant educational problems. At this time little provision is made by the state to provide services for the communicatively

impaired. As part of the state's largest institution of higher learning, we feel that it is our responsibility to take the lead in meeting the service needs of the state, either through professional guidance or through direct action when required.

A third aspect of our general philosophy relates to research. We recognize the need for meaningful scholarly activities, including research and publications, and we are now addressing ourselves to this need. Most of our research is of an applied clinical nature. However, some of our faculty are involved in basic speech and hearing science projects. Our goal in this area is not only to develop a meaningful record of research and publication, but to concern ourselves with the needs of the state in our research activities. An example is seen in a research project we are preparing to undertake with the Pueblo Indian children. We have recently received a $50,000 grant through the Indian and Migrant Workers Division of the United States Office of Child Development to study speech, language and hearing problems in Pueblo Indian children. Long term goals are to use data derived from this study to develop unique service programs using Indians trained at a para-professional level, and ultimately to create a new health related profession for Indians.

B. Specific Departmental Objectives

The following objectives are among the immediate goals we have developed for the Department of Communicative Disorders.

1. To prepare "master clinician" speech pathologists and audiologists capable of functioning in a variety of professional settings. We expect our speech pathology graduates to be proficient as diagnosticians and therapists with a wide variety of speech and language disorders. Audiology students also receive broad training, including all aspects of hearing measurement and considerable work in hearing rehabilitation and with the deaf.

2. To constantly monitor and improve curricular approaches and offerings on the undergraduate and graduate levels.

3. To further develop the program as one of academic and professional excellence through an on-going process of self-evaluation.

4. To continue to recruit top-quality students--if possible, native New Mexicans, including Indians and Spanish-Americans--to enter the fields of speech pathology and audiology as professional careers.

5. To up-grade professional standards and efficiency of practicing speech pathologists and audiologists through special courses, symposia and workshops.

6. To help alleviate the critical shortage of speech and hearing specialists in New Mexico by providing a pool of well-trained professionals who wish to remain in this area.

7. To provide state, regional and national leadership in educational planning and programming for speech pathology and audiology so that professional services to communicatively impaired persons will be continually improved.

8. To assist state planning committees in helping to establish adequate provision for speech and hearing specialists in New Mexico.

9. To investigate, through basic and applied research, problems unique to New Mexico and bordering states, with one goal being improved training and services for this area. This work will have as its focal point the Indian and Spanish-American populations of New Mexico.

10. To investigate, and, if feasible, implement a training program for paraprofessional personnel in speech and hearing (speech technicians and audiometrists) to provide service to persons in geographically isolated communities. The primary targets for these services will be Indians and Spanish-Americans. Attempts will be made to recruit participants for this program from among persons who reside in the communities to be served and who wish to remain in those areas.

11. To further stress interdisciplinary experiences for our students, and to continue attempts to expose other rehabilitation oriented disciplines to speech pathology and audiology.

12. To further strengthen relationships with local, state and national education and rehabilitation agencies.

C. New Courses

Three courses were added to the curriculum of the Department of Communicative Disorders this year. These are:

1. Communicative Disorders 358. Pre-Clinical Training. 1-3 credits, taught by Dr. David J. Draper and staff.

2. Communicative Disorders 450. Neurological Function of Speech and Language. 3 credits, taught by Dr. William J. Ryan.

3. Communicative Disorders 503. Experimental Phonetics. 3 credits, taught by Dr. William J. Ryan. Two former courses, Communicative Disorders 503 (Physiologic Phonetics) and Communicative Disorders 504 (Acoustic Phonetics), were combined into this one course.

With those changes, the basic science and professional curricula are of a quality comparable to most of the major speech pathology and audiology programs in the United States. However, we continue to be aware that our overall curriculum must remain flexible in order to follow national and international trends; thus, we are continuing to study the curriculum through regular staff meetings and curriculum committee meetings, taking advantage of input from any available source.

C. Departmental Enrollment

Departmental enrollment during the year covered by this report numbered approximately 80 undergraduate students and 36 graduate students. By our best estimate, undergraduate enrollment increased approximately 33 percent this year and gives evidence of showing even greater increase next year. This undoubtedly is attributable to the greater visibility afforded by departmental status. Our graduate enrollment is up approximately 25 percent over last year, with 28 graduate students in speech pathology and eight in audiology. This year we received applications from approximately 80 potential graduate students, most of whom had excellent academic records from well-known training institutions. It appears that this trend will continue as the department gains greater national recognition.

D. Training Facilities and Equipment

In January, 1973, the Department of Communicative Disorders took occupancy of a new training-service-research facility on the University of New Mexico Medical School campus. This facility, named the Medical School-Indian Health Service Communicative Disorders Unit, was provided by the university, with

equipment and staffing assistance by the Indian Health Service. This unit has approximately 3500 square feet of usable floor space and includes the following areas:

Staff offices - 5

Speech and language pathology test and treatment rooms - 3

Ear, nose and throat examination room

Electronystagmography laboratory

Conference-class room

Two-room hearing test suite

Electronics calibration laboratory

Speech and hearing science laboratory and office

Student lounge - study area

Reception - waiting room

Clinical, research and electronics calibration equipment has been obtained primarily through contracts with the Indian Health Service. Major equipment acquisitions, by general equipment type, include the following:

Pre-fabricated two-room hearing test suite (IAC)

Clinical Audiometer (Grason-Stadler Model 1701) with all accessories

Oto-admittance Meter (Grason-Stadler)

Complete Electronystagmography laboratory (LT instruments)

Sound measurement, electronics calibration and hearing aid test equipment (Bruel and Kjaer)

Oscilloscope (Tektronix) with accessories

Miscellaneous meters, signal generators, timers, counters, etc.

These items, plus several others, were provided by the Indian Health Service at a cost of approximately $75,000. Part of the equipment is specialized equipment designed for speech and language training of hard-of-hearing and

deaf persons. This equipment was designed and built at the Institute of Experimental Phonetics in Belgrade, Yugoslavia, and is to be field tested by the Department of Communicative Disorders.

The Department of Communicative Disorders is now operating the University of New Mexico Speech and Hearing Center, as well as the new Unit. Dr. Lloyd E. Lamb directs activities of the entire department, including the new facility.

E. Facilities for Supervised Clinical Practicum

Diagnostic speech, hearing and language evaluations and therapy were conducted by students and staff in a number of professional settings with patients representing a wide variety of disorders. The overall population available for student practicum was larger than ever before. This year our students have seen over 300 patients for speech and language evaluations, approximtely 200 for treatment, and over 500 for hearing evaluations. In addition to working at the Speech and Hearing Center, the students gain practicum experience in such diverse settings as the Medical School-Indian Health Service Communicative Disorders Unit, the Veterans Administration Hospital, the Rehabilitation Center, Inc., Lovelace Clinic, Bernalillo County Medical Center, the Albuquerque Public Schools, the New Mexico School for the Deaf, and two pre-school deaf programs.

Speech diagnostic and treatment programs were carried out in several locations outside of Albuquerque. Most of these programs were made possible through our affiliations with the Indian Health Service and were designed to provide services to Indian children. Among the communities served were:

Mescalero
Alamo-Magdalena
Laguna
Acomita
Isleta

Santo Domingo
San Felipe
Jemez
Zuni

In addition to our Indian Health Service related activities, we also provided services through the use of faculty and students in such diverse locales as Taos, Gallup and Moriarty.

F. Interdepartmental Cooperation

Cooperative teaching arrangements continued this year with several other university programs.

Drs. Fred Chreist and Dolores Butt were closely affiliated with the new Linguistic Department, both of them participating in that program through teaching and planning efforts. Dr. Chreist is listed as a faculty member with Linguistics and provides our primary liaison with that department.

Drs. Lloyd Lamb, Dolores Butt and Richard Hood were called upon to present lectures and demonstrations on communicative disorders to students in special education. In addition, we have two courses cross-listed with the Department of Special Education--CD 427, Problems of the Hearing Impaired, and CD 302, Communicative Disorders--and we are actively examining the possibility of a double major or alternative major-minor arrangements with the special education department.

Dr. Fred Chreist is working with representatives of several departments to develop a "practical" sophomore level phonetics course. Departments involved include Speech Communication, English, Linguistics, Elementary and Secondary Education and Communicative Disorders. The purpose of a lower division phonetics course would be to provide practical training in phonetics for students who need skills in phonetic transcription but no real depth in theory. If this course is initiated, our current phonetics course, CD 303,

will be upgraded to a higher level and will deal primarily with phonetic theory. There is general agreement among the interested departments that a more practically oriented course is needed and would be in heavy demand.

This year we have continued our clinical and teaching relationships with the medical school. Clinical services have been strengthened by the addition of the new Medical School-Indian Health Service Communicative Disorders Unit. Our teaching affiliations have continued through lectures to medical students, primarily second year students receiving instruction in disorders of the ear.

G. Collaboration with State and Community Agencies

Several faculty members of the Department of Communicative Disorders served this year on advisory groups to various rehabilitation oriented agencies and programs. Drs. Lloyd Lamb and Richard Hood served on the Technical Advisory Committee on Hearing, Speech and Language for the New Mexico Health and Social Services Department. Dr. Lamb was chairman of this group. Dr. Lamb also served on the university-public school Special Education Coordinating Committee for the State Division of Special Education and on the Board of Directors of the New Mexico Tuberculosis and Respiratory Disease Association.

Dr. Dolores Butt was active in an advisory capacity for a number of groups, including the Association for Learning Disabilities, the Albuquerque Association for Retarded Children, the Association for Autistic Children, and the Professional Advisory Committee of United Cerebral Palsy of Albuquerque.

Dr. William Ryan is a member of the Tumor Board of the American Cancer Society, participating from the standpoint of the "laryngectomee" patient, and was actively involved in the "Lost Cord" Club.

Dr. Lamb continued to work with representatives of the State Division of Vocational Rehabilitation to provide training for DVR counsellors and to plan

for services for DVR clients.

H. Speech Pathology and Audiology Colloquium Series

The speech pathology and audiology lecture series was continued through the 1972-73 academic year. Guest speakers this year were:

Alan Feldman, Ph.D., Head, Division of Communication Disorders, Upstate Medical Center, Syracuse, New York. Dr. Feldman conducted a one-day seminar in acoustic impedance measurement and tympanometry with the oto-admittance meter.

Audrey Holland, Ph.D., Professor, Speech Pathology, Department of Speech Pathology and Audiology, and Assistant Dean, College of Arts and Sciences, University of Pittsburgh, Pittsburg, Pennsylvania. Dr. Holland presented formal lectures on "Language disorders in the culturally deprived child", "The clinical process: Report writing", and "Application of linguistic theory in aphasia therapy."

Each speaker spent approximately two days in lectures and informal discussions with our students and staff. In addition, both served as informal consultants on program development.

I. Non-university Support for Departmental Activities

Financial support for Department of Communicative Disorders activities was available from several outside sources during the 1972-73 academic year.

Training grant support was provided through grants from the Rehabilitation Services Administration, a division of Social and Rehabilitative Services of the Department of Health, Education and Welfare, and from the United States Department of Education, Bureau of Education for the Handicapped. Grants from these two sources totaled approximately $45,000 and provided support for nine graduate students in speech pathology and audiology, as well as other elements of program support including personnel and travel. The Bureau of Education for the Handicapped grant was increased over the previous year's funding, one of few grants in the country to receive such an increase for the 1972-73 grant year.

Other support came primarily through contracts with the Public Health

Service, Division of Indian Health. This year we have four such contracts totalling approximately $85,000. The largest of these contracts provided support for the Medical School-Indian Health Service Communicative Disorders Unit and covered personnel, travel, supplies, expenses, equipment and rent, as well as support for two graduate students. The other three contracts were service contracts and included primarily personnel and travel expenses.

Personnel provided for under various grants and contracts this year include the following:

Lloyd E. Lamb, Ph.D., Chairman, Department of Communicative Disorders, and Director, Indian Health Service projects (contracts provide for one-fourth of Dr. Lamb's salary).

Marcia C. Miles, M.A., Lecturer and Clinical Supervisor, Speech Pathology.

Berry D. Cox, M.A., Lecturer and Clinical Supervisor, Audiology.

Louis Seymour, Senior Electronics Technician, Medical School-Indian Health Service Communicative Disorders Unit.

Vicki Goebel, Secretary, Medical School-Indian Health Service Communicative Disorders Unit.

Vanessa Brown, Part-time Secretary, Medical School-Indian Health Service Communicative Disorders Unit.

Betty Brown, Secretary.

Shirley Hume, Bookkeeper.

J. Personnel Changes During Year

Two new persons were added to the full-time faculty this year. They are: Marcia Miles, M.A., who joined the faculty as Lecturer and Clinical Supervisor, Speech Pathology, and Berry Cox, M.A., who accepted the position of Lecturer and Clinical Supervisor, Audiology. Mr. Cox replaced Dominick Rossi in this position. In her position, Marcia Miles is responsible for expansion of our public school speech pathology training emphasis and, in addition, has developed service-training programs in several Indian communi-

ties. Mr. Cox served as clinical audiologist and audiology supervisor in the new Communicative Disorders Unit, and with the help of students, conducted identification audiometry programs in a number of Indian communities.

Also added to the faculty this year were Max McClellan, Ph.D., Assistant Chief of Speech Pathology and Audiology, Veterans Administration Hospital, as Adjunct Associate Professor of Audiology, and Robert T. Wertz, Ph.D., Research Speech Pathologist, Veterans' Administration Hospital, as Adjunct Associate Professor of Speech Pathology.

During the 1972 fall semester, Dr. Richard Hood was on sabbatical leave from the Department of Communicative Disorders. Dr. Hood initiated several research projects during his leave and began preparing a number of manuscripts for publication. In addition, he continued working with graduate students in an advisory capacity and assisted the program in numerous other ways.

K. Service Activities

In addition to conducting on-going service programs in speech, language and hearing as part of our clinical training activities in the University Speech and Hearing Center and the new Communicative Disorders Unit, Department faculty and students conducted service programs in a number of communities outside of Albuquerque. These activities not only provide much needed services, but also are invaluable in student training. Among these activities were the following:

1. Dr. Dolores Butt, assisted by graduate students, performed speech diagnostic tests on approximately 80 school children from the Zuni Indian Pueblo. Those tests were performed at the request of the Indian Health Service personnel to identify and define specific communicative disorders and educational problems. As a result of our contribution, the Gallup school district has been allocated support by the State Division of Special Education

to develop three special education resource rooms and to provide speech and language therapy at Zuni.

2. Marcia Miles, M.A., assisted by graduate students, initiated speech and language diagnostic and treatment programs for school children in Isleta, San Felipe, Jemez, and Laguna.

3. Dr. David Draper, Maureen Ahern, M.S., and John Grainger, M.S., assisted by graduate students, evaluated approximately 30 school children in Taos. This was done at the request of public school officials in Taos for the purpose of identifying and diagnosing speech, hearing and language problems in hope of using this information to justify funding treatment programs.

4. Berry Cox, M.A., assisted by audiology graduate students, carried out hearing screening programs for Indian school children in Mescalero, Alamo-Magdalena, Canoncito, Laguna-Acomita, Santo Domingo, San Felipe, Cochiti, and Jemez. Through these activities, between 4000 and 5000 Indian school children received hearing tests, with those identified as having problems being referred for medical and/or educational followup services. Drs. Hood and Lamb and Mr. Grainger participated in these activities on a more limited basis.

5. At the request of the State Division of Special Education, the Department of Communicative Disorders assisted in a research project designed to determine the need for special education services in New Mexico. As part of our activities, we performed speech, language and hearing screening tests on approximately 300 school children randomly selected for the project from the Albuquerque, Gallup and Estancia Public Schools. Data from this project will be used to justify to the state legislature funding for special education programs, including speech pathology and audiology, in the schools of

New Mexico.

6. Apart from the service programs in which we are already involved, we have had requests to help develop a speech and language program for pre-school children in Canoncito and a complete speech, language and hearing program for Navajo school children in the Kirtland-Shiprock school district. If the Kirtland-Shiprock project is brought to fruition, we will be asked to provide testing services on a contract basis, using faculty and graduate students. We have tentatively discussed a contract for approximately $30,000 to cover these activities.

L. Research Programs

Most of the research activities of the Department of Communicative Disorders at present center around communicative problems of New Mexico Indians. As indicated earlier in this report, we have recently been approved for a $50,000 grant through the Indian and Migrant Workers Division of the Office of Child Development to study speech, language and hearing problems in Pueblo Indian children. Other Indian research projects underway at present include "Development of Test Materials for Navajo Speech Audiometry", an "Investigation of the Validity and Reliability of Navajo Phonetic Audiometry", an "Investigation of Hearing Loss in Navajo School Children", and "A Comparison of Medical and Audiologic Test Techniques in Identification of Hearing Loss in Indian School Children."

Other general areas of research by Communicative Disorders faculty include "Acoustical and Perceptual Analyses of Aging Voice", "Clinical Investigations of Acoustic Impedance Measurement and Tympanometry", "Acoustic Analysis of Speech as an Aid to Diagnosis of Laryngeal Cancer", and "The Use of Video Tape and Slide Presentations in Teaching Speech Pathology and Audiology Students".

M. International Research and Training Affiliations

Through affiliations with the Indian Health Service, we have been asked to serve as an informal review panel for research proposals of international origin being considered for funding by the Indian Health Service. Thus far, we have been called upon to review proposals from institutions in Egypt, Israel, and Yugoslavia. Dr. Lamb recently visited the Institute for Experimental Phonetics and Speech Pathology in Belgrade, Yugoslavia, to site visit one of the projects currently being supported by the United States Government funds, and to discuss with the Institute personnel the possibilities of program affiliations in research and training. We already have become involved in joint research activities with the Institute and are planning to have other members of our faculty visit their programs. Mr. Stevan Peter, an experimental phonetician with their group, will be at the University of New Mexico during July, 1973, to gather data for two on-going projects and to study our service delivery systems.

II. Composite of Information Requested on Individual Biographical Supplements

A. Advanced Study

1. Dolores S. Butt, Ph.D.

American Speech and Hearing Association: Short course on "Pre-Speech and Language Therapy for Neurologically Impaired Infants".

2. Berry D. Cox, M.A.

Seminar in "Human Acoustics", B & K Instruments, Cleveland, Ohio.

3. David J. Draper, Ph.D.

American Speech and Hearing Association: Short course on "Application of Distinctive Feature Analysis to Articulation Errors".

4. William J. Ryan, Ph.D.

Seminar in "Human Acoustics", B & K Instruments, Cleveland, Ohio.

B. Sabbaticals, Leaves of Absence, Summer Teaching Elsewhere, Travel, Etc.

1. Dolores S. Butt, Ph.D.

Visiting Professor, Department of Special Education, Highlands University, Las Vegas, New Mexico.

2. Richard B. Hood, Ph.D.

Sabbatical, fall semester, 1972.

C. Publications

1. Dolores S. Butt, Ph.D.

Butt, D.S. and D.D. Peterson. R-Kit: A system for articulation therapy, book manuscript ready for submission.

Peterson, D.D. and D.S. Butt. Factors in a programmed approach to therapy, Journal of Speech and Hearing Research, 15, 667-668 (1972).

Butt, D.S. and D.D. Peterson. Language therapy, mimeograph, Spokane, Washington, Spokane Public Schools (July, 1972).

Peterson, D.D. and D.S. Butt. Selection of relevant training tasks in speech therapy, Threshold, 7, (1), 6-17 (1972).

2. Fred M. Chreist, Ph.D.

"Defining the Polyglot", from The Second and Third Lincolnland Dialectal Conferences, University of Alabama Press, 20-34 (1972).

3. William J. Ryan, Ph.D.

Acoustic Aspects of the Aging Voice, J. of Gerontology, 27, 265-268 (1972).

D. Other Research Projects or Creative Work

1. Dolores S. Butt, Ph.D.

"John, clinical demonstration of operant techniques with a non-verbal child." 16 MM film sponsored by New Mexico Elks Cerebral Palsy Commission.

"Development of a communication system in an autistic child by means of an ikonic system of representation". Unsponsored.

"Effectiveness of a programmed approach to articulation therapy. Continuing research on R-Kit.

Co-investigator for All Indian Pueblo Council Speech and Hearing Project. Support from the United States Office of Child Development.

2. Fred M. Chreist, Ph.D.

Foreign Accent. Spanish book in progress.

New course plan for Speech 303: Phonetics.

3. David J. Draper, Ph.D.

"Evaluation of students' clinical performance." Paper in progress.

"Use of mothers in treatment of articulation disorders." Paper in progress.

Co-investigator for All Indian Pueblo Council Speech and Hearing Project. Support from the United States Office of Child Development.

4. John B. Grainger, M.S.

"Inter- and Intra-Subject Variability in Acoustic Impedance Measurement". Research project.

5. Richard B. Hood, Ph.D.

"Auditory training of young, hearing-impaired children." Research project.

"Development of a Navajo speech discrimination test." Research project.

"Bone conduction hearing testing." Research project.

"A lipreading test for adults." Research project.

6. Lloyd E. Lamb, Ph.D.

Project director for All Indian Pueblo Council Speech and Hearing Project. Support from the United States Office of Child Development.

7. William J. Ryan, Ph.D.

"Longitudinal study of the effects of age on the voice." Paper in progress.

"An investigation of functional brain assymetry through dichotic listening and dichoptic visual tasks." Research project.

"An investigation of oral sensory-perceptual and articulatory performance in dysarthric adults." With R.T. Wertz and J. Rosenbeck. Research project.

E. Activities in Learned and Professional Societies

1. Maureen Ahern, M.S.

Attended American Speech and Hearing Association Convention, November, 1972.

Attended New Mexico Speech and Hearing Association Convention, October, 1972.

2. Dolores S. Butt, Ph.D.

Participant in Third Annual Conference on Operant Procedures in Speech Pathology, Logan, Utah, March, 1972.

Attended American Speech and Hearing Association Convention, November, 1972.

3. Berry D. Cox, M.A.

Attended American Speech and Hearing Association Convention, November, 1972.

Attended New Mexico Speech and Hearing Association Convention, October, 1972.

4. David J. Draper, Ph.D.

Attended American Speech and Hearing Association Convention, November, 1972.

Attended New Mexico Speech and Hearing Association Convention, October, 1972.

President, New Mexico Speech and Hearing Association.

5. John B. Grainger, M.S.

Member, committee on "Guidelines for Group Auditory Trainers" in the pending of Rehabilitative Audiology.

Attended American Speech and Hearing Association Convention, November, 1972.

Attended New Mexico Speech and Hearing Association Convention, October, 1972.

6. Richard B. Hood, Ph.D.

Attended American Speech and Hearing Association Convention, November, 1972.

Attended New Mexico Speech and Hearing Association Convention, October, 1972.

Legislative Councilor from New Mexico, American Speech and Hearing Association.

7. Lloyd E. Lamb, Ph.D.

Attended American Speech and Hearing Association Convention, November, 1972.

Member, Program Committee, American Speech and Hearing Association Convention, 1972.

Attended New Mexico Speech and Hearing Association Convention, October, 1972. (Presented invited lecture on "Speech, Language and Hearing Deficits in New Mexico Indians.")

8. Karen M. Peterson, M.A.

Attended New Mexico Speech and Hearing Association Convention, October, 1972.

Attended American Speech and Hearing Association Convention, November, 1972.

9. William J. Ryan, Ph.D.

Attended American Speech and Hearing Association Convention, October, 1972.

Attended New Mexico Speech and Hearing Association Convention, November, 1972.

"Predictors of Age in the Male Voice." Paper presented at the 84th meeting of the Acoustical Society of America, Miami, November, 1972.

"Perceived Age Differences in Young and Old Listeners' Judgments of the Voice". Paper presented at the meeting of the Gerontological Society of America, San Juan, Puerto Rico, December, 1972.

F. Other Professional Activities

1. Dolores S. Butt, Ph.D.

Consultant, Indian Health Service: Evaluation of speech and language problems of Zuni Indian school children.

Consultant, Albuquerque Public Schools, North Area Speech Therapy Program.

Consultant, Albuquerque Public Schools, South Area Resource Teachers.

Workshop demonstration: Use of the R-Kit for therapy and research. Santa Barbara, California, February, 1972.

Workshop demonstration: Articulation therapy. Kansas University, March, 1972.

Workshop: Paper presented and demonstration of techniques to hospital administrators, teachers, and aides, Los Lunas Hospital and Training School, December, 1972.

Member, Advisory Council for Albuquerque Public Schools Class for Physically Handicapped.

Member, Advisory Council for Albuquerque Public Schools Class for Communication Disorders.

Member, Advisory Council for Albuquerque Public Schools Classes for Hearing Impaired.

Workshop project: Training in language evaluation for resource teachers, Aztec, New Mexico.

Consultant, San Felipe Public Health Service, Indian Health Service.

Consultant. "Three-Four-Five Club", (a bilingual, tricultural educational television program) University of Houston, Houston, Texas.

2. Berry D. Cox, M.A.

Project audiologist, Indian Health Service "Otitis Media" program.

3. Fred M. Chreist, Ph.D.

Member, New Mexico Cleft Palate Team.

4. David J. Draper, Ph.D.

Two off-campus talks: Sandia High School, Child Development Classes.

Television news items, taped, on Department of Communicative Disorders.

Consultant, Speech Pathology, Taos Public Schools.

5. John B. Grainger, M.S.

"Tutorial Demonstrations in Speech and Hearing Science". Scientific exhibit, with W.J. Ryan, at American Speech and Hearing Association Convention, November, 1972.

6. Richard B. Hood, Ph.D.

Co-coordinator for two workshops on Industrial Audiometric Techniques.

7. Lloyd E. Lamb, Ph.D.

Consultant, Albuquerque Public Schools, North Area Speech Therapy Program.

Co-coordinator for two workshops on Industrial Audiometric Techniques.

Consultant, Indian Health Service "Otitis Media" project.

8. William J. Ryan, Ph.D.

"Tutorial Demonstrations in Speech and Hearing Science." Scientific exhibit, with J.B. Grainger, at American Speech and Hearing Association Convention, November, 1972.

Consultant, Speech Pathology, Veteran's Administration Hospital. Albuquerque, New Mexico.

Member, New Mexico Cleft Palate Team.

Member, Gallup Cleft Palate Team.

G. Non-teaching University Service

1. Dolores S. Butt, Ph.D.

Director, Elks Cerebral Palsy Evaluation Clinic.

Coordinator, Speech Pathology, Department of Communicative Disorders.

Member, Manzanita Center Committee (University Committee).

Member, Evaluation Procedures Committee (College of Education).

Member, Human Subjects Research Review Committee (College of Arts and Sciences).

2. Fred M. Chreist, Ph.D.

Chairman, Linguistics and Language Pedagogy Committee.

Chairman, Department of Communicative Disorders Library Committee.

3. David J. Draper, Ph.D.

Member, University of New Mexico Union Board.

Member, Promotion Advisory Committee in Mathematics and Natural Sciences.

4. Richard B. Hood, Ph.D.

Member, Advisory Board, New Mexico Program for Deaf/Blind Children.

5. Lloyd E. Lamb, Ph.D.

Member, Advisory Board, New Mexico Program for Deaf/Blind Children.

Project Director:

1. RSA Training Grant
2. Bureau of Education of the Handicapped Training Grant
3. Indian Health Service contract for Clinical Service and Research Laboratory
4. Three Indian Health Service contracts for field and clinical services.

Chairman, Department of Communciative Disorders.

Director, University of New Mexico Speech and Hearing Center.

Director, Medical School-Indian Health Service Communicative Disorders Unit.

Project Director, Speech, Language, and Hearing Research Grant, submitted to United States Office of Child Development, approved October, 1972.

6. William J. Ryan, Ph.D.

Member, Faculty Advisory Committee.

Faculty Advisor, University of New Mexico Chapter of the National Student Speech and Hearing Association.

H. Public Service

1. Dolores S. Butt, Ph.D.

Member, Board of Directors, New Mexico Society for Autistic Children.

Member, Professional Advisory Board, United Cerebral Palsy.

2. Fred M. Chreist, Ph.D.

Lay reader at Canterbury Chapel.

3. David J. Draper, Ph.D.

Member, Professional Education Committee, Bernalillo County Unit of American Cancer Society.

4. Lloyd E. Lamb, Ph.D.

Member, Board of Directors, New Mexico Tuberculosis and Respiratory Disease Association.

Member, Board of Directors, New Mexico Society for Autistic Children.

Member, Professional Advisory Board, United Cerebral Palsy.

Member, University of New Mexico - Public School Special Education Coordinating Committee, New Mexico Division of Special Education.

Chairman, Technical Advisory Committee on Speech, Language and Hearing for New Mexico Department of Health, Education and Welfare.

5. William J. Ryan, Ph.D.

Member, American Cancer Society.

The Report of the Department of Economics

July 1, 1972 - June 30, 1973

Gerald J. Boyle, Chairman

I. General Departmental Information

A formal Graduate Program in Applied Resource Economics was initiated in Fall, 1972. This program lays out a course of study in resource economics leading to the M.A. or Ph.D. degree. The program was publicized by a brochure mailed to departments of economics across the country--two applicants were accepted for the coming year. In addition, an undergraduate course in Environmental Economics (Prof. Schulze) was offered for the first time and drew about 80 students.

Several changes were made which will effect the Department's activities in the coming year. Chief among these was the decision to change the introductory course from three lectures (mainly by teaching assistants) to two lectures (by regular faculty) plus one discussion section (by teaching assistants). Almost without exception, teaching assistants scored poorly on classroom evaluation and the previous practice of giving them full time classroom responsibilities was hurting the entire program. A new course dealing with Radical vs. Conservative Economics will be offered next year. This will be a 200 level course, requiring only the introductory course as a prerequisite, in the hope that students will quickly gain some appreciation of the currency and relevance of

economics.

Mr. Robert Younger was the first recipient of the Stuart Prize in Finance--a prize which will be awarded annually to the outstanding undergraduate in Economics-Finance.

During the year the Department awarded 12 masters degrees and 3 doctorates--of these latter, 2 are returning to their homeland and the third, Dr. Richard Moss, was appointed assistant professor of economics at California State College at San Bernardino.

The Ph.D. program is developing at a satisfactory pace. At the present time, enrollment stands as follows:

Year	Number Enrolled
First	7
Second	5
Third	9

If we can maintain this number in the pipeline, production will stabilize at 4 to 5 per year.

In addition, there are 44 undergraduate majors and 17 enrolled in the M.A. program.

Visiting Assistant Professor Manoranjan Majumdar suffered a fatal heart attack on February 16, 1973.

II Summary of Staff Record

1. Advanced study - Nothing to report

2. Professor Peter Gregory traveled to Central America, June-July, 1972.

   Professor Paul Jonas received an IREX travel grant for the presentation of the paper, "An Agenda for Self-Determination" in the Meeting of International Grants Association (Augsburg, F.R. of Germany) Aug., 1972.

   Associate Professor Paul Therkildsen was on leave of absence from July, 1971, to August, 1972, and was Visiting Associate Professor of Economics at The University of California at Berkeley.

3. Assistant Professor William D. Schulze was the winner of the Omicron Delta Epsilon Graduate paper competition, which award was presented at the Aug., 1972, Western Economics Association Meetings (Santa Clara, California.)

4. Publications:

   Shaul Ben-David - Associate Professor

   "An Interpretation of Water Use Data for the Rio Grande in New Mexico" with J.F. Roach, paper presented and published in the Proceedings of the 17th Annual New Mexico Water Conference, New Mexico Water Resources Research Institute, April 6-7, 1972, pp. 66-95.

   Pham Chung - Associate Professor

   "On Product Diversification and Factor Allocation: A Minimum Coefficient of Variation Criterion," Malaysian Economic Studies, Dec. 1962.

   "On The Optimal Product Mix in a Centrally Planned Economy," Journal of Political Economy, March-April, 1973.

II 4. Publications (Cont)

Pham Chung, Cont.

"On The Evaluation of Alternative Policy Performance: A Theoretical Model," The Indian Journal of Economics, September, 1972.

"On Utility Interdependence and Optimal International Grants," in the Grants Economy in International Perspective, edited by Kenneth Boulding, 1973.

"Public Transfer Policy: An Optimal Control Model" to be published as a communication together with Martin Pfaff's paper, "Explicit and Implicit Grants, Public Goods, and Optimal Transfer Policy."

"Policy Coordination and System Controllability," The Indian Journal of Economics, January, 1973.

"Some Notes on the Assignment Problem," Public Finance/Finances Publiques, June, 1973.

"On Optimum Transfers and Transfers Tolerance," Indian Journal of Economics, April, 1972.

Albert M. Church - Assistant Professor

"A Comment on the General Theorem of the Second Best," Review of Economic Studies, Oct. 1972 (with G. Santoni)

"Utilizing Principal Components in Multiple Regression Valuations," IAAO, 1972, proceedings.

"From the Crime of Today to the Crime of Tomorrow," Third World Future Research Conference proceedings, Sept. 1973.

Book In progress, Uses of Statistical Models in Residential Appraising.

Sanford Cohen - Professor

Contributed chapter to a book on Puerto Rico, forthcoming

Micha Gisser - Associate Professor

"An Interpretation of the Agricultural Demand Functions for Water and the Hydrologic Model of the Pecos Basin," (author: Abraham Mercado. Water Resources Research, December, 1973.

"Education and Economic Welfare: A Cross-Sectional Study of the U.S." Social Sciences Quarterly, March, 1972.

II 4. Publications (Cont)

David Hamilton - Professor

"Economic Side of Wrongful Death in New Mexico," in The New Mexico Law Review, July, 1972. With Melissa Patterson

Statement before Subcommittee on Economic Development of the Committee on Public Works, United States Senate, National Economic Development Program. Part 2, U.S. Government Printing Office, Washington, 1971.

Gary Hufbauer - Professor

"Unit Values of U.S. Machinery Exports," Journal of International Economics, August, 1972 (with J.P. O'Neill)

Review of R. Vernon, Sovereignty at Bay, Journal of Economic Literature, December, 1972.

Paul Jonas - Professor

"The Nature of a Price Structure in a 'Classical' Soviet-Type Economy," Jahrbuch der Wirtschaft Osteuropas, (August, 1972).

"Projections and Forecasts for the Indian Economy," Econometrica (July, 1972)

Alfred L. Parker - Associate Professor

"Measuring Damages in Federal Treble Damage Actions". The Antitrust Bulletin, pp. 497-517, Vol. XVII, Summer 1972.

"Treble Damage Action - A Financial Deterrent to Antitrust Violation?" The Antitrust Bulletin, pp. 483-505, Vol. XVI, Number 3, Fall 1971.

"Natural Gas Curtailment and Household Losses in New Mexico," New Mexico Business. pp. 3-8 & 23, June, 1972.

"Economics - A Social Studies Supplement for the Sixth Grade," (mimeographed)

William D. Schulze - Assistant Professor

"The Coase Proposition, Wealth Effects, and Long Run Equilibrium," American Economic Review, forthcoming, (with Ralph C. d'Arge)

"A Note on Transnational Externalities..." Proceedings of the 1972 Seminar on Transboundary Pollution. OECD. (co-author, Ralph C. d'Arge)

II 4. Publications (Cont)

"Property Rights, Taxation, and Environmental Externalities," Proc. WAERC Sem. on Nat. Resources (1972).

"Social Welfare Functions for the Future," American Economist, Forthcoming.

Paul Therkildsen, Associate Professor

"Cost-Benefit Analysis of a Work Experience Project," Social Work Administration. Published by Council on Social Work Education.

"Cost-Benefit Evaluation of the Bernalillo County, New Mexico Work Experience Project," included in the Russell Sage Foundation Study on Large-Scale Social Action Programs.

II 5. Research Projects:

Shaul Ben-David - Associate Professor

Collaborative Research on Assessment of Man's Activities in the Lake Powell Region.
a. Socio-Ecological Systems Analysis
b. Economics
Funded by the National Science Foundation for the years 1972-1974, $143,000.

"Analysis of Water Characteristics of Manufacturing in a Semi-Arid Region," Funded by OWRR for the years 1971-1973, $40,000.

Gerald J. Boyle - Chairman, Professor of Economics

N.M. Department of Health & Social Services, $8,400, "Determination of a Standard of Need for Public Assistance.

N.M. Environmental Improvement Bd., $3,700, "Study of the Organization and Administration of the Environmental Improvement Agency of N.M."

F. Lee Brown - Assistant Professor

Resources for the Future, Inc. "A Technological and Economic Analysis of Remedies to the Problem of Dispersed Solid Wastes in New Mexico," $40,000 6/72-6/73

National Science Foundation - Lake Powell Project Subproject #12 "Integrative Systems Analysis for the Lake Powell Project" and Subproject #13, "An Analysis of the Regional Economic Development Enabled by Lake Powell," $142,000 6/72-6/74.

II 5. Research Projects: (Cont)

F. Lee Brown (Cont)

OWRR "Analysis of Water Characteristics of Manufacturing Industries and their Adaptability to Semi-Arid Regions," $21,500 7/72-6/73

Albert M. Church - Assistant Professor

Book in progress, Uses of Statistical Models in Residential Appraising

Sanford Cohen - Professor

A study of labor problems in developing nations (in progress)

Micha Gisser - Associate Professor

"A Theoretical Integration of the Hydrologic Model of a Basin and the Agricultural Demand Function for Irrigation Water," In progress.

Peter Gregory - Professor

Industrialization and Wages in Japan, monograph to be published by the International Labour Office, Geneva

"Wage Structures in Latin America," accepted for publication. Journal of Developing Areas.

"Some Theoretical Aspects of Workmen's Compensation," paper prepared with M. Gisser for the National Commission on State Workmen's Compensation Laws. Will be published by the Commission.

Gary Hufbauer - Professor

Study of Multinational Corporations and Direct Investment underway for 1973 Princeton Conference.

Paul Jonas - Professor

In progress, "An Agenda for Self-Determination," A "Model of International Trade Between a Centrally Planned and a Price Directed Economy," Partly sponsored by the Research Allocation Committee of the University of New Mexico.

II 5. Research Projects: (Cont)

Alfred L. Parker - Associate Professor

"Treble Damages in Perspective: A Comment," "Treble Damages-Fact or Fantasy in Consumer Suits," "Variation in Antitrust Enforcement - Republican and Democratic Administration," and "Public Utility Regulation."

Summer Workshop - Economic Education in the Albuquerque Public Schools, sponsored by NM Council on Economic Education $2000.

Summer and In-Services Workshop on Economic Education Proposal submitted to NSF approx. $30,000. June 1973-May 1974.

William Schulze - Assostant Professor

Principal Investigator for UNM subcontract from Utah State University Center for Water Resources Research, OWRR Project - "Development of Techniques for Estimating the Potential of Water Resources Development for the Achievement of National and Regional Social Goals" $6,254,00. (1/2 of total contract to be completed) 10/1/72-12/31/73.

Donald Tailby - Associate Professor

In progress - Profit calculations on early China voyages.

Paul Therkildsen - Associate Professor

Adviser to Berkeley, California Mayor's Tax Study Group

Research project: Fiscal Imbalance - A Study of the Tax Structure of Berkeley, California and a Proposed Municipal Income Tax Ordinance, mimeograph.

Follow-up study of income and vocational attrition patterns five years after the completion of a large scale social action program (original contract with HEW 331-6-211 1966-1969)

6. Activities in Learned and Professional Societies:

Shaul Ben-David - Associate Professor

Southwestern Social Science Association Meetings at San Antonio, Texas - Paper on Interdisciplinary Environmental Research-March, 1972.

UCOWR Meetings - University of Massachusetts, Amherst, Mass. August, 1972.

II 6. Activities (Cont)

F. Lee Brown - Assistant Professor

New Mexico Water Conference, NMSU, April, 1972.

Pham Chung - Associate Professor

Paper on Grants Economics was read by Professor Anita Pfaff at the Summer Institute on Comparative Urban and Grants Economics, University of Augsburg, Germany, August, 1972.

Albert M. Church - Assistant Professor

"Utilizing Principal Components in Multiple Regression Valuations," IAAO, 1972, proceedings

"From the Crime of Today to the Crime of Tomorrow," Third World Future Research Conference Proceedings, Sept, 1972.

Sanford Cohen - Professor

Papers presented to U.S. Dept. of Labor, International Manpower Institute, May, November 1972

David Hamilton, Professor

President of Association for Evolutionary Economics
Paper read at Rocky Mountain Social Science Association, Salt Lake City, April 1972 "Technology, the Technostructure and Economic Progress"

Paper to be read at Toronto, Canada in December at the Association for Evolutionary Economics, mtg.

Gary Hufbauer - Professor

Member, National Academy of Science panel on International Trade and Environmental Quality

"The Control of Capital Movements," delivered before U.S. Treasury Conference, Dec. 7-8, Washington, D.C.

"Environmental Quality, Income Distribution, and Factor Mobility; The Consequences of Local Action", read at the AFEE meeting, December 28, Toronto.

Paul Jonas - Professor

Lecture Series "Probing the Future" New College, Sarasota, Florida (Spring vacation, 1972)

II 6. Activities (Cont)

Paul Jonas - Professor (Cont)

Paper, "Pricing Policies in Soviet-Type Economies," Midwestern Economic Association meeting, St. Louis.

Paper, "Depolitization in Hungary: Reformers Without Issues" at the Rocky Mountain Association, Salt Lake City.

Discussant, American Economic Association Meeting, Toronto, Dec., 1972.

William D. Schulze - Assistant Professor

Paper was presented at WAERC Seminar on Natural Resources Development, Oct. 1972 (San Francisco, California)

Paper was presented at the Aug., 1972, Western Economics Association Meetings (Santa Clara, California)

Paul Therkildsen - Associate Professor

Paper, Evaluation and Methodology in Social Action Programs

Paper, An Alternative Approach to Poverty in the U.S., Interdisciplinary Study Program sponsored by the NSF at Miami University, Oxford, Ohio.

7. Other professional activities:

Albert M. Church - Assistant Professor

Consultant to the Santa Fe Police Department

Consultant to the John C. Lincoln Foundation for the Hartford Property Tax Study

Consultant to the International Association of Assessing Officers

Sanford Cohen - Professor

Consultant to SWECL, summer, 1972

Appointed by State Personnel Board to investigate and recommend on labor dispute in Villa Solano Facility.

II 7. Other professional activities (Cont)

Peter Gregory - Professor

Consultant to Instituto American Para el Desarrollo del Sindicalismo Libre, Guatamala, Summer, 1972.

Prepared a report, "La Politica Salarial on Centroamerica y Panama" which is being published and distributed by the Institute de Estudios Sindicales Centro-americano.

David Hamilton - Professor

Partner in Legal Economics, doing economic research for lawyers.

Alfred L. Parker - Associate Professor

Speaker: NEA New Mexico Cooperative Workshop Program, Oct., 1972,

Department of the Army National Security Management Course, Dec. 4 & 5, 1972.

St. Pius High School, "Careers in Economics," Bernalillo County Medical Assn.,

DelNorte High School, "The U.S. Balance of Payments Problem."

Consultant: Governors Energy Task Force and Southern Union Gas, "Gas Curtailment in N.M."

8. Non-teaching University Service:

Shaul Ben-David - Associate Professor

Computer Use Committee

Ad Hoc Council of Environmental Studies

F. Lee Brown - Assistant Professor

Retirement and Insurance Committee

Pham Chung - Associate Professor

Chairman of Gary Santoni's Ph.D. dissertation committee

Albert M. Church - Assistant Professor

Faculty Advisor to the Economics Honor Society (ODE)

With W. Schulze revision of undergraduate curricula including introduction of three new courses.

II 8. Non-teaching University Service:

Sanford Cohen - Professor

Chairman, Department of Economics (terminated in Nov.)

Chairman, Executive Committee, ISRAD

Micha Gisser - Associate Professor

M.A. Exam committees

Ph.D. core exam committees

Financial aid committee

Member of Ph.D. dissertation committee

Peter Gregory - Professor

Spring semester, 1972, served on the College committee to develop an experimental curriculum in the social sciences under the grant from the National Endowment for the Humanities.

David Hamilton - Professor

Chairman of the Academic Freedom and Tenure Committee

Member of the UNM Press board

Chairman of Social Science Promotion Advisory Committee (A&S)

Gary Hufbauer - Professor

President, Phi Beta Kappa

Member, Campus Planning Committee

Executive Committee, AAUP

Alfred L. Parker - Associate Professor

Member, Athletic Council

William D. Schulze - Assistant Professor

Environmental Theme Committee,

Revised Undergraduate Economics Curriculum (with Al Church) and wrote course descriptions for Environmental Economics (342) and Urban Economics (341).

II 8. Non-teaching University Service:

Donald G. Tailby - Associate Professor

Curricula Committee member

Lecture Committee for the Humanities and Social Sciences

9. Public Service:

Shaul Ben-David - Associate Professor

Member board of directors of the Experiment in Jewish learning

F. Lee Brown - Assistant Professor

President, Albuquerque Consumer Federation;

Treasurer, Albuquerque Childbirth Education Association

Member, Albuquerque Committee on Foreign Relations

Gary Hufbauer - Professor

Trustee, Manzano Day School

10. F. Lee Brown - Assistant Professor

Second child born 11/29/72 - daughter named Amy Leigh

The Report of the Department of English
July 1, 1972 - June 30, 1973
Joseph B. Zavadil -- Chairman

I. GENERAL INFORMATION

A. SIGNIFICANT ACHIEVEMENTS DURING THE ACADEMIC YEAR 1972-73

It is difficult to talk about achievement in an academic year in which the department lost 8.25 FTE, enrollment dropped in both semesters, and so much of our collective faculty life seemed to be threatened by cold business and economic determinants rather than guided by professional judgment. We will begin 1973-74 with a regular faculty that has been reduced by two senior professors, a part-time staff that will be cut in half, and a Freshman English faculty that has lost 10.5 teaching assistants. We will also be struggling to understand and meet the fast-shifting trends in undergraduate enrollment that we failed to keep up with last year. And, of course, we will be heavily involved with questions concerning professional standards that will inevitably arise from internal and external sources -- and most specifically with the concept and processes of tenure. 1973-74 does not promise us many of the best days of our lives.

1. Freshman English

Freshman English administered the Arts and Sciences Communication Skills Test throughout 1972-73. The chore has not been simple, because neither the college nor the English Department began last summer with a clear understanding of specifically what students should be expected to demonstrate in the test. In addition, disagreement on the significance of test results has continued throughout the year. The committee from Freshman English which has prepared and graded the test, however, has been remarkably consistent in the application of grading standards, so that we think grade results have been accurate. The committee has reevaluated each test for indications of desirable improvement in the form or content of the test itself. Over the course of the year, in fact, the test has been aimed progressively more explicitly at the skills students are required to develop at the end of English 101. This direction seems reasonable, since students who do not pass the CST are advised to enroll in 101 for help on subsequent attempts. It is

possible that the college would not consider writing skills at the 101 level high enough to qualify for A & S admission; but at least some progress has been accomplished by the CST committee in improvement of the test itself and in definition of a working concept of writing proficiency for the college. Obviously now the committee needs help from the department and the college. We will begin serious departmental discussions of the CST immediately in late August, and I expect the results to involve not only the freshman offerings in English but sophomore-level courses as well.

2. UNDERGRADUATE PROGRAM

For at least two years now many members of the department have felt that our undergraduate program has needed far more attention than we have been able to give to it. In 1972-73 we instituted a revised curriculum, and after a year with the new course structure we are generally satisfied that the changes have been good. Yet with the development of the university-wide pre-registration system and the elimination of compulsory advisement, we have been losing contact with our students. We do not know enough about why they take our courses generally. We do not know enough about the particular interests and needs of students who seek an undergraduate major in English. We know virtually nothing about what English majors can look forward to after they complete the B.A. In order to attack these problems at once in the fall, the department has established an office for Undergraduate Studies parallel in the administrative structure with Freshman English and Graduate Studies. Professor Mary Bess Whidden is the director, and she will be supported by a committee of faculty and students. Professor Whidden and her committee face heavy duty in 1973-74.

3. GRADUATE PROGRAM

In 1972-73 the Graduate Committee gave much of its time and thought to monitoring the revised Ph.D. program. By the end of the year it recommended and secured approval for two new courses that seem to be needed: 697 Comprehensive Study, for students (especially TA's) who

I. A. 3, continued

have completed course work and have chosen the exam option to qualify for candidacy; and 698 Graduate Project, for students who choose the project option for candidacy. In addition, the committee recommended that all 500-level field courses be made repeatable for credit, since course options for graduate students have been substantially reduced with the implementation of the revised curriculum during 1972-73. In effect, the committee recommended that the department organize graduate offerings into a two-year program, with field courses scheduled at least once annually and the focus of these courses alternated each year between a broad and a more selective scope. Correspondingly a seminar program is to be developed, with a seminar in each special field guaranteed students at least every two years in regular rotation. With the adoption of these recommendations the department expects that students will be able to design and plan their studies more freely; yet at the same time we cannot guarantee unlimited study choice, particularly with the size of the faculty under continued threat.

The Graduate Committee also began work on detailed explanation of all requirements, procedures, and components of the graduate program -- specifically for the benefit of students. By the end of the semester four pages of dittoed information about the M.A. program had been completed and issued. This document is organized according to the three main categories of Admission, Financial Aid, and Academic Program (including Advisors, Requirements, Course Description, Foreign Language). It is available to students now. A corresponding document on the Ph.D. program is to be completed in the fall.

4. COMMITTEE FOR REVISION OF THE DEPARTMENTAL CONSTITUTION

In February an ad hoc committee (Professors Pickett, Dewitt, and Remley) was commissioned by the Policy and Personnel Committee to continue a review of the departmental constitution that had been initiated by an earlier committee in the spring of 1972. The new committee engaged in extensive discussion with many members of the department during February and March. In late April the committe's proposal to reconstitute the P & P Committee was passed at a department meeting,

so that it will be awaiting final action at the first meeting of the department in August or September. The committee recommended additional changes in the distribution of responsibility and authority within the department which will also be acted on when the fall semester begins. Considerable modification of the constitution could result.

5. COURSE EVALUATION PROGRAM

The form adopted in spring 1972 for evaluation of teachers and courses by students proved to be acceptable enough for the department to continue its use throughout 1972-73. We do not delude ourselves about the reliability of the statistics generated from these forms. Yet we do have useful material for the support of personnel recommendations, and several members of the department have followed student criticism on the evaluation forms toward improvement of classroom teaching. So we consider the evaluation program worthwhile in spite of its weaknesses, and we will continue to use the current evaluation form.

6. DEPARTMENTAL COLLOQUIUM

During the course of the year the departmental colloquium presented the following programs:

October 3 - Hoyt Trowbridge, "Present and Future Graduate Courses and the Graduate Curriculum"

October 27 - George Arms, "Editing the W.D. Howells Correspondence"

November 3 - Lee Johnson, "Planning a 500-Level Period Course"

November 16 - Fred Waznez, "How I Teach the Novel"

December 6 - Bernard Goldberg, "Whitman's Structural Use of Phrenology in Catalog, Poem, Book"

March 2 - Harold McAllister, "Catholic Motifs in House Made of Dawn"

March 29 - Ray Pickett, "The Study of Style as a Branch of Hermeneutics"

April 20 - Leon Howard, "Ramean Logic as an Aspect of Puritan Hermeneutics, Illustrated by Thirteen Kinds of Adultry in Elizabethan England"

I. A. 6. continued

May 10 - Patrick Gallacher, "Food, Laxatives, and Catharsis in the 'Nun's Priest's Tale' "

7. D.H.LAWRENCE FELLOWSHIP FOR SUMMER 1973

The D.H. Lawrence Fellow for summer 1973 is Glenna Luschei. Ms. Luschei has written two books of poetry and published individual poems in several magazines. She herself is also editor of the poetry magazine Cafe Solo. A former resident of Albuquerque, Ms. Luschei now lives in San Luis Obispo, California.

8. ENROLLMENT TRENDS

Enrollment in 1972-73 generally was down. According to the departmental figures on the continuing chart on the following page (which vary slightly from official computer figures, but not much and in both directions), most of the loss occurred at the freshman level, where the adoption of the CST and the change in A & S group requirements apparently has affected enrollment substantially. Enrollment is also down in the general literature courses at the sophomore level, where the group requirement shift again may have contributed. Upper division and graduate enrollment increased slightly over the year.

During 1972-73 ninety-one students completed undergraduate work with a major in English. There were seventy-four English minors. Nineteen students completed the M.A., and eighteen the Ph.D.

I. A. 8. continued -- Chart -- ENROLLMENT TRENDS

TABLE I
Semester I

Category	1968-69	1969-70	1970-71	1971-72	1972-73
Freshman Writing	2665	3030	3499	3341	3029
LD Writing	123	175	186	182	196
LD Literature (incl.Eng. 300)	1656	1695	1818	1771	1513
UD & Graduate	1330	1239	1153	1188	1115

TABLE I
Semester II

Category	1968-69	1969-70	1970-71	1971-72	1972-73
Freshman Writing	2378	2795	2876	2826	2947
LD Writing	109	195	166	204	224
LD Literature (incl.Eng. 300)	1408	1519	1565	1722	1693
UD & Graduate	1405	1317	1164	1178	1302

B. PLANS FOR 1973-74

Our major plans for 1973-74 have already been indicated in the paragraphs under I.A. of this report: review of the CST and the objectives of the writing program, development of a genuinely effective and integrated program of undergraduate studies, improved implementation of the graduate curriculum, action on the proposed revisions of the departmental constitution. I should think that external facts of life will also direct us toward serious study of the allocation of departmental faculty resources generally. If we suffer reduction of senior faculty in the next few years, we must be prepared to adjust our strength in terms of priority fields or special interests. Such problems are complicated and difficult to face, but we would be foolish to ignore the prospect of their importance in our future.

C. ADDITIONS

Hugh H. Witemeyer. B.A., University of Michigan, 1961. M.A., Oxford University, Lincoln College, 1963. Ph.D., Princeton University, 1966. Assistant Professor of English, University of California, Berkeley, 1966-1973. Victorian and Modern Poetry and Literature. Special competence in Ezra Pound.

D. SEPARATIONS

Katherine Simons. Instructor from 1940-1943. Assistant Professor from 1943-1951. Associate Professor from 1951-1968. Professor of English from 1968-1973.

E. W. Tedlock, Jr. Instructor from 1943-1947. Assistant Professor from 1947-1952. Associate Professor from 1952-1958. Professor of English from 1958-1973.

PART II
Annual Report - 1972-73

1. ADVANCED STUDY

Susan V. Dewitt
Ph.D. completed, University of Washington, December, 1972.
Dissertation title: "Ben Jonson and the English Verse Letter."

Morris Eaves
Ph.D. completed, Tulane University, June 1972.
Dissertation title: "Blake's Artistic Strategy."

Daryl F. Lane
Ph.D. completed, The University of New Mexico, August, 1972.

Lois A. Marchino
Ph.D. completed, The University of New Mexico, May 1972.
Dissertation title: "The Search for Self in the Novels of Doris Lessing."

James L. Thorson
Further study in Macedonian language and literature.

2. SABBATICALS ETC.

George Arms
Sabbatical January to June, mostly in residence at the Newells Center, Bloomington, Indiana. Three-week trip to Turkey and Greece (April)

Paul David
Travel to Berkeley.

Susan V. Dewitt
June-July 1972, research in the Folger Shakespeare Library, Washington, D. C. Research Allocations Committee grant.

Gene Frumkin
Sabbatical, fall semester 1972. Traveled in California, Minnesota, North Dakota, and Wisconsin.

Leon Howard
Travel: New Zealand.

David M. Johnson
Sabbatical: 1972-73. Traveled in Spain and Greece.

Ivan Kolada
Summer 1972 at Huntington Library in San Marino, California.

2 cont.

Roy Pickett
Sabbatical leave semester II. Travel in England and Ireland.

Ellen Spolsky
Leave of absence July 1971 - August 1972. Travelled to Jerusalem, Israel.

James L. Thorson
Leave without pay for Fulbright senior lectureship, January through June 1972. Teaching American and English literature at the University Kiril i Metodius, Skopje, Macedonia, Yugoslavia, January through June. Travel in Yugoslavia, Greece, Turkey, Bulgaria, Romania, The Soviet Union, Hungary, Austria, Germany, Belgium, England, and Scotland. Sabbatical leave July 1 to December 31, 1972, in residence at Oxford University.

Hoyt Trowbridge
Spent summer of 1972 in Pennfield, N. B., Canada, mostly doing scholarly writing, but also spent short periods studying at Widener Library, Harvard, and Harriet Irving Library, University of New Brunswick, Fredericton, N. B.

3. NEW SCHOLASTIC HONORS ETC.
Robert E. Fleming
National Endowment for the Humanities Summer Stipend for Younger Humanists, Summer 1972.

Ivan Melada
Research Allocations Committee grant for summer study at the Huntington Library, June 7 to August 10, 1972.

Ellen Spolsky
American Council of Learned Societies Award for Computer Oriented Research in the Humanities.

Lynn Strongin
National Endowment for the Arts, Creative Writing Fellowship, $5,000.

James L. Thorson
Fulbright senior lecturer, 1972-73, as above.

4. PUBLICATIONS

George Arms
Review of K. L. Lynn's William Dean Howells, American Literature 44 (Jan. 1972), 665-666.

Edith Buchanan
"Milton's True Knight," South Atlantic Quarterly, Autumn, 1972, 480-487.

Paul Davis
Contemporary Controversy. Second Edition. Macmillan (1973). With Morris Freedman.

Morris Eaves
Comprehensive index to Foster Damon's Blake Dictionary; index now scheduled for publication as a separate volume by Brown University Press, 1973.
"A Reading of Blake's Marriage of Heaven and Hell, pts. 17-20: On and Under the Estate of the West," Blake Studies (Spring 1972), about 20 printed pages.
The entry on Charles Lamb in the Milton Encyclopedia, (Spring 1973) from University of Wisconsin Press; article is 10 pages of typescript.
"The Title-Page of /William Blake's/ The Book of Urizen," essay in the volume honoring Sir Geoffrey Keynes, forthcoming Spring 1973 from Oxford University Press; essay is 12 pages of typescript.
"An Object Lesson for Consumers," essay-review on Benjamin DeMott's Blake and Manchild (tape recording), forthcoming in Blake Newsletter 21 (Summer 1972.
A review of Andrew Wright's Blake's Job (Oxford 1972), scheduled for publication in Eighteenth-Century Studies.
A review of the Warner-Wallace-Sutherland videotapes on Blake's Visions of the Daughters of Albion and America; scheduled for publication in Blake Newsletter 22.
A review of Arum Boyajian's two films on Blake produced for ABC-TV in 1972; scheduled for publication in Blake Newsletter 23.

Robert E. Fleming
"The Novels of Ronald L. Fair," CLA Journal, 15 (June 1972), 477-487.
"A Working Bibliography of Black Periodicals," Studies in Black Literature, 3 (Summer 1972), 31-36. With Ronald Quarry.
"'Playing the Bosoms' in the Black Novel," SBL, 3 (Autumn 1972), 21-26.
"Black Literature Programs--Special Problems of the Rocky Mountain Schools," Bulletin of the RMMLA, 26 (Fall 1972), 108-112.
"Oscar Micheaux's Forgotten Homestead Novel," Society for the Study of Midwestern Literature Newsletter, 2, no. 3 (Fall 1972), 9-10.

4 cont.

Robert Fleming (continued)
Review: World of Nothing by Ronald L. Fair, Negro American Literature Forum, 5 (Winter 1971), 155.
Review: Red Sky at Morning by Richard Bradford. Southwestern American Literature, 1 (May 1971), 101-102.
Review: Blacks in America: Bibliographic Essays by James M. McPherson et al. Negro History Bulletin, 35 (Oct. 1972), 144.

Gene Frumkin
Dostoyevsky & Other Nature Poems, Solo Press (book, fall 1972)
Locust Cry, San Marcos Press (book, due Dec. 1972)
Poems:
"Cat Question," "The Woman Describes Her Present Condition," Au Verso, January 1972 issue.
"This Great Age," Yankee, Feb. 1972 issue.
"The Magdalena Silver Mine," Stooge #6, February 1972.
"The World You Imagine," "The Orators," Dacotah Territory #2, February 1972.
"Cloning: First Person for Anyone," The Nation, June 12, 1972.
"Misplaced," Fervent Valley #2, August 1972.
"Hypnos Waking Knocks at the Door," "The Moth," Cafe Solo #4, Fall 1972.

Patrick J. Gallacher
A review of Jerome Mitchell's Thomas Hoccleve: A Study in Early Fifteenth Century English Poetic, in Style, 6 (1972), 195-197.

Leon Howard
"Portia's Reasoning in The Merchant of Venice," pp. 103-9, Neuphilologische Mitteilungen (Helsinki, 1972).
"Poe's Eureka," pp. 1-14, Mystery and Detection Annual, Los Angeles, 1972.
"The Puritans in Old and New England," Stuart and Georgian Moments, Berkeley and Los Angeles 1972, pp. 41-74.

Joseph M. Kuntz
Poetry Explication: A Checklist. Third edition. The Swallow Press, Inc., Chicago, Illinois. In press.

Daryl F. Lane, Jr.
"An Archetypal Parallel: Gilgamesh and Eglamour of Artois," read to Philological Association of Pacific Coast, November, 1971.
"Conflict in Sir Launfal," to be published in January 1973, in Neuphilologische Mitteilungen.

Lois A. Marchino
"The Search for Self in the Novels of Doris Lessing," Studies in the Novel, Summer 1972, pp. 262-261.

4 continued

Tom Mayer
The Weary Falcon, Houghton-Mifflin.
"Staggerwing & Me," Playboy, September 1972.
"Bush Pilot," True, March, 1972.
"Yellow Bird," Air Progress, February 1973.
"A Walk in the Rain," Penthouse, February 1972.
"Just Fine," accepted by PPC for December 1972.

David McPherson
Editor of Ben Jonson: Selected Works (New York:Holt, Rinehart and Winston, 1972).
"Some Renaissance Sources of Jonson's Early Comic Theory," English Language Notes, VIII (1971), 180-182.
"Herculean Malvolio," scheduled for publication April 1973 by Notes and Queries.
"Rough Beast into Tame Fox: the Adaptations of Volpone," scheduled for publication in 1973 by Studies in the Literary Imagination.

David A. Remley
"Crooked Road: Oral History of the Alaska Highway," accepted for publication by Northern Engineer, published by University of Alaska, Fairbanks, Alaska.
"Teaching Native American Literature," Problems in Applied . . . Sociolinguistics . . . , ed. by Gilbert, Ornstein, Pacheco (Rowley, Mass.: Newbury House, expected publication date Fall-Winter 1973). (This is a chapter in a book.)
"Upton Sinclair and H.L. Mencken in Correspondence: 'An Illustration of How Not to Agree,' " SCQ, to be published Fall-Winter 1973.
"Arctic Poem for Alaska," SDR, V (Winter 1972-73), pp. 83-84.

Patricia Clark Smith
"Via Dolorosa" and "San Luis, New Mexico," two poems published in the South Dakota Review, December, 1972.
Accepted for publication:
"Mother's Diary," and "Closing Down," for Cafe Solo.
"Falling to the Land," for Dakotah's Review, Spring 1973.
"Memory," an interview to be in The Common Law, by Janet Adelman, to be published by Yale University Press, June 1973.

Dillon Spolsky
"Computer-Assisted Semantic Analysis of Poetry," Computer Studies in the Humanities and Verbal Behavior, III 3 (October 1970), 165-168.

Lynn Strongin
New York Quarterly, Autumn 1972, #12, poem "On the Head of a Coin."
Dakotah's Review, Fall 1972, I, 1, poem "Hunting," p. 12.
Impetus, Fall 1972, III, 1, three poems, "Weathervane," "Resolution," "Under the Seam," pp. 51-2.
Ark II, Summer 1972, III, 3, poem "Emily Dickinson Postage Stamp," p. 55
[illegible] 71
[illegible] of contemporary women poets, Doubleday, Spring 1973.

4 continued

Lyam Strongin continued
The San Francisco Bark: A Gathering of Bay Area Poets, March 1972, poem, "Ready," p. 12.
Stooge, May 1972, review "The Thread We Axe" of Dave Bromige's book of poems, "Threads." (no p.) (work forthcoming in Poetry, Chicago, February 1973.)
Stooge, Winter 1972, two poems, " The Dwarf's Nocturne," "The Elf and the Pastoral," (no pp.).
Confrontation, Winter/Spring 1972, poem "A Lovely Kind of Land," pp. 3-5.
Book: The Dwarf Cycle, Summer 1972, Thorn Spring Press.

James L. Thorson
"Bibliography of Samuel Butler 1612-1680." Bulletin of Bibliography will appear in January.
"A Broadside by Samuel Butler," accepted by Bodleian Library Record in Oxford, England.

Hoyt Trowbridge
Review of Lawrence Lipking, The Ordering of the Arts in Eighteenth-Century England, in Eighteenth-Century Studies, V (Winter, 1971-72), pp. 331-35.

Mary Martha Wolfle
Editor, Echoes of the Flute. Ancient City Press, Santa Fe, June 1972.

5. OTHER RESEARCH PROJECTS ETC.
George Arms
Continuing work on Howell's letters (first volume still scheduled for 1973; second volume moving toward completion, some planning on volumes 3-6).

E. W. Baughman
Continuing study of literary devices in Hawthorne's novels. Continuing cataloguing of folklore collected by my students.

L. Scott Caldes
Working on anthology of background readings of southwestern literature with Jim Barbour.

Susan V. Dewitt
In progress: "Samuel Daniel: A Social Imagination" and "Social Landscapes: Johnson and Pope" - articles.

Harold Ewen
In progress: a book, Blake's Apocalyptic Strategy, now near completion. An edition of letters by the English Romantic poets, in which Oxford [illegible] documents.

Robert E. Fleming
Accepted for publication: "Cullen E. Griggs: Militant Black Novelist?" by Phylon.
"The Nightmare Level of the Man Who Cried I Am" by Contemporary Literature.
"Overshadowed by Richard Wright: Three Black Chicago Novelists" by Negro American Literary Forum.
"Martin R. Delany" by Negro History Bulletin.
Bibliographies on Lumsis and Bendelloz; one review.
Submitted: "Humor as a Weapon in the Early Black Novel" (18 pp. typescript).
Articles on white characters in black writers' works, and on Hemingway.

Gene Franklin
A manuscript of poems has been completed for Swallow Press, which is publishing an earlier ms. in Spring 1973. Still another ms. of poems is in progress as well as a novel and some research to be used perhaps in a critical way.

Patrick J. Gallacher
A review of Gwyn Jones' Kings, Beasts, and Heroes for a journal called Glig. Proposals sent off for papers to be read at meetings: Medieval Association of the Pacific, Stanford; Conference of Medieval Studies, Kalamazoo; International Conference of Neo-Latin Studies, Amsterdam.
A completed book, yet to be published (previously reported).

Leon Howard
Literature and the American Tradition (book), re-published 1972.
"Wright Morris," some 60 typed pp. for Scribner's Dictionary of Literary Biography (completed and accepted).
Work in progress on the Puritans, Melville, Faulkner.

David M. Johnson
Ritual cult sites; book of poetry.

Lee M. Johnson
Continuing work on book about nineteenth century aesthetic problems.

Dorothy M. Logan
Completed is an article on James Joyce's "The Dead." In progress are an article on Ben Jonson's Volpone and a text book on the teaching of literature in today's high schools.

Tom Mayer
Book to be published by Houghton Mifflin in the fall of 1973, tentatively entitled Climb for the Evening Star.

David McMorrow
Completed revision of 175-page typescript, a catalogue of Ben Jonson's Library and marginalia. Now seeking publisher.

Ivan Melada
In progress: a book-length study of industrialism and English literature, 1870-1970.

Roy Pickett
Research in linguistics and stylistics. Work in progress on the style in Melville's "Bartleby" and H.L. Mencken's essays.

Mary Power
Work on book on Irish novelist Flann O'Brien -- in progress; an essay, "Araby," the Arabian Nights and Eastern Enchantments -- submitted.

David A. Remley
Completed 600 page first draft of history of Alaska Highway to be published by McGraw-Hill Book Company, expected publication 1974, plus a 100 page third draft.
Two short stories and several poems in preparation.

Harvena Richter
Novel in progress -- final revision; work on another novel -- in progress.

Katherine G. Simons
Continued research to support courses in General Honors, Shakespeare, and the Renaissance, with view to enriching teaching, not publication.

Patricia Clark Smith
Completed revision of manuscript of book, Sublime Decor: Poe's Arabesque.

Ellen Spolsky
Additional work on the computer generated concordances and analysis of poetry and dictionaries (supported by ACLS grant for Computer Oriented Research in the Humanities). Programs written to use new dictionary on computer tape (supported by UNM RAC).

James L. Thorson
Conducting research at Bodleian Library, Oxford, on the Restoration and the eighteenth century, particularly on intellectual history and Samuel Butler.

Mazola Tillotson
"George Eliot on the Subjection of Women: The Mill on the Floss" (essay, completed). Essays on new-world imagery in Romantic poetry, Jane Austen, teaching poetry, and Gothic fiction in progress.

Hoyt Trowbridge
Small grant from UNM Faculty Research Allocations Committee for travel and typing "Pope's Eloisa and the Heroides of Ovid" (paper read at annual meeting of American Society for 18th-C Studies, UCLA, March 1972 - to be published in Proceedings of ASECS)

5 continued

Hoyt Trowbridge continued
"Jane Austen's System of Values" (paper read at Arizona State University in May 1972 -- to be published in my forthcoming book, From Dryden to Jane Austen).
Four book reviews, to be published in Societas, Mod. Engl. Notes, Mod. Philol., and ECS.

Fred B. Warner, Jr.
Rewrite of novel, now with Marie Rodell Agency, NYC. In progress: book on early career of Stevenson; monograph on methods of teaching the novel.

Mary Martha Weigle
Editor and Annotator, Hispanic Villages of Northern New Mexico, in press (for Spring 1973).
In progress: Dissertation revision; novel; linguistic fieldwork in Tewa language.

6. ACTIVITIES IN LEARNED AND PROFESSIONAL SOCIETIES ETC.
George Arms
Committee on the Hubbell Award, 1971-1975 (Am. Lit. Section, MLA).
Sponsor, Oscar Cargill Memorial Seminar Room, New York University.
Modern Language Association meeting, New York, Dec. 26-30.

Ernest W. Baughman
Vice-President and program chairman, New Mexico Folklore Society, 1971-72. Meeting, May 1972. President 1972-73.

Edith Buchanan
President, UNM Chapter Phi Beta Kappa

Paul Davis
Attended New Mexico Bio-Technic Conference.

Robert E. Fleming
Member, Executive Council, Society for the Study of Midwestern Literature.

Patrick J. Gallacher
Paper read in April, 1972, at Conference of Medieval Studies, Kalamazoo: "The Poetic Word, the Incarnate Word, and the Symbol of Memory."

David R. Jones
Associate member, Centre d'Etudes et de Recherches Irlandaises, University of Lille (France) III.

6 continued

Lois A. Marchino
MLA: National Council of Teachers of English; College English Association Chairman of Doris Lessing Seminar, MLA December, 1972.

David McPherson
Chairman and discussion leader of Ben Jonson Quadricentennial Celebration, a seminar of the Modern Language Assn. to be held at the MLA convention in New York, December 29, 1972, 4:45 - 6:00 p.m.

Ivan Melada
Member, MLA; Member RMMLA; member, Friends of the Huntington Library.

Roy Pickett
Member of Linguistic Society of America, attendance (projected) at the LSA annual meeting, Atlanta, December 26-29, 1972

Mary Pomar
Participant, Women's Caucus, Rocky Mountain Modern Language Assn., Tucson (October, 1972).
Attendance projected MLA, New York.
Attendance, Institute of Continuing Education, University of Michigan, seminar, Legal Problems of Employing Women in Higher Education, June 1972.

David A. Remley
Chairman, Western Americana - Folklore Section, RMMLA Conference, Fall, 1972; Vice-Chairman, Ethnic Studies Section, RMMLA Conference, Fall, 1972.
Attended Fall 1972 Convention, Western Literature Assn.
Invited to read paper, Spring 1973 Conference of CCCC.
Read paper at Spring 1972 Southwest Ethnic Studies Conference, Univ. of Texas, El Paso.
Elected President, Southwestern American Literature Assn. for 1973.

Patricia Skarda Smith
Attended New Mexico, science fiction convention, 1972; served on planning committee.
Also attended 1972 RMMLA, Tucson, Arizona, in October.
Attended MLA, New York, December, 1973.
Attended Poe Seminar by invitation; addressed group briefly on work in progress.
Participated in formation of Poe Studies Association; Southwestern Representative, Poe Studies Association.

Elton Smith
Talk about the computer semantics project to a UNM Symposium "Computer Applications in Humanities and Behavioral Science," December 1, 1972.

6 continued

Marcia Tillotson
Attended 1972 RMMLA in Tucson, October, 1972: chaired Women's Caucus and Feminist Criticism section.

Hoyt Trowbridge
Chairman, Comm. on Publications, Amer. Soc. for 18th-C Studies.
Attended annual meeting of ASECS, UCLA, March, 1972.
Attended English Institute, Harvard, September, 1972.
Gave talk on English Evening Lecture Series, Ariz. St. U., May, 1972.

Joseph B. Zavadil
Attended MLA meeting, December 27-30, New York City.

7. OTHER PROFESSIONAL ACTIVITIES ETC.

George Arms
Executive committee of the editorial board for the Indiana University Press edition of W.D. Howells (9 volumes now in print). Co-editor of The Explicator. Director and president of The Explicator Literary Foundation. Advisory Board, Abstracts of English Studies. Editorial Board, American Literary Realism. Advisory Board, ESQ: A Journal of American Renaissance.

Paul Davis
Has reviewing for Harcourt Brace, MacMillan, Holt, Rinehart & Winston, Judge Wm. Brown.
NCTE Writing Program for H.S. Juniors.

Susan V. Dewick
English Dept. colloquium - talk on Ben Jonson & conversational poetry.
Guest lecture - Landscapes and society in English literature - for English 456.

Morris Eaves
Worked as Managing Editor, Blake Newsletter, an illustrated quarterly, throughout the year, publishing 3 major issues.
Got for Zimmerman Library an exhibition of Wm. Blake's designs for Thomas Gray's poems; composed the notes for the exhibition, which was scheduled to run 1-30 June 1972, but due to especially good response, it ran from 1 June to 15 September.
In April 1972, read a paper on Blake's Marriage of Heaven and Hell at the (English) Departmental Colloquium.

Robert E. Fleming
Read paper on John A. Williams at the (English) Departmental Colloquium.

7 continued

Gene Frumkin
Poetry readings at F. Lewis College, Durango, Colorado, and St. John's, Santa Fe. Talks before the Midtown Optimists Club, Albuquerque, and classes at West Mesa High School and Jefferson Junior High School.

Lee M. Johnson
Participant in final panel discussion of Symposium -- taped for the radio.

David R. Jones
Ubu the King, by Alfred Jarry, produced and directed, Bandelier East; Tango, by Slawomir Mrazek, produced and directed, Bandelier East, November 30, December 1-2, 1972.

David McPherson
Completed writing a play, "O Rare Ben Henson," to be performed at the Oregon Shakespearean Festival, Ashland, Oregon, summer of 1973.

Patricia Clark Smith
Organized and addressed Poetry Workshop for Sandia High School, Albuquerque, New Mexico.

Lynn Strongin
Listing in: Academy of American Poets Reading Circuit (1972), International Who's Who in Poetry (4th ed. London), Contemporary Authors, Galen Williams, ed. Who's Who Among Authors & Journalists, NYC, 1972.
A project of five of my poems is being set to the dance by composer, Gwendolyn Watson, and will be premiered at Bazzard College, Feb. '73, under the title, Homestretch!
October 15, 1972, two poems were performed as songs at Studio 58, NYC, composed by Gwendolyn Watson. The concert was titled, Premiere Concert; the two poems, "Splendor of the Spare," and "We Are Going a Far Journey."
I have been invited to read and participate in a three-day panel at the University of California, Irvine, April '73 in a program called "Writers & Writing in the Schools," as part of the University of California Extension Program. (Others in the program will be Hoxton Hawsen, Michael McClure and Ardral Cadgesca).

James L. Thorson
Lectures presented: "The Satiric Personnae of Jonathan Swift" and "Kurt Vonnegut: The Gentle Satirist" at the Univ. of Novi Sad, Yugoslavia, April 12-13, 1972. "Graduate Study in the United States," and "Kurt Vonnegut: An American Phenomenon" lectures at the Univ. Klirii i Metodima, March 14 and May 9, 1972. "Wallace Stevens" lecture at the Univ. of Belgrade, April 19, 1972. Guest lecturer on James Baldwin at the Croatian English teachers' seminar in Rijeka, [illegible]
[illegible] evaluator by the Canada Council, [illegible]

Hoyt Trowbridge
Member, Board of Editors, Journal of General Education.

Fred B. Warner
Read paper at departmental colloquium; lectured to teachers and students in honors program reading classes; invited to consult with members of New Mexico Humanities Council at organizational meeting; guest lecturer in A & S experimental humanities class.

8. NON-TEACHING UNIVERSITY SERVICE ETC.

George Arms
Committee on American Studies. English Graduate Committee.

Ernest W. Baughman
Chairman, Committee on English Department Reorganization. Member English Department Policy and Personnel Committee.

Edith Buchanan
Graduate Committee, Department of English; Ph.D. Exam Committee, Department of English; Chairman of eight Dissertation Committees; Chairman of one Committee on Studies, member of two others; Graduate Advisor; Entrance and Credits Committee; Phi Beta Kappa Executive Committee; Chairman Popejoy Professorship Committee (A & S).

L. Scott Catlett
Director, Freshman English Program, Sem. I, 1972-73. Chairman, Freshman English Committee.

Paul Davis
Academic Freedom and Tenure Committee; Faculty Policy Committee; P & P; Freshman English Committee; Recruiting Committee; Selection Committee; Undergraduate Seminar Program.

Susan V. Dewitt
English Department Policy and Personnel Committee; English Department major advisor; University Student Standards Committee.

Morris Eaves
Served on University Committee on Grading and Evaluation; Research Allocations Committee; English Department M.A. Exam. Committee; Research Program Committee (English Department); on 3 graduate Study Committees; directing 2 dissertations.

Robert E. Fleming
Chairman, M.A. Examining Committee; member of Department Policy & Personnel Committee and Department Graduate Committee; Secretary of English Faculty meetings.

8 continued

Gene Frumkin
Faculty advisor, ASUNM-GSA Poetry Reading Series.

Patrick J. Gallacher
Ph.D. Comprehensive Examination Committee.

J.W. Heist
Member of committees for two Ph.D. candidates: Lawrence Morris; and William Weldon.

Leon Howard
Directing one dissertation and some independent study during summer and fall when not employed.

David M. Johnson
Advisor: English - Philosophy; Student Publications Board; Policy and Procedure Review for Department.

Lee M. Johnson
Chairman, M.A. Exam. Committee.

David R. Jones
Chairman, Planning Committee for New Freshman Humanities Curriculum (A & S); Dean's Advisory Committee (A & S).

Joseph M. Kuntz
Department of English advisor, English majors; Curriculum Committee, Department of English; Policy and Personnel Committee, expanded, Department of English.

Dorothy M. Logan
Advisor to undergraduate English majors; member Freshman English Committee; member University Committee on Scholarships, Prizes, Loans and High School Relations.

David McPherson
Member Freshman English Committee.

Ivan Melada
Director of English Graduate Studies; Chairman, English Graduate Committee; member English Department Policy and Personnel Committee, Spring, 1972; member University Library Committee, Spring, 1972.

Roy Pickett
Coordinating Committee on Linguistics and Language Pedagogy; English Department Ph.D. Examination Committee; Departmental Advisor and Examiner for the MATE Program.

Mary Power
[illegible] Graduate Committee; Secretary AAUP; [illegible] Policy; [illegible] Committee; Member, English Dept. Policy & Personnel [illegible]

Mary Power continued
Master's Exam. Committee; Member, Women's Action Task Force; Advisor on registration.

David A. Remley
Faculty Advisor - English Department.

Katherine G. Simons
Department of English, in charge of undergraduate majors. Advisor to English majors -- about 20 students.

Patricia Clark Smith
Member, Student Standards Committee; Freshman English Committee; D.H. Lawrence Fellowship Committee.

Ellen Spolsky
UNM Graduate Committee: Chairman of the Graduate Committee sub committee on minority admissions to graduate school; member of the Search and Screening Committee for Graduate Dean/Assoc. VP.

Marcia Tillotson
Secretary, Faculty Policy Committee.

Hoyt Trowbridge
Member, UNM Press Committee, January - June; Chairman of the Comm., July - January; Chairman, Dean Wollman's Ad hoc Committee on Department of Sociology, Spring, 1972.

Fred B. Warner, Jr.
Graduate Advisor; University Library Committee; Departmental Graduate Committee; Departmental Doctoral Examination Committee; Departmental book buyer; Application Committee.

Joseph B. Zavadil
English Department Chairman.

9. PUBLIC SERVICE
Edith Buchanan
UNM Friends of Art, Friends of Music, Friends of Libraries.

L. Scott Catlett
Board Member, Friends of Art; Coach, Lobo Little League.

Paul Davis
Advisory Board, Special Services Program; Advisory Board, Native American Studies Program.

Leon Howard
Advisory Board, Nineteenth Century Fiction; Advisory Editor, The Complete Writings of Herman Melville; Consulting Editor, Mystery and Detection Annual. Consultant, National Humanities Foundation.

9 continued

Mary Power
Member, Equal Rights Legislative Committee

Marcia Tillotson
Talked to Albuquerque Junior League on Equal Rights Amendment, October 10, 1972.

Hoyt Trowbridge
Member, Program Committee, Friends of the Albuquerque Public Libraries.

Joseph B. Zavadil
Board of Directors, Lobo Little League.

10. PERSONAL INFORMATION

Ellen Spolsky
Ruth Miriam, born February 25, 1971 (not reported earlier because of leave of absence).

Mary Martha Weigle
Sick leave due to serious automobile accident, September 28 - beginning of spring semester.

THE REPORT OF THE DEPARTMENT OF GEOGRAPHY

July 1, 1972 - June 30, 1973

Iven Bennett, Acting Chairman

I. General Departmental Information

After a half dozen years of reasonably steady increase in enrollment, enlargement of staff and expansion of the number of course offerings, the Department of Geography experienced no overall significant growth during the period covered by this report. One new staff member and one new course were added, but when the entire picture is viewed the changes are small compared to those of most recent years. Whether the year is part of a plateau which must be crossed before the department embarks on another period of growth, or whether we have topped out at or near our maximum size, remains to be seen, of course. If one were to judge, however, by the considerably larger role of geography in most of the nation's universities of this type and size, it would seem possible the present year has been only an interruption in a long-term period of growth.

This is the first year in which formal specialization in particular aspects of geography has been available to undergraduate majors. The purpose of the innovation is to give more direct guidance to students desiring to specialize

than was available in the past. The courses listed under each specialization spell out in detail the desired route to be taken, specifying, in addition to the courses required of all majors, recommended courses in geography and in other disciplines. In some cases the courses from other disciplines can be used for a distributed minor (e.g., the mathematics and physics courses suggested for the specialization in climatology). The opportunity to formally specialize has been received favorably by students, with several announcing their intention of following one of the recommended lines of study.

As mentioned above, one new course was added to the departmental offering: Spatial Organization, a sophomore-level course offered in the fall by Delmar Dyreson.

The department received an NSF Institutional Grant of $1,990 for the purchase of aerial photographs and maps to be used in teaching and for faculty and graduate student research.

Barbara Geyer, who received her B.A. with a major in geography in December 1972, was awarded a six-week internship for the summer of 1973 in the Map Division of the Library of Congress. Part of the arrangement permits her to select a fairly sizeable number of duplicate maps from the Map Division's collection for transfer to and permanent deposit in Zimmerman Library. Miss Geyer, though formally not a degree candidate, has remained at the University taking graduate courses and working in Zimmerman Library. She served with Rodman Snead of the Department of Geography as a member of Dean John Harvey's Map Collection Development Committee.

Plans and Recommendations

Due to the absence of the department's regular chairman, it does not seem appropriate to present a statement on plans and recommendations. This does appear, however, to be a good place in which to present one of the department's most pressing needs.

We should have more graduate assistant help than the one, lonely, terribly overworked assistant assigned the department. The need is extremely serious and threefold in nature: (1) to permit the establishment of laboratory sections in the introductory physical geography course (101), the practice in most schools where it is taught; (2) to assist deserving students unable to undertake graduate study without financial aid; and (3) to assist an overburdened faculty with the heavy workload created by large undergraduate classes. All of the purposes are worthy. The quality of teaching in Geography 101 would be enhanced greatly through the addition of laboratory excercises dealing with spatial relationships, weather and climate and other subjects covered in the course. Several highly qualified students have not matriculated in the graduate program because of their inability to obtain financial aid. A serious consequence of this has been a lowering of the average quality of students in the program. Some of the faculty find it difficult to conduct a full research program because of the large amount of time spent grading examinations and performing other routine tasks that could be done by assistants (and which are done by assistants in most other departments). What has happened is

that the limited available help is used primarily by one aggressive senior faculty member while the others largely do without. The situation really amounts to one in which most of the members of the staff are forced to function in a state college work situation while trying to compete for scholarly recognition and promotion in a university environment.

Appointments to Staff

Douglas H. Gordon joined the staff in January 1973 at the rank of assistant professor. He comes to us with college teaching experience in Wisconsin, Hawaii and Korea and at both lower and upper division levels. His last position was as a research fellow in Tohoku University, Sendai, Japan. He is fluent in the Japanese language and has considerable knowledge of Korean. He will teach courses in the geography of eastern Asia, introductory physical and human geography, and is prepared to assume responsibility for the field methods and cartography courses. His arrival is helpful not only because he brings genuine expertise in the geography of an important part of the world, but by taking on some of the load of introductory courses he permits others in the department to concentrate more on their specialties.

Separations from Staff

There have been no separations from the staff as of the time, early May, of preparation of this report.

II. Composite of Information Requested on Individual Biographical Supplements

Advance Study

Douglas Gordon neared completion of his doctoral dissertation, "The Impact of Environmental Disruption and the Perception of Environmental Quality in Sendai, Japan."

Sabbaticals, Leaves of Absence, Summer Teaching Elsewhere, Travel

Richard Murphy spent the year on sabbatical leave in Europe. Most of the year he was engaged in researching the wealth of archival material on human geography in Paris, in preparation for the development of a world system of human regions based largely on ethnic and political criteria. He also traveled widely in Europe, through France, Switzerland, Italy, Yugoslavia, Hungary, Austria and West Germany. The geography of Europe is his regional specialty, consequently the travel was principally for serious professional purposes.

During the break between the fall and spring semesters, Rodman Snead visited Yucatan and British Honduras to photograph coastal and other landform features. In March of 1973 he spent a week along the coast of the Gulf of California gathering information on the physical resources of the area.

In the summer of 1972 and again in the break between the semesters, Iven Bennett traveled through California and several of the desert and oasis areas of the Southwest gathering information and making colored slides for use in his course in the geography of North America.

New Scholastic Honors, Fellowships, Etc.

None

Publications

Elinore Barrett

Book Review. The Politics of Mexican Development by Roger D. Hansen, Johns Hopkins Press, 1971. In the Journal of Developing Areas, v.7, n.1, pp. 143-145, October, 1972.

Robert Campbell

With L.E. Schlesinger and A.L. Roark. "The Automobile Driver as a Variable in an Environmental System," Psychological Aspects of Driver Behavior, Vol. 1 (Voorburg 2119, The Netherlands, Institute for Road Safety Research, SWOV, 1972).

With A.L. Roark. "Education and Redesign of Complex Man-environment Systems," Environmental Design: Research and Practice. Proceedings of the edra 3 conf. UCLA, Los Angeles, 1972.

Douglas Gordon

"Bibliography on Problems Related to Urban Kogai (pollution) in Western Countries," Special Research Paper No. 1, Urban Pollution and Urban Regional Planning Research Commission, Sendai, Japan, December, 1972.

Rodman Snead

Atlas of World Physical Features, John Wiley and Son, N.Y., 1972

"Mud Volcanoes of the Makran Coast," Explorers Journal, Vol. 50, No. 1, March, 1972.

With Douglas B. McDonald. "Comparison of Aerial Photographs of the San Felipe Region, Baja California," Coastal Studies in Baja California, University of California, Riverside, ONR Contract N-14-69-A-0200-5003, Project No. NR 387-045.

Other Research Projects or Creative Work in Progress

Early in 1972, Elinore Barrett's doctoral dissertation was accepted by the University of California Press for publication in the monograph series, Ibero-Americana. In August 1972, the manuscript was returned with the explanation the series had been

terminated for financial reasons. She has since worked the material into three papers. One of these,"Encomiendas, Mercedes, and Haciendas in the Tierra Caliente of Michoacan," has been accepted for publication. She completed field and library research for a study of colonization and water resource management in Baja, California. This work was partly supported with funds from the University's Research Allocations Committee. She received one of two research stipends of $1,000 available to A & S faculty for use during the summer of 1973. The money will be used to support field work in Mexico.

Iven Bennett completed and submitted for publication a paper dealing with the seasonal variation of solar radiation frequencies in North America. He began a paper on solar radiation in New Mexico which will be added as a new chapter to the revised edition of the State Planning Office publication, The Climate of New Mexico. The heart of this work consists of the study of solar radiation in the Middle Rio Grande Valley on which he has been working for the past two years.

With partial support from the Research Allocations Committee, Robert Campbell worked on the development of a man-environment computer information system. He completed the draft of a book, A Systems Model of Man-Environment Interactions.

Delmar Dyreson completed a Glossary of Arid Zones Terms, which currently is under review for possible publication by the University of Arizona Press. He continued developing a spatial

avoidance simulation computer program, with partial support from the Research Allocations Committee. He has been asked by the Federation of Rocky Mountain States to convert the Composite Mapping System, an urban and regional planning computer program (developed by the U.S. Department of Commerce), to IBM computers, the dominant brand of computers operated by state agencies in the Rocky Mountain area. Through his efforts, the University acquired a new computer mapping program, AUTOMAP II. The Program was purchased with $225 from the Planning Department of the City of Albuquerque, $200 from the College of Fine Arts, and $25 from funds granted by the Research Allocations Committee.

Richard Murphy's research activity is largely reported in an earlier section of this report. In addition, he has a book in progress on introductory physical and human geography, under contract with Hamilton, a John Wiley publishing subsidiary. He also worked on a map of world tectonic plates for Rand McNally.

Rodman Snead completed a monograph describing the landforms around Mundigak "Tepe" and Kandahar, Afghanistan and the Seistan Basin, Iran. He began work, under contract with a prominent European publisher, on the preparation of a book titled Coastal Landforms and Surface Features: A Photographic Atlas and Glossary.

Activities in Learned and Professional Societies

Four members of the staff, Barrett, Campbell, Dyreson and Snead, attended the Annual Meeting of the Association of American Geographers in Atlanta, Ga. in April, 1973. Dyreson read a paper, "Simulating Spatial Avoidance Behavior: Robbers,

Cops and Stochastic Automata." Snead read a paper, "Vanishing Resources in the Gulf of California." Earlier in the year, Elinore Barrett was elected to the Council of the Association of American Geographers (the association's governing body). She attended meetings of the Council in Atlanta. Rodman Snead attended, as a member, sessions of the Marine Geography Committee.

Iven Bennett continued as a director of the International Solar Energy Society, and served on the editorial board of the society's journal, Solar Energy.

In September 1972, Robert Campbell read an invited paper, "Fundamentals of Evaluating Response to Public Information and Involvement Programs," to the U.S. Forest Service Senior Management Seminar on Public Involvement.

Other Professional Activities

Members of the faculty gave off-campus talks to educational and club groups. Campbell, Dyreson, Murphy and Snead were most active in this regard.

Robert Campbell was a University representative to the State-Wide Land-Use Symposium Advisory Committee (sponsored by the Extension Service of New Mexico State University and the U.S. Department of Agriculture). He attended planning sessions in Santa Fe and Las Cruces, and was a participant in the 4th Annual Land-Use Planning Symposium held in Albuquerque during October, 1972.

Delmar Dyreson was a consultant to the Modeling Group, 701 Comprehensive Planning Program of the City of Albuquerque.

Non-teaching University Service

Robert Campbell served on the College of Arts and Sciences Promotions Advisory Committee. He also was a member of the University Forum and of the Environmental Council. He served on the doctoral committees of four students in other departments.

Elinore Barrett sat on the Board of Governors of the Colorado Credit Union.

Rodman Snead continued as the Danforth Foundation's liaison officer at the University. He served another year as faculty sponsor of Gamma Theta Upsilon, The International Honorary Geographical Society.

Delmar Dyreson was a member of the Computer Use Committee, the Committee to develop an Urban Studies Program, and the Advisory Committee of the Dean of the College of Arts and Sciences.

The Report of the Department of Geology

July 1, 1972----June 30, 1973

Lee A. Woodward, Chairman

I. General Departmental Information

A. Significant Achievements:

Continuing effort has gone into strengthening our existing programs.

An honors program for outstanding undergraduates has been established in order to provide additional opportunities for them to follow independent study and research. An undergraduate seminar that is required of all undergraduates has helped to draw students into the mainstream of geology. This involvement hastens their development as professionals in the field of geology.

A series of rigorous examinations at the graduate level allow us to weed out unsatisfactory students within the first semester of residence. These examinations are continuously reviewed and up-dated to do a better job of selection. Another factor in our maintaining a high quality graduate program has been the ability of the faculty to obtain research funds to support students and thereby attract the best graduate students available.

The quality of instruction is continuously being reviewed by a series of student questionnaires. The responses provide constructive criticism so the instructor can take positive steps to improve his presentations.

In addition to striving for excellence in instruction, the Department of Geology continues to be the leader in research at UNM. The quality of research has been widely recognized both nationally and internationally.

as evidenced by the many meetings and symposia our staff members have been invited to attend and present their work. Also, the national offices in professional organizations held by many of our staff members attests to this recognition. The volume of research is in itself quite impressive, as the department averaged 5 publications per staff member (see part II, 4 on following pages).

The Geology Department hosted a conference on Saturday, March 31, 1973 on "Geochemical analytical methods" for people in industry. About 35 representatives of mining and oil companies attended this conference with the purpose of obtaining up-to-date information on techniques that are useful in industry. Geology Department faculty involved were Profs. Woodward, Keil, Brookins, and Rosenzweig and Staff Chemist Husler. This conference was part of our effort to be of service to professional geologists in this region and to maintain close ties with potential employers of our students. The conference was very successful in this respect.

Many scientific, industrial, and other people came to the campus during the year for consultation with staff members, to inspect the department, for job interviews, and recruiting of students. About 25 major petroleum and mining companies interviewed students as prospective employees. Most degree recipients had been employed by the end of the year.

The following scientists from the institutions noted visited the department:

1. Dr. George M. Bennison, Birmingham University, England.
2. Dr. Harl Lovejoy, University of Texas - El Paso.
3. Dr. Donald E. White, U. S. Geol. Survey, Menlo Park, California.

4. Dr. David Green, Australian National University.
5. Dr. Ronald B. Parker, University of Wyoming.
6. Dr. F. Freund, University of Cologne, Germany.
7. Academician G. Gorshkov, U.S.S.R. Academy of Sciences.
8. Prof. J. Tuzo Wilson, Toronto University, Canada.
9. Dr. Von Englehardt, Tubingen University, Germany.
10. Dr. David Herrick, University of Calgary
11. Dr. Gary Landis, U. S. Geol. Survey, Denver
12. Dr. L. F. Brown, University of Texas - Austin

Research grants totalling $901,759 were in effect during the year.

Approximately 4,000 school children visited the Geology Museum during guided tours. Countless other children and adults also toured the museum in smaller informal groups. After extensive renovation, Room 106 has been established as a Meteorite Museum. Professional designers have helped in the layout and design of the exhibits, making an extremely attractive and informative display. More informal displays in map cases and glass display cases have been scattered throughout the building to emphasize the aspects and current research projects in geology.

The Department of Geology granted 9 bachelor's degrees, 7 master's degrees, and 2 doctor of philosophy degrees. This compared with 11, 7, and 10 degrees respectively for the previous academic year. About 80 undergraduates were enrolled for bachelor's degrees in geology. Seventy students were enrolled for graduate work of which about 25 were working toward a doctorate.

The following students received financial aid from these sources:

Stephen Bolivar	GA
Edmond Deal	Res. Asst. NASA
Robert Goble	GA
Paul Hlava	Res. Asst. NASA
Douglas Krohn	Res. Asst. NASA
Moon Lee	GA
David Love	NSF Fellowship
Gregary Mannhard	GA
Richard Moore	Res. Asst. NASA
Bimal Mukhopadhyay	Res. Asst., Am. Chem. Soc.
John Murphy	Res. Asst. Nord Corp.
Douglas McLelland	GA
S. Natarajan	Conoco
Edward Nuhfer	GA
Mohamad Shetiwy	Libyan Govt. Fellowship
Terry Steinborn	Res. Asst. NASA
Joseph Taggart	Res. Asst. NSF
Saleh Billo	Arabian Govt. Fellowship
Gail Gibson	N.M. Bur. Mines
Orin Anderson	Smithsonian Inst.
Sidney Brandwein	GA
Gassaway Brown	Res. Asst. NASA
James DeAngelis	Nat. Park Service
John Dillon	GA
Harvey DuChene	GA
Robert Enz	GA

Gary Flesch	GA
Sherman Fornbals	Kerr-McGee
George Forsythe	GA
George Gail	U.S. Geol. Survey
Craig Goodknight	GA
Jon Green	Res. Asst. NASA
Stanley Hafenfeld	Res. Asst. NSF
Frank Hollinger	Res. Asst. NASA
Harold Holmberg	Kerr-McGee
David Jagnow	GA
George Laskar	U.S. Geol. Survey
Florian Maldonado	Bear Creek Mining Co.
Ruben Martinez	NDEA Fellowship
Paul Noftz	Res. Asst. NASA
Harry Planner	Res. Asst. NASA
Richard Ruetschilling	NSF Fellowship
Steven Sibray	Res. Asst. NASA
Thomas Shipman	GA
Paul Slack	GA
Ernest Spradlin	Gulf Minerals
Norman Wilderman	Res. Asst. NASA
Robert Timmer	GA

The following undergraduates received awards:

Helen Hankins	Leonard Scholarship
Tony Potucek	Albuquerque Gem and Mineral Club
Albert Webb	Leonard Scholarship
Arthur Van Blaricom	Leonard Scholarship

All of our qualified students seeking employment have received job offers. In view of a rather tight job market this attests to the quality of our programs and the efforts of our faculty in maintaining contacts with potential employers in industry, the government, and universities.

B. Significant Plans and Recommendations

The renovation and addition to the Geology Building completed in February 1972, has allowed the department to function more efficiently with the additional classrooms and laboratory space. The additional space has made room for establishment of a Meteoritics Museum in Room 106. This museum will be completed during the summer of 1973. This will be an outstanding display that will be of interest to scientists as well as lay visitors and school children.

The following recommendations are urgent:

1. We need 1 more technician to provide the necessary backup for our present staff. This technician should be a draftsman-photographer.
2. Our equipment budget is about 10% of what we need to provide the basic teaching tools for our students.

C. Appointments to staff:

Gary P. Landis, Ph.D., 1972, Minnesota, was appointed Assistant Professor. His specialty is in geochemistry of ore deposits.

D. Separations:

Associate Professor Edgar F. Cruft resigned at the end of spring semester, 1973.

II. COMPOSITE OF INDIVIDUAL BIOGRAPHICAL SUPPLEMENT

1. Advanced Study

George R. Jiracek: Ph.D. completed, University of California (Berkeley). Degree granted 12/15/72. Thesis title: Geophysical Studies of Electromagnetic Scattering from Rough Surfaces and from Irregularly Layered Structures.

Sherman A. Wengerd: Advanced air pilotage to meet F.A.A. requirements, with Southwest Air Rangers Director Jack Markland, Monday, September 25, and Monday. October 9. Attended advanced Symposium on Cretaceous and Tertiary of the Colorado Plateau, Durango, Colorado, October 12-14.

2. Sabbaticals

George R. Clark: Summer research at Bermuda Biological Station June-August, 1972.

Wolfgang E. Elston: Sabbatical leave 1971-72, full-time research from January 1, 1972-August 25, 1972.

George R. Jiracek: Summer travel to California and Hawaii.

Klaus Keil: Houston, Texas: Third Lunar Science Conference, January 10-13, 1972. Los Alamos Scientific Laboratory, Los Alamos, New Mexico; talk on "Apollo rocks: Origin and history of the moon." February 15, 1972. Honolulu, Hawaii; Ann. Meeting, Cordilleran Section, Geological Society of America, March 29-April 1, 1972. NASA Ames Research Center, Moffett Field, California; talk on "Synthetic, lunar, and meteoritic chondrules." April 30, 1972. University of California, La Jolla, California; talk on "Synthetic, lunar, and meteoritic chondrules." May 2, 1972. Petrified Forest; Flagstaff; San Francisco Volcanic Field; and Meteorite Crater; Arizona; Field trip for students taking course on

"Meteorites, the Moon, and the Origin of the Solar System." May 22-25, 1972. Islands of Molokai and Oahu; Hawaii, field work on volcanic rocks. June 13-July 16, 1972. San Francisco, California; Ann. Meeting, Electron Probe Analysis Society of America, July 17-21, 1972. Manned Spacecraft Center, Houston, Texas; preliminary examination of 151 Apollo 16 rake samples, July 30-August 4, 1972. Martin Marietta Company, Denver, Colorado; Viking Inorganic Analysis Team Meeting, August 7-9, 1972. Montreal, Canada; International Geological Congress, August 21-30, 1972. Martin Marietta Company, Denver, Colorado; Viking Inorganic Analysis Team Meeting, September 18-21, 1972. U. S. Geological Survey, Washington, D. C.; Viking Inorganic Analysis Team Meeting, October 11-13, 1972. New Orleans, Louisiana; U. S. National Committee for Geochemistry, National Academy of Sciences, Semi-Ann. Meeting, October 13-14, 1972. Arizona State University, Tempe, Arizona; talk on "Synthetic, lunar, and meteoritic chondrules," October 19-20, 1972. Jet Propulsion Laboratory, Pasadena, California: Briefing for Viking Inorganic Analysis Team, October 25-26, 1972. Lunar Science Institute, Houston, Texas; Ann. Meeting of the Group for the Analysis of Carbon Compounds in meteorites and the Moon, October 27-28, 1972. Lunar Science Institute, Houston, Texas; Lunar Science Review Board Meeting, October 29-31, 1972. Minneapolis, Minnesota; Ann. Meeting, Geological Society of America, November 12-15, 1972. University of Chicago, Chicago, Illinois; Ann. Meeting, Meteoritical Society, November 16-18, 1972. Cape Kennedy, Florida, and Vero Beach, Florida; Launch of Apollo 17 and Lunar Science Review Board Meeting, December 8-21, 1972. Hasler Research Center, Goleta, California; Ion microprobe work on meteorites, December 26-30, 1972.

Albert M. Kudo: Attended and read paper at Geological Society of America Regional Meeting in Honolulu, Hawaii.

Abraham Rosenzweig: Summer travel - visits to Smithsonian Institution Department of Mineralogy, 4 days; mining ores near Hot Springs, Ark., Spruce Pine, N.C., Rosiclare, Ill., Joplin, Missouri.

Charles T. Siemers: Teaching Asst. Prof. - Geology of shallow-water marine environments; graduate summer course, Florida Keys, June-July, 1972 (6 weeks).

Sherman A. Wengerd: January: Arizona, Baja California Norte, California, Colorado; February: Oklahoma, West Virginia, Ohio, Texas (twice); March: Texas, California, Colorado, Utah, Arizona; May: Texas, Oklahoma, Missouri, Illinois, Indiana, Ohio; June: Ohio, Pennsylvania, New Jersey, New York, back to Oklahoma, Colorado; July-August: Colorado, Texas, Oklahoma, Arkansas, Tennessee, Kentucky, Ohio, Pennsylvania, New York, Vermont, New Hampshire, Maine, Nova Scotia, Newfoundland, Prince Edward Island, New Brunswick, Quebec, Ontario, Michigan, Illinois, Iowa, Nebraska, Kansas, Texas, New Mexico (July 11-August 28); September: Oklahoma; October: Utah (twice), Colorado (twice); December: Arizona, California.

Lee A. Woodward: Sabbatical leave Semester I, 1972-73; travel to Montana, Wyoming, Colorado.

Douglas G. Brookins: Penrose Conference on Appalachian Geology, Amherst, Mass. May 24-June 2. Field work in New Mexico, Kansas, Connecticut, Massachusetts, Maine. National Science Foundation Panelist, Interdisciplinary Programs, Washington, D. C., August 24-26.

3. New scholastic honors, etc.

Douglas G. Brookins: Honorable Mention, New Mexico Institute of Chemists. Listed in Personalities of the West and Midwest. Listed in American Men and Women of Science, 12 ed.

Jonathan F. Callender: Member, American Geophysical Union. Member, Geological Society of America.

Klaus Keil: Member, U. S. National Committee on Geochemistry, National Academy of Sciences (until October 1974). Member, Lunar Science Review Board, Lunar Science Institute, Houston, Texas (until October 1973). Member, Mineralogical Society of America Award Committee (until December, 1973). President, Electron Probe Analysis Society of America (January 1972-December 31, 1972). Chairman, Mineralogy and Petrology Division, Lunar Science Review Board, Lunar Science Institute, Houston, Texas (until February 7, 1974). Vice-Chairman, U. S. National Committee for Geochemistry, National Academy of Sciences (until October 1974). Chairman, Nominating Committee, Electron Probe Analysis Society of America (May 1972). Consortium leader, U. S. study of Luna 20 Russian Moon rocks (1972). Secretary, Commission on Meteorites, International Union of Geological Sciences (until 1975). Secretary, Commission on Cosmic Mineralogy, International Mineralogical Associatinn (until 1974). Secretary, International Association for Geochemistry and Cosmochemistry (until 1975).

Sherman A. Wengerd: Listed in 37th edition 1972 "Who's Who in America"; President, American Association of Petroleum Geologists Jan. 1-June 30; Chairman of AAPG Advisory Council July 1 - Dec. 31; Nominee for inclusion in "Who's Who in the World" 2nd edition 1974; 14th edition of "Who's Who in the West" 1973.

4. Publications

Roger Y. Anderson:

With Dean, W. E., Kirkland, D. W. and Snider, H. I., 1972, Permian Castile Varved Evaporite Sequence, West Texas and New Mexico: Bull. Geol. Soc. America, v. 83, p. 59-86, 18 figs.

Douglas G. Brookins:

"Radiometric Ages from the Mount Desert Island Area, Maine": Bull. Geol. Soc. Amer., v. 83, p. 495-496.

"Equilibria of Stibnite, Metastibnite, and Probable Dissolved Antimony Species": Economic Geology, v. 67, p. 369-373.

"Late Cenozoic Basalts from the Bandera Lava Field, Valencia County, N. M.": Geol. Soc. Amer. Bull., v. 83, p. 1543-1552.

With A. W. Laughlin and J. D. Causey, "Staurolite Zone Caradoc (Middle-Late Ordovician) Age, Old World Province Brachiopods from Penobscot Bay, Maine": Bull. Geol. Soc. Amer., v. 83, p. 1953-1960.

With A. J. Boucot, C. V. Guidotti, W. M. Forbes, "Sr-Isotopic Disequilibrium in Lherzolites": Earth Plan. Sci. Lttrs., v. 15, p. 291-295.

With A. M. Kudo and A. W. Laughlin, "Paleomagnetic and radiometric ages from (Permian) pegmatites of the Middletown, Connecticut district": Earth Plan. Sci. Lttrs., v. 15, p. 140-144.

With J. DeBoer, "Variations in the Initial Strontium Ratios of a Single Basalt Flow": Earth Plan. Sci. Lttrs., v. 14, p. 79-82.

(In Press) "Geochronologic Contributions to Problems of Stratigraphy and Correlation in the Penobscot Bay Area, Eastern Maine with Regional Implications": Geol. Soc. Amer. Symposium Volume on Northern Appalachian Geology.

(In Press) "Ilmenite-(Serpentinized) Pyroxene Nodules from the Stockdale Kimberlite Pipe, Riley County, Kansas, USA": Mineralium Deposita.

(In Press) With E. A. King and E. A. Jaresowich, "Petrography and Chemistry of the Faucett Meteorite, Buchanan County, Missouri": Meteoritics.

(In Press) Possible Accumulation of Authigenic, Expandable-Type Clay Minerals in the Substructure of Tuttle Creek Dam, Kansas, USA": Engineering Geology.

(In Press) With R. L. Armstrong, "New K-Ar Dates for Pegmatites and Host Rocks, Portland, Conn.": Conn. Geol. Nat. His. Surv. Rpt. Inv.

(In Press) With S. Chaudhuri, "Potassium-Argon and Rubidium-Strontium Age Comparisons for the Stearns and Eskridge Shales (Lower Permian) Eastern Kansas": Amer. Assoc. Petroleum Geol.

(In Press) With D. B. Stewart and J. M. Berdan, "Isotopic and Paleontologic Evidence for Correlating Three Volcanic Sequences in the Maine Coastal Belt": Bull. Geol. Soc. Amer.

With A. E. Shimron and Y. Bar-tov, (Abstract) "Origin of the Intrusive Carbonate Rocks between the Gulf of Elat and

the Gulf of Suez Rifts: I:Sr 87/86 Evidence": Trans. Amer. Geophys. Union, v. 53, p. 537.

With M. J. Lee, (Abstract) "Allogenic Versus Authigenic Clays in the Substructure of Tuttle Creek Dam": Geol. Soc. Amer. Progs. with Abs. for 1972, v. 4, p. 275.

With S. Chaudhuri and B. Mukhopadhyay, (Abstract) "A Theoretical Model for Rb-Sr Whole-Rock Dating of Sedimentary Rocks": ibid.

(Abstract) "Kaolinite/Calcite Ratios in Sandstone Type Uranium Deposits": Geol. Soc. Amer. Prog. with Abs. for 1972, v. 4, p. 475.

(Abstract) "Kaolinite/Calcite Ratios in Sandstone Type Uranium Deposits": Econ. Geol. v. 67, p. 1003.

Jonathan F. Callender:

"Structure and Metamorphism Along a Portion of the Sur-Nacimiento Fault Zone, Southern Coast Ranges, California, (abs.), Geological Society of America, Abstracts with Programs, 1972, vol. 4, no. 7, p. 465.

George R. Clark:

With A. M. Kudo, "Biological Concentrations of Trace Metals in the Sea and Some Environmental Implications, Geol. Soc. America, Abstract with Programs, vol. 4, p. 187, 1972.

"Growth lines, Chapter in Glossary of Current Terms in Paleontology, D. L. Lawrence, Ed., in Press.

Wolfgang E. Elston:

With R. C. Rhodes and E. I. Smith, 1972, "The Mid-Tertiary Mogollon-Datil volcanic province, southwestern New Mexico. Part I, volcano-tectonic timing (abstract): Geol. Soc. America Abstracts with Programs, v. 4, no. 3, p. 224.

With E. I. Smith and R. C. Rhodes, 1972, "Mid-Tertiary Mogollon-Datil volcanic province, southwestern New Mexico. Part II, Petrology and petrogenesis (abstract): Ibid, p. 155.

1972, "Mid-Tertiary volcanism and tectonism in Basin and Range Province, New Mexico: Test for plate-tectonic models (abstract): Geol. Soc. America Abstracts with Programs, v. 4, no. 7, p. 499.

(In Press) With P. E. Damon, P. J. Coney, R. C. Rhodes, E. I. Smith and M. Bikerman, "Tertiary volcanic rocks, Mogollon Plateau, New Mexico, and surrounding region: K-Ar dates and patterns of eruption and periods of mineralization: Geol. Soc. America Bull.

(In Press) With E. I. Smith, "Mars: Evidence for dynamic processes from Mariners 6 and 7: Icarus.

(In Press) "Review of Geology and Geophysics of the Moon (G. Fielder, editor)" Elsevier Publishing Co., Amsterdam: Chemical Geology.

George R. Jiracek:

(In Press) "Geophysical studies of electromagnetic scattering from rough surfaces and from irregularly layered struc-

tures, Engineering Geoscience Report 72-1, University of California, Berkeley, 167 p.

(In Press) "Numerical comparisons of a modified Rayleigh approach with other rough surface scattering solutions, IEEE Trans. Antennas Propagat.

Klaus Keil:

I. Scientific articles published in major national and international journals, scientific publications of the Institute of Meteoritics, as well as books. Note: Listed are only papers that have appeared in 1972. Not listed are papers that are in the press.

With G. Kurat, M. Prinz, and J. A. Green, "Lithic fragments, glasses, and chondrules from Luna 16 fines. Earth Planet. Sci. Letters 13, 243-256, 1972.

With R. V. Fodor, E. Jarosewich, and G. I. Huss, "Mineralogy, petrology, and chemistry of the Burdett, Kansas chondrite. Chemie der Erde 30, 103-113, 1971.

"Spectrochemical analysis by X-ray fluorescence" (R. O. Muller), Plenum Press, New York, pp. 326 (translation) 1972.

With T. E. Bunch and G. I. Huss, "The Landes meteorite". Meteoritics 7, 31-38, 1972.

With G. Kurat, Effects of vaporization and condensation on Apollo 11 glass spherules: Implications for cooling rates". Earth Planet. Sci. Letters 14, 7-13, 1972.

With T. E. Bunch and M. Prinz, "Electron microprobe analysis of lithic fragments and glasses from Apollo 12 lunar samples", Spec. Publ. 4, UNM Institute of Meteoritics, pp. 14, 1972.

With J. A. Green, G. Kurat, and M. Prinz, "Electron microprobe analyses of lithic fragments, glasses, chondrules, and minerals from Luna 16 fines", Spec. Publ. 5, UNM Institute of Meteoritics, pp. 16, 1972.

With L. S. Nelson, M. Blander, and S. R. Skaggs, "Use of the CO_2 laser to prepare chondrule-like spherules from supercooled molten oxide and silicate droplets". Earth and Planet. Sci. Lett. 14, 338-344, 1972.

With F. D. Busche, M. Prinz, and G. Kurat, "Lunar zirkelite: a uranium-bearing phase". Earth and Planet. Sci. Lett. 14, 313-321, 1972.

With T. E. Bunch and M. Prinz, "Mineralogy, petrology, and chemistry of lunar rock 12039." Meteoritics 7, 245-255, 1972.

With T. E. Bunch and M. Prinz, W. Quaide, and E. Dowty, "Lunar ultramafic glasses, chondrules, and rocks." Nature, Phys. Sci. 239, 57-59, 1972.

With E. Dowty and M. Prinz, "Anorthosite in the Apollo 15 rake sample from Spur Crater". In "The Apollo 15 Lunar Samples" (eds. J. W. Chamberlain and C. Watkins), The Lunar Science Institute, Houston, Texas 62-66, 1972.

With R. V. Fodor and E. Jarosewich, "The Oro Grande, New Mexico, chondrite and its lithic inclusion". Meteoritics 7, 529-542, 1972.

With G. Kurat, M. Prinz, and C. E. Nehru, "Chondrules of lunar origin". Proc. Third Lunar Science Conf., Geochim. Cosmochim. Acta, Suppl. 3, Vol. 1, 707-721, 1972.

With F. D. Busche, M. Prinz, and T. E. Bunch, "Spinels and the petrogenesis of some Apollo 12 igneous rocks". Amer. Mineral. 57, 1204-1225, 1972.

With P. F. Hlava and M. Prinz, "Niobian rutile in an Apollo 14 KREEP fragment". Meteoritics 7, 417-424, 1972.

II. Abstracts published in Proceedings of meetings and journals.

With G. Kurat, M. Prinz, and T. E. Bunch, "A "chondrite" of lunar origin: Textures, lithic fragments, glasses, and chondrules". Proc. Third Lunar Science Conf., Revised Abstracts, 463-465, 1972.

With L. S. Nelson, N. Richardson, and R. S. Skaggs, "The liquid-solid transition in aluminum oxide drops heated with CO_2 laser: differences between the melt in argon and oxygen atmospheres". Amer. Ceramic Society, abstract, Washington, D.C., May 1972.

With R. V. Fodor, "Mineral chemistry of volcanic rocks from Maui, Hawaii: Feldspars". Geological Society of America, 68 Ann. Meeting, Cordilleran Section, Honolulu, Hawaii, GAAPBC 4 (3), 181-182, 1972.

With T. E. Bunch, "Mineral chemistry of volcanic rocks from Maui, Hawaii: Olivines". Geological Society of America, 68 Ann. Meeting, Cordilleran Section, Honolulu, Hawaii, GAAPBC 4 (3), 134, 1972.

"Application of the electron microprobe in the earth sciences". Abstract. Ann. Meeting Electron Probe Analysis Society of America, 1972.

"Meteorite parent bodies". Abstract, Section 14 (Planetology), International Geological Congress, Montreal, Canada, 160, 1972.

"Carbonaceous lithic fragments in ordinary chondrites". Abstract, meeting of the Group for the Analysis of Carbon Compounds in Carbonaceous Chondrites and the Moon, Houston, Texas, 1972.

With E. Dowty, M. Prinz, and T. E. Bunch, "Non-Mare rock types in Apollo 15 rake samples". Abstract, Ann. Meeting, Geological Society of America, Minneapolis, Minnesota, GAAPBC 4 (7), 491-492, 1972.

With R. V. Fodor and T. E. Bunch, "Mineral chemistry of volcanic rocks from Maui, Hawaii: Fe-Ti oxides", Abstract, Ann. Meeting, Geological Society of America, Minneapolis, Minnesota, GAAPBC 4 (7), 507, 1972.

With T. E. Bunch, M. Prinz, and E. Dowty, "Composition and origin of glasses and chondrules in Apollo 15 rake samples from Spur Crater", Abstract 35. Ann. Meeting, Meteoritical Society, Chicago, Ill. 11, 1972.

With R. V. Fodor, "Carbonaceous and non-carbonaceous lithic inclusions in the Plainview, Texas, chondrite". Abstract 35. Ann. Meeting, Meteoritical Society, Chicago, Ill., 13, 1972.

With R. Brett, "(Ti, Fe, Cr)$_{3+x}$S$_4$, a new mineral in the Bustee enstatite achondrite", Abstract, 35 Ann. Meeting, Meteoritical Society, Chicago, Ill., 14, 1972.

With M. Blander, H. N. Planner, and L. S. Nelson, "The origin of chondrules: Experimental investigation of metastable liquid silicates". Abstract, 35 Ann. Meeting, Meteoritical Society, Chicago, Ill., 23, 1972.

Albert M. Kudo:

Sr-isotopic disequilibrium in lherzolites from the Puerco necks, New Mexico; Earth & Planet. Sci. Letters, v. 15, p. 391-395, 1972.

The isotopic composition of strontium in Central American ignimbrites; Bull. Volcan., v. XXXV-2, p. 265-294.

Book Review: Chemical equilibria in the Earth: reviewed in Amer. Mineral., v. 57, p. 1318-1319, 1972.

Abstract: Biological concentrations of trace metals in the sea and some environmental implications: Abstract with programs, v. 4, no. 3, Feb. 1972, 68th Ann. Mtg, Cordilleran Section, Geological Soc. America, p. 187.

Abraham Rosenzweig:

With E. J. Graeber, 1971, The Crystal Structures of Yavapaiite and Goldichite: American Mineralogist, V. 56, p. 1917-1933. (Appeared very early in 1972).

With R. R. Ryon (In Press), The crystal structures of CsU_2Fg; Acta crystallographics.

With R. A. Penneman and R. R. Ryan, Structural Systematics of actinide-fluoride complexes; Structure and bonding.

Charles T. Siemers:

1972, Sedimentology of the Rocktown Channel Sandstone, upper part of the Dakota Formation (Cretaceous), Central Kansas (abst): Abstracts with programs, Geol. Soc. Am., v. 4, South-central Section Meeting, Manhattan, Kansas, p. 295.

1972, Facies distribution of trace fossils - Upper Morrison Formation, Dakota Formation and lower Mancos Shale (Jurassic - Cretaceous), North Central New Mexico (abst): Amer. Assoc. Petroleum Geologists - Soc. Econ. Paleon. Min. - Ann. Mtg, in press.

With G. A. Flesch and R. Ruetschilling, 1972, Trace fossils of the Dakota Formation in the San Juan Basin, New Mexico: Four Corners Geological Society Symposium Volume, in press.

With J. R. Dickson and L. Esparza, Evolution of red arkosic sediments in a Holocene - Recent and environment and fault-block Mountain tectonic setting, Central New Mexico (abst): Geol. Soc. Amer., Rocky Mtn. Sec. Mtg., Boulder, Colorado, in press.

Sherman A. Wengerd:

PUBLICATIONS: Career guidance sheet on "Petroleum Geology" for American Geological Institute (2 pp. quarto, distributed world-wide).

EDITORIALS: "Exploration for Natural Resources" AAPG Executive Report, Vol. 2, no. 4, p. 1 (May).

GUEST EDITORIALS: "The Exploration Geologist as an Executive" Pacific Petroleum Geologist, v. 26, no. 5, p. 103.

"Courage, Conviction, and Concern, the Basis for Scientific Professionalism", The Professional Geologists, AIPG, Vol. 9, no. 2, p. 4.

"Presidents, Precedents, Provocation, and Prerogative - Are Geologists Scientists?" (Abstract) Am. Assoc. Petroleum Geologists Bull. v. 56, no. 3, p. 661-662 (March).

"Fault Penetration of Strata Along Regional Alignments of the Western Paradox Basin, Utah" (Abstract) Program Booklet of the 1972 Joint Mtg. - Southwest Section of AAPG and Permian Basin Section of SEPM, p. 20-22.

PRESIDENTS PAGE: "An Allegory on Association" Am. Assoc. Petroleum Geologists Bull. v. 56, no. 6, p. 989-990 (June).

ARTICLES: "Statement on Guadalupe Mountains National Park" Am. Assoc. Petroleum Geologists Bull. v. 56, no. 6, p. 1134 (June).

MAJOR ARTICLES: "Presidents, Precedents, Provocation, and Prerogative - Are Geologists Scientists?" Am. Assoc. Petroleum Geologists Bull., v. 56, no. 11, p. 2123-2126 (November).

"Report of President" in Reports of Officers for 1971-72, Am. Assoc. Petroleum Geologists Bull., v. 56, no. 11 (part 2, p. 297-300.

Production Editor of the New Mexico State Section Photo and Biographical Directory, Amer. Inst. of Professional Geologists, 1970-72.

Senior Editor and Chief Writer of Vol. II, no. 3 and 4, The AAPG Executive Report, distribution 17,000.

Other Research Projects, "Petroleum Exploration along Regional Alignments, Northwestern Colorado Plateau, Four Corners Region" (for publication in Bull. of AAPG).

"Elevated Marine Features of the Sonoran Coast of Mexico" (for academic publication).

"Oil and Gas Exploration and Energy Crisis"

"Regional Stratigraphic Controls on the Exploration for Oil, Southern Monument Upwarp, Southwestern Utah" (for New Mexico Geological Society Guidebook, 1973)

"The Pennsylvanian Reefs of the San Juan Canyon, Utah" (for Four Corners Geological Society River Field Trip, 1973).

"Geology and Petroleum Prospects of the Lucero Region, Central New Mexico" (private investigation).

"Geology and Petroleum Prospects of the Western Paradox Shelf Region, Utah" (private investigation).

Lee A. Woodward:

With Anderson, McLelland, and Kaufman, 1972, Geologic map and section of the Cuba quadrangle, New Mexico (with an accompanying text): New Mex. Bur. Mines and Min. Res. Geologic Map 25.

1972, Shears of the second order caused by flexure folding: Am. Assoc. Petroleum Geologists Bull., v. 56, p. 559-561.

With Kaufman and Anderson, 1972, Nacimiento fault and related structures, northern New Mexico: Geol. Soc. America Bull., v. 83, p. 2383-2396.

With Kaufman and Schumacher, 1972, Stratiform copper mineralization in the Nacimiento Region, New Mexico: New Mex. Bur. Mines and Min. Res. Explor. Target Rept. E-1, 9 p.

1972, Upper Precambrian strata of the eastern Great Basin as potential host rocks for mineralization: Econ. Geol., v. 67, p. 677-681.

1972, Normal faulting related to mountain-flank thrusting: Geol. Soc. America Abstracts with Programs, v. 4, no. 3, p. 263-264.

With A. M. Kudo, 1972, Laboratory manual for physical geology: Univ. New Mexico Press, 40 p.

1972, Upper Precambrian stratigraphy of central Utah: Utah Geol. Assoc. Publication 2, Plateau - Basin and Range Transition Zone, Central Utah, p. 1-5.

With Gonzales, 1972, Petrology and structure of Precambrian rocks of the Pedernal Hills, New Mexico: New Mex. Geol. Soc. Guidebook, 23rd Ann. Field Conf., p. 144-147.

With Corbitt, 1972, Upper Precambrian(?) Diamictite of Florida Mountains, Southwestern New Mexico: Geol. Soc. America Bull. (in press).

With Kaufman, Anderson, and Reed , 1972, Geologic map and sections of San Pablo quadrangle, New Mexico (with an accompanying text): New Mex. Bur. Mines and Min. Res. Geologic Map 26 (in press).

With Kaufman and Reed, 1972, Geologic map and section of the Rancho del Chaparral quadrangle, New Mexico (with an accompanying text): New Mex. Bur. Mines and Min. Res. Geologic Map (in press).

With Schumacher, 1972, Geologic map and sections of the La Ventana quadrangle, New Mexico (with an accompanying text): New Mex. Bur. Mines and Min. Res. Geologic Map (in press).

With Schumacer, 1972, Morrison Formation of southeastern San Juan Basin, New Mexico: New Mex. Bur. Mines and Min. Res. Circ. 129 (in press).

With Martinez, 1972, Geologic map and sections of the Holy Ghost Spring quadrangle, New Mexico (with an accompanying text): New Mexico Bur. Mines and Min. Res. Geologic Map (in press).

With McLelland and Kaufman, 1972, Geologic map and sections of the Nacimiento Peak quadrangle, New Mexico (with an accompanying text): New Mex. Bur. Mines and Min. Res. Geologic Map (in press).

5. Other Research Projects, etc.

Roger Y. Anderson: National Science Foundation Grant GA 13753 (one year, $38,000), Climatic Cycles and Patterns in Varved Sediments - Castile Project, Seasonal Processes. Continued development of Aquatic Sediment and Pollution Monitoring system.

Douglas G. Brookins: Grant from National Science Foundation: GA-31139: $21,200 for "Rb-Sr Geochemistry": 10-1-71 to 3-25-73. Work on continental drift and other problems. Grant from National Science Foundation: GA-36133: $35,000 for "Mineralogy, Geochemistry and Isotopic Investigations for Ultramafic Rocks of Midcontinental USA": 10-15-72 to 10-14-74. Grant from American Chemical Society-Petroleum Research Fund: PRF-AC2 4736: $6,800 for "Rb-Sr Geochronology of Sedimentary Rocks": 9-1-71 to 8-31-72. Grant from American Chemical Society-Petroleum Research Fund: PRF-AC2 4736-2; $13,480 for "Clay mineralogy, chemistry, and Rb-Sr geochronology of Paleozoic Sedimentary Rocks"; 9-1-72 to 8-31-74. Grant from Research Allocations Committee, UNM: $750 for "Studies on Continental Drift": 5-72 to 8-72. Creative Work: Leader of environmental hazards project, Albuquerque area (part of material offered as U.S.P. Course 337-002 Fall 1972). Study of Cochiti Dam area; not funded at present.

Jonathan F. Callender: Paper, in preparation, Structure and Metamorphism Along A Portion of the Sur-Nacimiento Fault Zone, Southern Coast Ranges, California, for the Bulletin of the Geological Society of America.

George R. Clark: Studies on Molluscan Ecology, NSF Grant GA 33491, including a.) daily growth lines in argopecten gibbus b.) Paleoecology and ecology of Harrington Sound, Bermuda c.) Studies on Cadmium Uptake by Scallops.

Wolfgang E. Elston: Editor and chief contributor to symposium on volcanism in southwestern New Mexico, to be submitted to UNM press. NASA Grant NGL 32-004-011, Supplement No. 6, Volcanological approach to the interpretation of lunar features, step-funded through 1-31-75 at $69,030 (including $18,530 in new funds granted in 1972). NASA Grant NGR 32-004-062 Supplement No. 3, Mars: Search for evidence of dynamic processes 9-1-72 to 8-31-73, $25,000. Pilot study on flow directions of Hawaiian basalt dikes, completed.

J. Paul Fitzsimmons: Evaluation of volcanic areas in New Mexico, Utah, and Arizona as possible Natural Landmarks for the U. S. Park Service, with written reports on 28 seperate mountain masses and volcanic areas. Contract 281-252-300 for $11,302. Duration of contract 8-1/3 months (May 21, 1972 to January 31, 1973). Field work completed, and report virtually completed.

George R. Jiracek: Sandia Laboratories, $19,520, a proposal to study the geophysical implications of electromagnetic scattering from rough surfaces and stratified structures, contract extension July 1, 1972 to June 30, 1973.

Klaus Keil: The following research grants and contracts were in effect during the report period. Research Grant from NASA Manned Spacecraft Center, Houston, Texas, entitled "Electron microprobe and laser microprobe study of Apollo 14. Duration: February 1, 1971 to January 31, 1974. $140,000. Research Grant from NASA Headquarters, Washington, D. C., entitled "Mineralogy and chemistry of polymict-brecciated stone meteorites". Duration: June 1, 1971 to May 30, 1974. $88,150. Cooperative working agreement with NASA Ames Research Center,

Moffett Field, California, entitled "Mineralogy and petrology of Hawaiian basalts". Duration: June 1, 1971 to May 31, 1972. $8,400. Cooperative working agreement with NASA Ames Research Center, Moffett Field, California, entitled "Study of collisionless damping". Duration: June 1, 1971 to May 31, 1972. $5,600. Research Grant from NASA Headquarters, Washington, D. C., via University of California, Los Angeles, California entitled "Carbonaceous chondrites: Their mineralogy and petrology". Duration: July 1, 1971 to June 30, 1972. $3,000. Research Contract with Sandia Corporation, Albuquerque, New Mexico, entitled "Preparation of thin sections and x-ray diffraction patterns. Duration: October 1, 1971 to June 30, 1972. $6,200. Cooperative working agreement with NASA Ames Research Center, Moffett Field, California, entitled "On mass loss from RSO's; galatic nuclei, and early type stars; cyclotron and strong Landau damping in relativistic plasma". Duration: July 1, 1972 to June 30, 1973. $5,600. Research Grant from NASA Manned Spacecraft Center, Houston, Texas, entitled "Electron microprobe analysis of returned lunar samples". Duration: February 1, 1972 to January 31, 1975. $147,600. Research Grant from NASA Headquarters, Washington, D. C., entitled "Mineralogy and chemistry of polymict-brecciated stone meteorites". Duration: June 1, 1972 to May 31, 1975. $130,000. Research contract with Sandia Corporation, Albuquerque, New Mexico entitled "Preparation of thin sections and x-ray diffraction patterns of micro-sized refractory spherules". Duration: July 1, 1972 to June 30, 1973. Research Grant from NASA Langley Research Center, Hampton, Virginia, entitled "X-ray fluorescence analysis of Marsian soil during the 1975-1976 U.S. Viking Unmanned Landing

on Mars". Duration: July 1, 1972 to March 31, 1977. $75,464. Research Grant from NASA Headquarters via the University of California, Los Angeles, California, entitled "Mineralogical and chemical study of carbonaceous chondrites". Duration: July 1, 1972 to June 30, 1973. $3,000. Research Grant from NASA Manned Spacecraft Center, Houston, Texas, entitled "Electron microprobe study of returned lunar samples". Duration: February 1, 1972 to January 31, 1973. $1,975. Total grants and contracts in effect, $761,189.00.

Albert M. Kudo: Working on manuscript on New Mexico basalts for book edited by W. E. Elston. Research continuing on New Mexico basalts and on trace metals in biological organisms. Worked on proposal for NSF on biological concentrations of trace elements in sea.

Abraham Rosenzweig: The crystal structure of cuproslelodowskite (work done at Los Alamos Sci. Lab.) Luzonite-enargite epitaxy at Chinkuashik, Taiwan.

Charles T. Siemers: Recent Conglomeratic beachrock crust, Southern Florida Keys. Sedimentology and paleontology of Upper Cretaceous Strata, Chaco Canyon National Monument, New Mexico - sponsored by National Park service and New Mexico Archeological Center, $6,988., July 1972-July 1973. Sedimentology and Stratigraphy of the Triassic deposits of Eastern New Mexico - grant pending through New Mexico Bureau of Mines. Sedimentology and stratigraphy of the Pleistocene - Holocene canyon-fill sediments of Chaco Canyon National Monument, New Mexico - grant pending through National Park Service and New Mexico Archeological Center.

Sherman A. Wengerd: "Petroleum Exploration along Regional Alignments, Northwestern Colorado Plateau, Four Corners Region" (for publication in Bull. of AAPG); "Elevated Marine Features of the Sonoran Coast of Mexico"

(for academic publication); "Oil and Gas Exploration and the Energy Crisis"; Regional Stratigraphic Controls on the Exploration for Oil, Southern Monument Upwarp, Southwestern Utah" (for New Mexico Geological Society Guidebook 1973); "The Pennsylvanian Reefs of the San Juan Canyon, Utah" (for Four Corners Geological Society River Field Trip, 1973); "Geology and Petroleum Prospects of the Lucero Region, Central New Mexico: (private investigation); "Geology and Petroleum Prospects of the Western Paradox Shelf Region, Utah" (private investigation).

Lee A. Woodward: Geological mapping of Sierra Nacimiento, New Mexico; sponsored by New Mexico Bureau of Mines and Mineral Resources, $3,000, for 1972.

6. Activities in learned and professional societies

Roger Y. Anderson: Member, Geological Society of America. Review of journal articles and books for Limology and Oceanography. Review of research proposals for National Science Foundation.

Douglas G. Brookins: Amer. Geophys. Union, April, one paper presented; chaired session. South-Central Geol. Soc. Amer. Meeting, two papers presented. Annual Meeting Geol. Soc. America, paper presented. Referee for articles submitted to: (1) Bull. Geol. Soc. Amer., (2) Geochim. Cosmochim. Acta, (3) Earth Plan. Sci. Letters. Reviewed four N.S.F. proposals, two Amer. Chem. Soc. - Petroleum Res. Fund Proposals.

Jonathan F. CAllender: Paper read at the Annual Meeting, Geological Society of America, November 13-15, 1972 in Minneapolis, Minnesota.

George R. Clark: Attended annual meeting of AAPG-SEPM, Denver, Colorado, April 17-19, 1972. Attended annual meeting of GSA, Minneapolis, Minnesota, November 13-15, 1972.

Wolfgang E. Elston: Attended sessions and field trips, Cordilleran Section, Geological Society of America, Honolulu, Hawaii, March 29-April 6, 1972. Read paper (see Publications, for title), collected samples of Hawaiian basalt dikes. Attended conference on Geological Mapping of Mars, Menlo Park, California, September 19-21, 1972. Also attended preliminary planning session on site selection for Mariner Viking 1975 mars landing site. Attended annual meeting, Geological Society of America, November 16, 1972. Read paper.

J. Paul Fitzsimmons: Translation from Russian of "Landscape Indicators" edited by A. G. Chikisheu (a collection of papers by leading Russian authorities on indicator research in Geology and Geography) (185 pp.) for Plenum Press. Editing of articles and books for Plenum Press.

George R. Jiracek: Attended symposium on the Electrical Parameters of Rocks, University of Utah, Salt Lake City, Utah, March 15-17, 1972. Attended 42nd Annual International Meeting of the Society of Exploration Geophysicists, Anaheim, California, November 26-30, 1972.

Klaus Keil: I. Offices: President, Electron Probe Society Analysis Society of America (1972). Member, National Committee on Geochemistry, National Academy of Sciences (until 1974). Member, Lunar Science Review Board, Lunar Science Institute (until 1973). Member, MSA Award Committee, Mineralogical Society of America (until 1973). Past-President, Meteoritical Society (1972). Secretary, Commission on Meteorites, International Union of Geological Sciences (until 1975). Secretary, Commission on Cosmic Mineralogy, International Mineralogical Association (until 1974). Chairman, Mineralogy and Petrology Division, Lunar Science Review Board, Lunar Science Institute (until 1974). Vice-Chairman, U. S. National Committee on Geochemistry, National Committee of Sciences (until 1974). Chairman Nominating

Committee, Electron Probe Analysis Society of America (1972). Secretary, International Association for Geochemistry and Cosmochemistry (until 1975). II. Meetings and professional papers: Third Lunar Science Conference, Houston, Texas, January 10-14, 1972. Presented talk on "A chondrite of lunar origin: Textures, lithic fragments, glasses, and chondrules". Los Alamos Scientific Laboratories, Los Alamos, New Mexico, February 15, 1972. Presented talk on "Lunar rocks: Origin and history of the Moon. Cordilleran Section of the Geological Society of America, Honolulu, Hawaii. March 29 to April 1, 1972. Presented talk on "Mineral chemistry of volcanic rocks from Maui, Hawaii: Feldspar": and co-author on a talk entitled "Mineral chemistry of volcanic rocks from Maui, Hawaii: Olivines". Alumni Association, University of New Mexico, Albuquerque, New Mexico, February 15, 1972. Presented talk on "Apollo rocks: Origin and history of the Moon". NASA Ames Research Center, Moffett Field, California, April 30, 1972. Presented talk on "Synthetic, lunar, and meteoritic chondrules". University of California, La Jolla, May 2, 1972. Presented talk on "Synthetic, lunar, and meteoritic chondrules". Annual Meeting, Electron Probe Analysis Society of America, San Francisco, California, July 17-21, 1972. Presented invited talk on "Application of the electron microprobe in earth sciences". International Geological Congress, Montreal, Canada, August 21-30, 1972. Presented invited talk on "Meteorite parent bodies". Department of Geology and Center for Meteorite Studies, Arizona State University, Tempe, Arizona, October 19-20, 1972. Presented talk on "Synthetic, lunar, and meteoritic chondrules". Ann. Meeting of the Group for the Analysis of Carbon Compounds in Meteorites and the Moon, Houston, Texas, October 27-28, 1972. Presented talk on "Carbonaceous lithic fragments in ordinary chondrites".

Ann. Meeting of the Geological Society of America, Minneapolis, Minnesota. Co-author on two talks entitled "Non-Mare rock types in Apollo 15 rake samples" and "Mineral chemistry of volcanic rocks from Maui, Hawaii: Fe-Ti oxides". Ann. Meeting, Meteoritical Society, Chicago, Illinois. Co-author on four talks entitled "Composition and origin of glasses and chondrules in Apollo 15 rake samples from Spur Crater". "Carbonaceous and non-carbonaceous lithic inclusions in the Plainview, Texas, chondrite"; "$(Ti, Fe, Cr)_{3+x}S_4$, a new mineral in the Bustee enstatite achondrite"; and "The origin of chondrules: Experimental investigation of metastable liquid silicates".

Albert M. Kudo: Attended and read paper at Geol. Soc. Amer. Regional Meeting in Honolulu, Hawaii. Collected specimens of Hawaiian volcanic rocks for use in Graduate Igneous Petrology class. Critically reviewed two papers submitted for publication.

Charles T. Siemers: a) paper presented before Four Corners Geol. Soc. - Cretaceous and Tertiary of the Colorado Plateau Symposium, October 12-14, 1972, Durango, Colorado (w/G. A. Flesch and R. Ruetschilling), Sedimentary aspects of the Upper Morrison, Dakota, and Lower Mancos transgressive sequence in part of the Southeastern San Juan Basin, Northwestern New Mexico. b) Co-chairman of National Research Group - Trace Fossils; Soc. Econ. Paleon. and Min. effective July, 1972. c) Talk to Albuquerque Geol. Society - aspects of carbonate sedimentation, Southern Florida Keys, October 7, 1972.

Sherman A. Wengerd: A. President - Chairman of the Executive Committee - American Association of Petroleum Geologists Jan. 1 - June 30; Chairman - AAPG Advisory Board, July 1 - Dec. 30. B. Associate Editor of

the Bulletin, AAPG, Jan. 1 - June 30. Meeting of AAPG Convention Committee Jan. 18, Denver; AAPG Executive Committee Meeting Feb. 3-5, Albuquerque; Special AAPG Officers Meeting Feb. 13-16, Tulsa; Presidents Meeting, American Geological Institute, White Sulphur Springs, West Virginia, Feb. 16-17; Conference with AAPG Editor, Socorro, Feb. 25; Southwest Section AAPG Scientific Meeting, Midland, Texas (dinner Feb. 29, SW Section Board meetings and dinner March 1, Speakers breakfast, Presidents luncheon for AAPG officials, open house, dinner, introduction of officers and nominees March 2, W.T.G.S. Past Presidents' breakfast, gave talk, March 3); AAPG Pacific Section Scientific Meetings, Bakersfield, California, March 8-10 (AAPG Tech sessions, AAPG luncheon, SEPM dinner, March 9, AAPG President's luncheon for AAPG officials March 10); AAPG officials conference at Tulsa Headquarters March 17; American Petroleum Institute Meetings Denver, April 5-8 (API dinner and luncheons April 6-7); Quarterly U.S. Navy luncheon meeting April 10; NATIONAL AAPG Scientific Convention Denver April 12-19 (Presidential Suite, Denver Hilton Hotel) (RMAG luncheon for National AAPG officials April 17, AAPG Past Officers meeting, SEPM reception and AAPG Past-Presidents Dinner meeting, April 17, AAPG Advisory Council meeting April 18. Awards dinner meeting April 18, National TV and Press conferences with Russian geologists and with Director of U.S. Geol. Survey Dr. V. McKelvey April 18-19, attended technical sessions of AAPG, April 17-19; Los Angeles Basin Geological Society meeting April 24 to present AAPG Presidential Citation to Joseph Jensen, Los Angeles; Offshore Technology Conference as President of Major Sponsoring Association, Houston, April 30-May 1; Permian Basin Petroleum Museum meetings and dedication May 3; National Materials Policy Forum, Univ. of Texas, Austin,

May 14-16; Dr. Ellsworth Honors Assembly - Tulsa Headquarters of AAPG May 21; Eastern Section AAPG Scientific meetings May 24 - 25, Columbus, Ohio (AAPG President's luncheon for AAPG officials May 24, Welcoming party May 24, Technical sessions May 24-25, AIPG luncheon May 25). Frank Clark Honors Meeting and Presentations, Tulsa Headquarters of AAPG June 8; AAPG Executive Committee meetings Denver, June 30-July 1 (turned AAPG Presidency over to James E. Wilson, Vice-President of Shell Oil Company); International Geologic Congress in Quebec and Montreal. Canada (field trip Aug. 17-20, AAPG official delegate to Congress (Aug. 21); AAPG Advisory Council meetings as Chairman, Tulsa, Sept. 8-9; Cretaceous - Tertiary Geologic Symposium, Four Corners Geologic Society, Durango, Oct. 11-14. C. Professional Papers Read: "Fault Penetration of Strata along Regional Alignments of the Western Paradox Basin, Utah" AAPG - SEPM Southwest Section meeting, Midland, May 2.

Lee A. Woodward: Talk on "Copper mineralization in northern New Mexico" to Albuquerque Gem and Mineral Club, January 24, 1972. Presented paper on "Normal faulting related to mountain-flanking thrusting, northern New Mexico" to Geological Society of America meeting in Honolulu, April 1, 1972. Guided field trip to Grants uranium district on April 8, 1972 for annual meeting of American Crystallographic Association. Attended New Mexico Geological Society field conference in east-central New Mexico, September 28-31, 1972.

7. Other professional activities

Roger Y. Anderson: Lecture to grade school students at Kirtland School, April, 1972. Lecture on environment to fifth grade at McArthur Elem. School, May, 1972. Lecture on environment to El Dorado High School class, October, 1972.

Douglas G. Brookins: Talk to Shriners Caravan Club (March). Talk to NMIMT (two) in March and April. Talk to Los Altos Kiwanis Club (October) Talk to Albuquerque Geol. Soc. (December). President-elect, Albuquerque Geol. Soc. (1973). Consultant to Maine Geol. Survey and U. S. Geol. Survey Tours of Geology Museum for three Junior High School groups.

Jonathan F. Callender: Lecture at the Albuquerque Geological Society, November 21, 1972.

Wolfgang E. Elston: Served on Working Group on Basin and Range Province and Colorado Plateau U.S. Geodynamics Committee, International Geodynamics project. Prepared a position paper on proposed research. Member, International Astronomical Union Commission 17 (The Moon). Member, Working Group 3 (Geology and Geophysics of the Moon). Prepared evaluations on Apollo Landing sites at request of NASA. Contributed to IAU draft report for activities, 1969-1972. Prepared statement for U.S. Forest Service hearings on proposed Gila Wilderness, Albuquerque, December 16, 1972. Private Conference with personnel of U. S. Geological Survey on geological and geophysical interpretations in the Gila Wilderness, Denver, Colorado, June 6, 1972. Site visit for NASA, space-probe data retrieval facility, California Institute of Technology, Pasadena, California, September 13-14, 1972. Also visited Jet Propulsion Laboratory. Reviewed research proposals for National Science Foundation. Reviewed manuscripts for Geological Society of America. Reviewed chapter in textbook on Planetary Geology by N. S. Short.

J. Paul Fitzsimmons: Talk to AIME Chapter in Grants, New Mexico on Cave investigation in New Mexico (February 19, 1972.)

George R. Jiracek: Talk to fifth grade, Zia Elementary School, March, 1972. Consultancy at NASA-Ames, California, November, 1972.

Klaus Keil: Reviewed one (1) scientific proposal submitted for funding to the National Science Foundation. Reviewed one hundred and twenty four (124) scientific proposals submitted for funding to the National Aeronautics and Space Administration. Reviewed twenty two (22) scientific articles submitted for publication in American Mineralogist; Earth and Planetary Science Letters; Geochemica et Cosmochimica Acta; Meteoritics; and Science. Consultant, Sandia Corporation, Albuquerque, N. M. Eight (8) live and taped television broadcasts and seven (7) live radio shows dealing with the scientific results of Apollo missions and the Viking Program to study Mars. Trained Professor C. B. Sclar, Lehigh University, Bethlehem, Penhsylvania in the use of the electron microprobe (July 31-August 10, 1972). Trained Mr. Glenn Bauer, Honolulu Board of Water Supply, Honolulu, Hawaii, in the use of the electron microprobe (August 1-24, 1972). Consortium Leader, Mineralogy- Petrology, to organize and study in the U. S. the Luna 20 lunar samples returned by the Russians. Chaired the meeting of the Commission on Meteorites of the International Geological Congress, Montreal, Canada. Chaired the meeting of the Commission on Cosmic Mineralogy of the International Mineralogical Association, Montreal, Canada. Chaired session on "Igneous Mineralogy" at the 68 Ann. Meeting of the Cordilleran Section Meeting, Geological Society of America, Honolulu, Hawaii, April 1, 1972. Chaired session on 'Moon: Mineralogy and Petrology", Ann. Meeting, Meteoritical Society, Chicago, Illinois, November 15, 1972. Presented talk on "Composition of Mars: The U.S. Viking Program", to the Albuquerque Geological Society, October 17, 1972. Presented talk on "From Moon to

Mars" to the Albuquerque Chapter, Mechanical Engineering Society, December 13, 1972.

Albert M. Kudo: Gave talk at Albuquerque Geol. Soc. Meeting. Examined some Phillipine rocks for FBI agents investigating robbery of soldier's belongings which were shipped. Judge at New Mexico Science Fair.

Sherman A. Wengerd: (A) After-dinner speech, "Scammons Lagoon, Baja, California", Four Corners Geological Society, Cretaceous - Tertiary Symposium, Oct. 13, Durango; (B) Research field work, Utah, Oct. 24 - 29; (C) Conference with Don Hallinger, Senior Geologist of Pacific Gas and Lighting Corp., Los Angeles, Dec. 8; (D) Member of the Advisory Committee for the Circum-Pacific Energy and Mineral Resources Conference, Honolulu, Sept., 1974; (E) Member of the Federal Power Commission Supply-Technical Advisory Committee of the Natural Gas Survey, Washington, D.C. (appointed June 23, Dr. Paul Root, Chairman); (F) Vice-Chairman, American Association of Petroleum Geologists Past Presidents Club; (G) Member "Association of Petroleum Writers", Tulsa, 1972. Speeches: "Status of our Association-AAPG" before House of Delegates, Denver, April 16; "Oil Men, Geologists, and Roughnecks - Do We All Belong in a Museum?" - Commemorative dinner, Hall of Fame, Permian Basin Petroleum Museum, Midland, May 3; "What Our International Petroleum Policy Should Be" - Forum on Energy Resources and Mineral Plant Foods, The National Materials Policy Commission, University of Texas, Austin, May 15; "Oil, Gas, Energy, Politics, and YOU! - AAPG Looks at the Whole Picture" - West Texas Geological Society, Midland, Feb. 29; "The Exploration Geologist: Money Grubber or Scientist - or Both" - luncheon of the Rocky Mountain Association of Geologists, Denver

April 14; "Welcoming Address" - AAPG Pacific Section meeting, Bakersfield, March 9; "The Role of AAPG in the American Geological Institute" - before A.G.I. Society Presidents Conference, West Virginia, Feb. 17.

8. Non-teaching University Service

Roger Y. Anderson: Chairman, University Committee on Paleoecology. Member, Arts & Sciences Advisory Committee.

Douglas G. Brookins: Acting Chairman, Fall Semester, 1972-73. Research Policy Committee, UNM. Glassblower Search Committee, UNM. Four Geology Departmental Committees. Advisor for seven students plus all new graduate students.

Jonathan F. Callender: Member, Graduate Admissions Committee, Geology Department. Member, undergraduate Cirriculum Committee, Geology, Faculty advisor.

George R. Clark: Univ. Curr. Comm. Univ. Environmental Council.

Wolfgang E. Elston: Member, Research Policy Committee. Chairman, Subcommittee on Research Policy Development, Research Policy Committee. Chairman, Search Committee for Vice President for Research. Member, Promotion Advisory Committee in Mathematics and Natural Sciences (A & S College). Chairman, Departmental Graduate Admissions Committee.

J. Paul Fitzsimmons: Undergraduate Advisor for geology majors and minors.

George R. Jiracek: Department of Ge-logy Committees, Personal and Graduate Program. University-wide Computer Use Committee.

Klaus Keil: Administration of the Institute of Meteoritics and its collections. Chairman and member of several internal committees in the Department of Geology. Member of the Popejoy Visiting Professorship Committee.

Albert M. Kudo: Gave about 5 Departmental French Exams. Member on Sandia and UNM Colloquium Committee; advisor to Sigma Gamma Epsilon, the geology honorary; Member of Advisory Committee for Native American Studies, Advisor for Summer Orientation; thesis and dissertation committee member and chairman.

Sherman A. Wengerd: Department of Geology Personnel Committee (Chairman); Faculty Advisor to Geology majors and graduate students; Salary meeting by UNM Administration as representative of Geology Department, November 9; Entertained UNM "21 Club" November 20; Identification of rocks and minerals for the public; Faculty sponsor of "Campus Gold" (Girl Scouts of UNM); Attended numerous meetings of the Albuquerque Geological Society.

Lee A. Woodward: Chairman, Department of Geology; Chairman of 7 thesis and dissertation committees.

9. Public Service

Roger Y. Anderson: Identification of fossils and rocks for general public.

Douglas G. Brookins: B'nai B'rith United Jewish Appeal, Temple Albert Men's Club: Financial Secretary.

George R. Clark: Served as judge at Spring Rock Show and State Fair. Served as judge at Regional and State Science Fairs.

Wolfgang E. Elston: Gave advice on mineral and water resources to public.

J. Paul Fitzsimmons: Member of executive committee of Sigma Xi.

Klaus Keil: Eighteen (18) private showings of moon rocks to interested citizens, school classes, civic groups, etc. Fourteen (14) private showings of the meteorite collection to interested citizens, school classes, and civic groups. Public lecture, organized by UNM Speakers Committee, entitled The Moon: Origin and history, UNM, Kiva, October 18, 1972.

Albert M. Kudo: Lectured for Camp Fire girls on outdoors and geology so they could earn beads; Member of Executive Board of Bellhaven PTA (responsible for Juvenile Protection); Lectured at more than a dozen classes in various Albuquerque Public Schools on Geology and Origami.

Sherman A. Wengerd: Meetings as member of Metropolitan Airport Development Committee September 12, November 21, November 29; N.M.B.M. & M. R. Director's Advisory Committee Meetings Albuquerque, April 26, November 29; Prepared major letter on "Taxation of Electrical Energy produced in New Mexico" for Representative John Radosovich, October 18; Member of the American Petroleum Institute Exploration Committee, and the National Board of Directors (January 1 - June 30) - meeting in Denver April 6-7; Advisor of Sandia Corporation on Geomorphology Classifications (non-pay); Director of Thompson Internationals Corp., Phoenix, and Public Lands Exploration Inc., Dallas.

10. Personal Information

Johathan F. Callender: Elizabeth Alexa Callender born June 5, 1972.

George R. Clark: Daughter born November 6, 1972.

George R. Jiracek: Baby girl, Maile Elizabeth, born December 2, 1972.

Albert M. Kudo: Bought a new home; made application for citzenship.

Charles T. Siemers: Flying lessons for Private Pilot's License. Spanish; non credit course, University College.

Sherman A. Wengerd: Son Timothy married to Christine Mallouk at St. Thomas Church, New York City, June 3; Daughter Stephanie married to David Allen at All-Faiths Chapel, Albuquerque, June 8; grand-daughter Teresa Louise born to Diana and Robert Wood, Socorro, September 11.

The Report of the Institute of Meteoritics

July 1, 1972 to June 30, 1973

Klaus, Keil, Director

I. General Departmental Information

A. Significant achievements

Staff of the Institute of Meteoritics continued to devote major efforts to three major areas, namely, graduate student training; sponsored research; and public education via private and public showings of moon rocks and work on the Meteoritics Museum.

Graduate student training in the fields of meteoritics, cosmochemistry, lunar sciences, ore microscopy, electron microprobe analysis and other advanced analytical techniques proceeded both in the class room as well as in the research laboratories, where students get involved in original research. At the graduate and, particularly, the Ph.D. level, much of the teaching is done by getting students involved in independent research projects under the direction of the senior staff. Accordingly, eight (8) graduate students and four (4) undergraduate students worked on sponsored research programs in the Institute. This work resulted in the publication of five (5) papers co-authored by graduate students.

A major mission of the Institute is attracting sponsored research to UNM. In this endeavor, we were very successful, having twelve (12) grants in effect during the report period, totalling $861,359.00. This work resulted in the publication of twenty three (23) articles in national and international journals as well as publication of fifteen (15) abstracts of talks given at national and international meetings. Thus, personnel of the Institute of Meteoritics continued its leadership in the field of meteoritics and cosmochemistry

worldwide, representing a tremendous asset to the University of New Mexico. The worldwide reputation of the staff is recognized by the many honors they have received, as well as by the many invitations to chair sessions, present talks, review papers and proposals, etc.

Great progress has been made in bringing the exciting results of lunar and meteorite research and their implications to the public. This was done by many showings of moon rocks and meteorites to interested citizens, school classes, etc., and by numerous talks to schools, civic and church groups, etc. A major goal has been achieved by obtaining a large room in the Geology Building (Northrop Hall) adjacent to the Geology Museum for a Meteorite Museaum, to be opened early in 1974. Work on the design and layout of the Museum is in progress, and after its completion, the Meteorite Museum should become a major attraction to laymen and scientists alike.

Many scientists visited the Institute of Meteoritics, either for short periods (presentation of talks) or for prolonged study periods. Among these colleagues are many outstanding scientists, such as C.E. Nehru of Brooklyn College, New York; David Green of the Australian National University; F. Freund of the University of Cologne, West Germany; and W. von Engelhardt of the University of Tubingen, West-Germany.

During the report period the following personnel was employed at the Institute of Meteoritics.

Dr. Klaus Keil, Director

Dr. Martin Prinz, Senior Research Associate

Dr. Ron Fodor, Research Associate

Dr. Eric Dowty, Research Associate

Hope Bell, Secretary

George Conrad, Microprobe Specialist

Julianne Hultzen, Data Programmer

Harry Planner, Research Assistant

Paul Hlava, Research Assistant

Frank Hollinger, Research Assistant

Dick Moore, Research Assistant

Jon Green, Research Assistant

Gaz Brown, Research Assistant

Steve Sibray, Research Assistant

Terry Steinborn, Research Assistant

Ric Cox, Undergraduate Research Assistant

Georgianna Honea, Undergraduate Research Assistant

Roger Fisher, Undergraduate Research Assistant

Dave Lewis, Undergraduate Research Assistant

Steve Terlicki, Undergraduate Research Assistant

B. Significant Plans and Recommendations

The renovation and addition of the Geology Building (Northrop Hall) has been completed and has provided the laboratory and office space so urgently needed for the Institute. The floor space now available appears sufficient for the Institute for the next few years, but if the Institute continues to grow as it has in the past four years, additional floor space may have to be made available.

One important and urgent need for the Institute is the addition of a full time, permanently employed, Ph.D. level Research Associate. The present permanent scientific staff of the Institute consists only of the Director and the Senior Research Associate; all other scientific personnel are on contract and grant salaries. The addition of a permanent Research Scientist to the staff would allow us to increase our involvement in sponsored research and the cost will ultimately be offset by increased outside funding that a new person could attract. Specifically, we would like to get involved on a large scale in the study of oceanic basalts drilled from the ocean floor, a project that the present scientific personnel could not do justice without neglecting other duties. Consideration of an additional Research Associate (Ph.D.) for the Institute of Meteoritics is therefore urgently requested.

II. Composite of individual biographical supplement

1. Advanced study

Ric Cox:

B.A. in Geology, with distributed minor in Science, Music and Education.

Richard B. Moore:

Passed comprehensive examination, April 9, 1973.

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

Klaus Keil:

Islands of Molokai and Oahu, Hawaii, field work on volcanic rocks. June 13-July 16, 1972.

Klaus Keil:(Continued)

San Francisco, California; Ann. Meeting, Electron Probe Analysis Society of America, July 17-21, 1972.

Manned Spacecraft Center, Houston, Texas; preliminary examination of 151 Apollo 16 rake samples, July 30-August 4, 1972.

Martin Marietta Company, Denver, Colorado; Viking Inorganic Analysis Team Meeting, August 7-9, 1972.

Montreal, Canada; International Geological Congress, August 21-30, 1972.

Martin Marietta Company, Denver, Colorado; Viking Inorganic Analysis Team Meeting, September 18-21, 1972.

U.S. Geological Survey, Washington, D.C.; Viking Inorganic Analysis Team Meeting, October 11-13, 1972.

New Orleans, Louisiana; U. S. National Committee for Geochemistry, National Academy of Sciences, Semi-Ann. Meeting, October 13-14, 1972.

Arizona State University, Tempe, Arizona; talk on "Synthetic, lunar, and meteoritic chondrules," October 19-20, 1972.

Jet Propulsion Laboratory, Pasadena, California; Briefing for Viking Inorganic Analysis Team, October 25-26, 1972.

Lunar Science Institute, Houston, Texas; Ann. Meeting of the Group for the Analysis of Carbon Compounds in meteorites and the Moon, October 27-28, 1972.

Lunar Science Institute, Houston, Texas; Lunar Science Review Board Meeting, October 29-31, 1972.

Minneapolis, Minnesota; Ann. Meeting, Geological Society of America, November 12-15, 1972.

University of Chicago, Chicago, Illinois; Ann. Meeting, Meteoritical Society, November 16-18, 1972.

Cape Kennedy, Florida, and Vero Beach, Florida; Launch of Apollo 17 and Lunar Science Review Board Meeting, December 8-21, 1972.

Hasler Research Center, Goleta, California; Ion microprobe work on meteorites, December 26-30, 1972.

Martin-Marietta Company, Denver, Colorado. Viking Mission to Mars, Science Team meeting. February 20-22, 1973.

Klaus Keil:(Continued)

Houston, Texas; Fourth Lunar Science Conference. Talks on "Chemistry mineralogy, and petrology of mare basalts from Apollo 15 rake samples" (with E. Dowty and M. Prinz), and "Ion microprobe study of high-alumina basaltic glasses" (with M. Prinz, E. Dowty, C.A. Andersen, and J.R. Hinthorne). March 4-8, 1973.

Martin-Marietta Company, Denver, Colorado. Viking Mission to Mars, Science Team meeting, March 27-30, 1973.

NASA Langley Research Center, Newport News, Virginia. Viking Science Week, entitled "Geology of Mars." Talk on "Present state of knowledge of the geology of Mars." April 2-6, 1973.

Nacodogches, Texas. Sigma Xi Banquet Speaker. Talk on "The geology of Moon and Mars." April 13, 1973.

National Academy of Sciences, Washington, D.C. Meeting of the U.S. National Committee of Geochemistry (Chairman). April 12-13, 1973.

Martin-Marietta Company, Denver, Colorado. Viking Mission to Mars, Science Team Meeting. May 1-2, 1973.

Martin-Marietta Company, Denver, Colorado. Viking Mission to Mars, Science Team Meeting. May 29-31, 1973.

University of Houston, Houston, Texas. Talk on the "The geology of Mars." June 14-15, 1973.

Martin Prinz:

Minneapolis, Minnesota; Ann. Meeting, Geological Society of America, November 12-15, 1972.

University of Chicago, Chicago, Illinois; Ann. Meeting, Meteoritical Society, November 16-18, 1972.

Houston, Texas; Fourth Lunar Science Conference, March 4-8, 1973.

Washington, D.C. American Geophysical Union Ann. Meeting, November 14-19, 1973.

Ron Fodor:

Minneapolis, Minnesota; Ann. Meeting, Geological Society of America, November 12-15, 1972.

Ron Fodor(Continued)

University of Chicago, Chicago, Illinois; Ann. Meeting, Meteoritical Society, November 16-18, 1972.

Study leave (one week) at the Field Museum of Natural History, Chicago, Illinois, to select meteorite for study. March, 1973.

Eric Dowty:

Houston, Texas. Fourth Lunar Science Conference, March 4-8, 1973.

Ric Cox:

Three-day field trip to Four Corners Region, to study petroleum production.

3. New scholastic honors, fellowships, etc.

Klaus Keil

Member, U.S. National Committee on Geochemistry, National Academy of Sciences (until October 1974).

Member, Lunar Science Review Board, Lunar Science Institute, Houston, Texas (until October 1973).

Member, Mineralogical Society of America Award Committee (until December 1973).

President, Electron Probe Analysis Society of America (January 1972-December 31, 1972).

Chairman, Mineralogy and Petrology Division, Lunar Science Review Board, Lunar Science Institute, Houston, Texas (until February 7, 1974).

Vice-Chairman, U.S. National Committee for Geochemistry, National Academy of Sciences (until October 1974).

Chairman, Nominating Committee, Electron Probe Analysis Society of America (May 1972).

Consortium leader, U. S. study of Luna 20 Russian Moon rocks (1972).

Secretary, Commission on Meteorites, International Union of Geological Sciences (until 1975).

Secretary, Commission on Cosmic Mineralogy, International Mineralogical Association (until 1974).

Secretary, International Association for Geochemistry and Cosmochemistry (until 1975).

Martin Prinz

Assistant Secretary, International Association for Geochemistry and Cosmochemistry.

Research Associate, American Museum of Natural History, New York, N.Y.

H. Gassaway Brown, IV

Tuition fellowship, Fall and Spring Semester, U.N.M.

Harry Planner

V.C. Kelley Award for field geology, U.N.M.

4. Publications

Since authorship of most publications is shared by several members of the Institute of Meteoritics, all publications are listed here, in one list.

A. Scientific articles published in major national and international journals; scientific publications of the Institute of Meteoritics; as well as books.

Lithic fragments, glasses, and chondrules from Luna 16 fines. Earth Planet. Sci. Letters 13, 243-256, 1972 (K. Keil, G. Kurat, M. Prinz, and J.A. Green).

Mineralogy, petrology, and chemistry of the Burdett, Kansas, chondrite. Chemie der Erde 30,103-113, 1971 (R.V. Fodor, K. Keil, E. Jarosewich, and G.I. Huss).

Spectrochemical analysis by X-ray fluorescence (R. O. Muller), Plenum Press, New York, pp. 326 (translation) 1972 (K. Keil).

The Landes meteorite. Meteoritics 7, 31-38, 1972 (with T. E. Bunch, K. Keil, and G.I. Huss).

Effects of vaporization and condensation on Apollo 11 glass spherules: Implications for cooling rates. Earth Planet. Sci. Letters 14, 7-13, 1972 (G. Kurat and K. Keil).

Electron microprobe analysis of lithic fragments and glasses from Apollo 12 lunar samples. Spec. Publ. 4, UNM Institute of Meteoritics, pp. 14, 1972 (with T. E. Bunch, M. Prinz and K. Keil).

Electron microprobe analyses of lithic fragments, glasses, chondrules, and minerals from Luna 16 fines. Spec. Publ. 5, UNM Institute of Meteoritics, pp. 16, 1972 (with J.A. Green, G. Kurat, M. Prinz and K. Keil).

Use of the CO_2 laser to prepare chondrule-like spherules from supercooled molten oxide and silicate droplets. Earth and Planet. Sci. Lett. 14, 338-344, 1972 (L.S. Nelson, M. Blander, K. Keil and S.R. Skaggs).

Lunar zirkelite: A uranium-bearing phase. Earth and Planet. Sci. Lett. 14, 313-321, 1972 (F.D. Busche, M. Prinz, K. Keil and G. Kurat).

Mineralogy, petrology, and chemistry of lunar rock 12039. Meteoritics 7, 245-255, 1972 (T.E. Bunch, K. Keil, and M. Prinz).

Lunar ultramafic glasses, chondrules, and rocks. Nature, Phys. Sci. 239, 57-59, 1972 (with T.E. Bunch, W. Quaide, M. Prinz, K. Keil and E. Dowty).

Anorthosite in the Apollo 15 rake sample from Spur Crater. In "The Apollo 15 Lunar Samples" (eds. J.W. Chamberlain and C. Watkins), The Lunar Science Institute, Houston, Texas, 62-66, 1972 (E. Dowty, M. Prinz, and K. Keil).

Chondrules of lunar origin. Proc. Third Lunar Science Conf., Geochim. Cosmochim. Acta, Suppl. 3, Vol. 1, 707-721, 1972 (G. Kurat, K. Keil, M. Prinz, and C.E. Nehru).

Spinels and the petrogenesis of some Apollo 12 igneous rocks. Amer. Mineral. 57, 1204-1225, 1972 (F.D. Busche, M. Prinz, K. Keil, and T.E. Bunch).

Niobian rutile in an Apollo 14 KREEP fragment. Meteoritics 7, 417-424, 1972 (P. F. Hlava, K. Keil and M. Prinz).

The Oro Grande, New Mexico, chondrite and its lithic inclusion. Meteoritics 7, 529-542, 1972 (R.V. Fodor, K. Keil and E. Jarosewich).

Contributions to the mineral chemistry of Hawaiian rocks II. Feldspars and interstitial material in rocks from Haleakala and West Maui Volcanoes. Maui, Hawaii. Contr. Mineral. Petrol. 37,253-276, 1972 (R.V. Fodor, K. Keil, and T.E. Bunch).

Description, classification, and inventory of 151 Apollo 16 rake samples from the LM area and Station 5. Manned Spacecraft Center, Houston, Texas, pp. 166, December 1972 (K. Keil, E. Dowty, M. Prinz, and T.E. Bunch).

Tremolite with high richerite-molecule content in kimberlite from Buell Park, Arizona. Amer. Mineral. 57,1889-1893, 1972 (K. Aoki, R.V. Fodor, K. Keil and E. Dowty).

Spinel troctolite and anorthosite in Apollo 16 samples. Science 179, 74-76, 1973 (E. Dowty, M. Prinz, K. Keil and T.E. Bunch).

Oxide minerals in lithic fragments from Luna 20 fines. Geochim. Cosmochim. Acta 37, 761-773, 1973 (R. Brett, R.C. Gooley, E. Dowty, K. Keil and M. Prinz).

Mineralogy, petrology, and chemistry of lithic fragments from Luna 20 fines: origin of the cumulate ANT suite and its relationship to high-alumina and mare basalts. Geochim. Cosmochim. Acta 37, 979-1006, 1973 (M. Prinz, E. Dowty, K. Keil, and T.E. Bunch).

A model for the origin of orange and green glasses and the filling of the mare basins. EOS, Transactions, Amer. Geophys. Union 54,605-606, 1973 (M. Prinz, K. Keil and E. Dowty).

B. Abstracts published in Proceedings of meetings and journals.

A "chondrite" of lunar origin: Textures, lithic fragments, glasses, and chondrules. Proc. Third Lunar Science Conf., Revised Abstracts, 463-465, 1972 (G. Kurat, K. Keil, M. Prinz, and T. E. Bunch).

The liquid-solid transition in aluminum oxide drops heated with a Co_2 laser: differences between the melt in argon and oxygen atmospheres. Amer. Ceramic Society, abstract, Washington, D.C., May 1972 (L.S. Nelson, N. Richardson, K. Keil, and R.S. Skaggs).

Mineral chemistry of volcanic rocks from Maui, Hawaii: Feldspars. Geological Society of America, 68 Ann. Meeting, Cordilleran Section, Honolulu, Hawaii, GAAPBC 4 (3), 181-182, 1972 (K. Keil and R.V. Fodor).

Mineral chemistry of volcanic rocks from Maui, Hawaii: Olivines. Geological Society of America, 68 Ann. Meeting, Cordilleran Section, Honolulu, Hawaii, GAAPBC 4 (3), 134, 1972 (T.E. Bunch and K. Keil).

Application of the electron microprobe in the earth sciences. Abstract. Ann. Meeting Electron Probe Analysis Society of America, 1972 (K. Keil).

Meteorite parent bodies. Abstract, Section 15 (Planetology), International Geological Congress, Montreal, Canada, 160, 1972 (K. Keil).

Carbonaceous lithic fragments in ordinary chondrites. Abstract, Meeting of the Group for the Analysis of Carbon Compounds in Carbonaceous Chondrites and the Moon, Houston, Texas, 1972 (K. Keil).

Non-Mare rock types in Apollo 15 rake samples. Abstract, Ann. Meeting, Geological Society of America, Minneapolis, Minnesota, GAAPBC 4 (7), 491-492, 1972 (E. Dowty, M. Prinz, K. Keil and T. E. Bunch).

Mineral chemistry of volcanic rocks from Maui, Hawaii: Fe-Ti oxides. Abstract, Ann. Meeting, Geological Society of America, Minneapolis, Minnesota, GAAPBC 4 (7), 507, 1972 (R.V. Fodor, K. Keil and T. E. Bunch).

Composition and origin of glasses and chondrules in Apollo 15 rake samples from Spur Crater. Abstract.35, Ann. Meeting, Meteoritical Society, Chicago, Ill. 11, 1972 (T.E. Bunch, M. Prinz, K. Keil and E. Dowty).

Carbonaceous and non-carbonaceous lithic inclusions in the Plainview, Texas, chondrite. Abstract 35 Ann. Meeting, Meteoritical Society, Chicago, Ill., 13, 1972 (R.V. Fodor and K. Keil).

(Ti, Fe, Cr) $_{3+x}S_4$, a new mineral in the Bustee enstatite achondrite. Abstract, 35 Ann. Meeting, Meteoritical Society, Chicago, Ill. 14, 1972 (K. Keil and R. Brett).

The origin of chondrules: Experimental investigation of metastable liquid silicates. Abstract, 35 Ann. Meeting, Meteoritical Society, Chicago, Ill. 23, 1972 (M. Blander, H. N. Planner, K. Keil and L. S. Nelson).

Chemistry, mineralogy, and petrology of mare basalts from Apollo 15 rake samples. Lunar Science IV, The Lunar Science Institute, Houston, Texas, (eds. J.W. Chamberlain and C. Watkins), 181-183, 1973 (K. Keil, E. Dowty and M. Prinz).

Ion microprobe study of high-alumina basaltic glasses. Lunar Science IV, The Lunar Science Institute, Houston, Texas (eds. J.W. Chamberlain and C. Watkins), 603-605, 1973 (M. Prinz, K. Keil, E. Dowty, C.A. Andersen and J.R. Hinthorne).

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

Klaus Keil:

The following research grants and contracts were in effect during the report period.

Research Grant from NASA Manned Spacecraft Center, Houston Texas, entitled "Electron microprobe and laser microprobe study of Apollo 14 to 17 returned lunar samples."
Duration: February 1, 1971 to January 31, 1974.

$ 140,000.00

Research Grant from NASA Headquarters Washington, D.C., entitled "Mineralogy and chemistry of polymict-brecciated stone meteorites."
Duration: June 1, 1971-May 30, 1974.

$ 88,150.00

Cooperative working agreement with NASA Ames Research Center, Moffett Field, California, entitled "On mass loss from RSO's; galactic nuclei, and early type stars; cyclotron and strong Landau damping in relativistic plasma."
Duration: July 1, 1972-June 30, 1973.

$ 5,600.00

Research Grant from NASA Manned Spacecraft Center, Houston, Texas, entitled "Electron microprobe analysis of returned lunar samples."
Duration: February 1, 1972-January 31, 1975.

$ 147,600.00

Research Grant from NASA Headquarters, Washington, D.C., entitled "Mineralogy and chemistry of polymict-brecciated stone meteorites."
Duration: June 1, 1972-May 31, 1975.

$ 130,000.00

Research Contract with Sandia Corporation, Albuquerque, New Mexico entitled "Preparation of thin sections and x-ray diffraction patterns of micron-sized refractory spherules."
Duration: July 1, 1972-June 30, 1973.

$ 6,077.00

Research Grant from NASA Langley Research Center, Hampton, Virginia, entitled "X-ray fluorescence analysis of Marsian soil during the 1975-1976 U.S. Viking Unmanned Landing on Mars."
Duration: July 1, 1972-March 31, 1977.

$ 75,464.00

Research Grant from NASA Headquarters via the University of California, Los Angeles, California, entitlted "Mineralogical and chemical study of carbonaceous chondrites."
Duration: July 1, 1972-June 30, 1973.

$ 3,000.00

Research Grant from NASA Manned Spacecraft Center, Houston, Texas entitled "Electron microprobe study of returned lunar samples."
Duration: February 1, 1972-January 31, 1973.

$ 1,975.00

Research Grant from NASA Manned Spacecraft Center, Houston, Texas, entitled "Electron microprobe study of returned lunar samples". Duration: February 1, 1972-January 31, 1973.

$ 170,200.00

Research Grant from NASA Ames Research Center, Moffett Field, California, entitled "Physical models of quasi-stellar objects; relativistic effects in wave propagation anddamping in relativistic plasmas." Duration: June 30, 1973-June 30, 1974.

$ 5,600.00

Research Grant from NASA Headquarters, Washington, D.C. entitled "Mineralogy and chemistry of polymict-brecciated stone meteorites." Duration: June 1, 1973-May 31, 1976.

$ 87,693.00

Total grants and contracts in effect: $ 861,359.00

6. Activities in learned and professional societies

A. Offices

Klaus Keil:

President, Electron Probe Society Analysis Society of America (1972)

Member, National Committee on Geochemistry, National Academy of Sciences (until 1974)

Member, Lunar Science Review Board, Lunar Science Institute (until 1973)

Member, MSA Award Committee, Mineralogical Society of America (until 1973)

Past-President, Meteoritical Society (1972)

Secretary, Commission on Meteorites, International Union of Geological Sciences (until 1975)

Secretary, Commission on Cosmic Mineralogy, International Mineralogical Association (until 1974)

Chairman, Mineralogy and Petrology Division, Lunar Science Review Board, Lunar Science Institute (until 1974)

Vice-Chairman, U.S. National Committee on Geochemistry, National Academy of Sciences (until 1974)

Chairman, Nominating Committee, Electron Probe Analysis Society of America (1972)

Secretary, International Association for Geochemistry and Cosmochemistry (until 1975)

Martin Prinz:

Assistant Secretary, International Association for Geochemistry and Cosmochemistry.

B. Meetings and professional papers

Klaus Keil

Annual Meeting, Electron Probe Analysis Society of America, San Francisco, California, July 17-21, 1972. Presented invited talk on "Application of the electron microprobe in earth sciences."

International Geological Congress, Montreal, Canada, August 21-30, 1972. Presented invited talk on "Meteorite parent bodies."

Department of Geology and Center for Meteorite Studies, Arizona State University, Tempe, Arizona, October 19-20, 1972. Presented talk on "Synthetic, lunar, and meteoritic chondrules."

Ann. Meeting of the Group for the Analysis of Carbon Compounds in Meteorites and the Moon, Houston, Texas, October 27-28, 1972. Presented talk on "Carbonaceous lithic fragments in ordinary chondrites."

Ann. Meeting of the Geological Society of America, Minneapolis, Minnesota, Nov. 12-15, 1972. Co-author on two talks entitled "Non-Mare rock types in Apollo 15 rake samples" and "Mineral chemistry of volcanic rocks from Maui, Hawaii: Fe-Ti oxides."

Ann. Meeting, Meteoritical Society, Chicago, Illinois, Nov. 16-18, 1972. Co-author on four talks entitled "Composition and origin of glasses and chondrules in Apollo 15 rake samples from Spur Crater." "Carbonaceous and non-carbonaceous lithis inclusions in the Plainview, Texas, chondrite;" "$(Ti,Fe,Cr)_{3+x}S_4$, a new mineral in the Bustee enstatite achondrite;" and "The origin of chondrules: Experimental investigation of metastable liquid silicates."

American Society of Metals, Albuquerque, New Mexico, February 16, 1973. Talk on "Geology of the Moon and Mars."

Inorganic Analysis Science Team Meeting, Viking Mars Mission, Martin-Marietta Company, Denver, Colorado, February 20-22, 1973.

Fourth Lunar Science Conference, Houston, Texas, March 4-8, 1973. Talks on "Chemistry, mineralogy, and petrology of mare basalts from Apollo 15 rake samples" (with E. Dowty and M. Prinz), and "Ion microprobe study of high-alumina basaltic glasses" (with M. Prinz, E. Dowty, C.A. Andersen, and J.C. Hinthorne).

Questors, Albuquerque, New Mexico, March 11, 1973. Talk on "Geology of the Moon: a summary."

Edison Foundation Meeting, Albuquerque, New Mexico, March 19, 1973. Talk on "Origin and history of the Moon."

New Mexico Highlands University, Las Vegas, New Mexico, March 24, 1973. Talk on "What have we learned from the Apollo Program?"

Inorganic Analysis Science Team Meeting, Viking Mars Mission, Martin-Marietta Company, Denver, Colorado, March 27-30, 1973.

Industrial Conference, Department of Geology, University of New Mexico, Albuquerque, New Mexico, March 31, 1973. Talk on "Electron microprobe analysis and application."

Viking Science Week on the Geology of Mars, NASA Langley Research Center, Newport News, Virginia, April 2-6, 1973. Talk on "Present state of knowledge of the geology of Mars."

Sigma Xi, Bankquet Speaker, Nacodogches, Texas, April 11, 1973. Talk on "The geology of Moon and Mars."

U. S. National Committee of Geochemistry, National Academy of Sciences, Semi-annual Meeting, Washington, D.C. April 12-13, 1973.

Sandia Laboratories, Albuquerque, New Mexico, April 24, 1973. Talk on "The geological exploration of the Moon."

Electron Microscopy Society of New Mexico, Albuquerque, New Mexico, April 25, 1973. Talk on "Electron microprobe analysis and applications."

Inorganic Analysis Science Team Meeting, Viking Mars Mission, Martin-Marietta Company, Denver, Colorado, May 1-2, 1973.

American Institute of Astronautics and Aeronautics, Albuquerque, New Mexico, May 3, 1973. Talk on "Geology of Moon and Mars."

Inorganic Analysis Science Team Meeting, Viking Mars Mission, Martin-Marietta Company, Denver, Colorado, May 29-31, 1973.

University of Houston, Houston, Texas, June 14-15, 1973. Talk on "The Geology of Mars."

Martin Prinz

Ann. Meeting of the Geological Society of America, Minneapolis, Minnesota, Nov. 12-15, 1972. Co-author on a talk entitled "Non-mare rock types in Apollo 15 rake samples."

Ann. Meeting, Meteoritical Society, Chicago, Illinois, Nov. 16-18, 1972. Co-author on a paper entitled "Composition and origin of glasses and chondrules in Apollo 15 rake samples from Spur Crater."

Fourth Lunar Science Conference, Houston, Texas, March 4-8, 1973. Co-author on two talks entitled "Chemistry, mineralogy, and petrology of mare basalts from Apollo 15 rake samples;" and "Ion microprobe study of high-alumina basaltic glasses."

American Geophysical Union Meeeting, Washington, D.C., April 13-19, 1973. Co-author on three talks entitled "Oxide minerals from Luna 20 fines" (with R. Brett, R. Gooley, K. Keil, C.E. Nehru, and E. Dowty); "Spinel and ilmenite from Apollo 15 igneous rocks" (with C.E. Nehru, K. Keil, and E. Dowty), and "A model for the origin of Apollo 17 orange soil" (with E. Dowty and K. Keil).

Ron Fodor

Ann. Meeting, Geological Society of America, Minneapolis, Minnesota, Nov. 12-15, 1972. Co-author on talk entitled "Mineral chemistry of volcanic rocks from Maui, Hawaii: Fe-Ti oxides" (with K. Keil and T.E. Bunch).

Ann. Meeting, Meteoritical Society, Chicago, Illinois, Nov. 16-18, 1972. Co-author on talk entitled "Carbonaceous and non-carbonaceous lithic inclusions in the Plainview, Texas, chondrite" (with K. Keil).

7. Other Professional Activities

Klaus Keil

Reviewed one(1) scientific proposal submitted for funding to the National Science Foundation.

Reviewed one hundred and twenty four (124) scientific proposals submitted for funding to the National Aeronautics and Space Administration.

Reviewed twenty two (22) scientific articles submitted for publication in American Mineralogist; Earth and Planetary Science Letters; Geochemica et Cosmochimica Acta; Meteoritics; and Science.

Consultant, Sandia Corporation, Albuquerque, N.M.

Eight (8) live and taped television broadcasts and seven (7) live radio shows dealing with the scientific results of Apollo missions and the Viking Program to study Mars.

Trained Professor C.B. Sclar, Lehigh University, Bethlehem,Pennsylvania in the use of the electron microprobe (July 31-August 10, 1972).

Trained Mr. Glenn Bauer, Honolulu Board of Water Supply, Honolulu, Hawaii, in the use of the electron microprobe (August 1-24, 1972).

Consortium Leader, Mineralogy-Petrology, to organize and study in the U.S. the Luna 20 lunar samples returned by the Russians.

Chaired the meeting of the Commission on Meteorites of the International Geological Congress, Montreal, Canada.

Chaired the meeting of the Commission on Cosmic Mineralogy of the International Mineralogical Association, Montreal, Canada.

Chaired session on "Moon: Mineralogy and Petrology," Ann. Meeting, Meteoritical Society, Chicago, Illinois, November 15, 1972.

Presented talk on "Composition of Mars: The U.S. Viking Program," to the Albuquerque Geological Society, October 17, 1972.

Presented talk on "From Moon to Mars" to the Albuquerque,Chapter, Mechanical Engineering Society, December 13, 1972.

Martin Prinz

Reviewed 15 papers submitted for publication in Bulletin of the Geological Society of America; Earth and Planetary Sciences Letters; Science; Geochimica et Cosmochimica Acta; and Lunar Science Conference Proceedings.

Paul Hlava

Judge, 1973 Rock and Mineral Show, Albuquerque, N.M., April, 1973.

Judge, Mineral Show, New Mexico State Fair, Sept. 1972.

Harry Planner

Judge, Junior High School Science Fair, Earth Sciences Discussion, UNM Arena, March 1973.

8. Non-teaching University Service

Klaus Keil

Administration of the Institute of Meteoritics and its collections.

Chairman and member of several internal committees in the Department of Geology.

Member of the Popejoy Visiting Professorship Committee.

9. Public Service

Klaus Keil

Eighteeen (18) private showings of moon rocks to interested citizens, school classes, civic groups, etc.

Fourteen (14) private showings of the meteorite collection to interested citizens, school classes, and civic groups.

Public lecture, organized by UNM Speakers Committee, entitled "The Moon: Origin and history." UNM, Kiva, October 18, 1972.

Martin Prinz

Several talks to schoolchildren on moon rocks.

Several private showings of moon rocks to interested citizens and visiting scientists.

10. Personal information

Harry Planner

Change in military status (August 1, 1972) from class 2-S to class 1-H.

THE REPORT OF THE DEPARTMENT OF HISTORY

July 1, 1972 - June 30, 1973

Frank W. Iklé, Chairman, Sem. I.
Troy S. Floyd, Acting Chairman, Sem. II.

I. General Departmental Information

A. Significant Achievements

1. The following courses were added to the History curriculum:

   304 Revolution in History

   410 The Historian and the Museum

   481 The Modernization of South America

   496 Undergraduate Readings in History

   526 Seminar in European Economic History

   537 Seminar in European Imperialism

2. Revised the departmental Ph.D. Requirements effective Semester I, 1973-74.

3. Activities Beyond the Formal Curriculum

a. The department was host to The Society of American Archivists Regional Meeting on campus, September 15-16, 1972.

b. James T. Liu, Professor of East Asian Studies at Princeton University, gave a public lecture on "China Today" on October 9, 1972.

c. Professor Hayden White, UCLA, gave a public lecture on History and Its Myths--co-sponsored by Phi Alpha Theta, History Honorary Society.

d. Professor Manfred Kossok, Karl Marx University, Leipzig, Germany was a guest of the department and lectured at seminars.

e. Dr. Riley Sunderland, noted military and naval author, gave a public lecture on "Asian Powers in World War II," on February 19, 1973.

f. Mr. Paul Cleveland, Assistant Secretary of State for East Asian and Pacific Affairs, discussed with the department at an informal coffee hour "The State Department, the Historian, and the Public's Right to Know," on March 29, 1973.

continued over

g. Albert Soboul, Professor of History of the French Revolution at the Sorbonne, gave a public lecture on "The Importance of the French Revolution Today" on April 10, 1973.

h. The Phi Alpha Theta Regional Conference was hosted by the University of New Mexico Chapter of Phi Alpha Theta on campus on May 11-12, 1973. The guest speaker was Professor Boyd Schafer, speaking on "Nationalism and Inter-Nationalism."

i. Participated in UNM Gallup Branch college.

j. Participated in Los Alamos Residence Center.

k. Participated in UNM Center, Quito, Ecuador.

l. Participated in Universidad Autonoma, Guadalajara.

4. Honors

a. Shirlene Soto, awarded Ford Fellowship for academic year 73-74.

b. Cipriano Griego awardded Ford Fellowship for academic year 73-74.

c. Joseph Sanchez, awarded Ford Fellowship for academic year 73-74.

d. Veronica Tiller, awarded Ford Fellowship .

e. Stewart Chapman, History Major, Coan Prize.

5. Teaching positions held by 1972-73 Ph.D.'s.

Judith Ewell--William and Mary College

Janet Ruth Fireman--California State University at Fresno.

Richard Kyle--Tabor College, Hillsboro, Kansas.

Franklin Nickell--Southeast Missouri State College.

Daniel Simundson--Asst. Director, Northern Branch, UNM.

B. Significant Plans and Recommendations for the Future

1. Move to new Humanities Building anticipated Spring 73-74.

C. Appoints to staff

1. James Foster, Visiting Assistant Professor, U.S. History Summer Session, University of Alaska.
2. Daniel Simundson, Part-time Instructor, U.S. History, Semester I, 1972-73.
3. Michael Weber, Part-time Instructor, Museum Course, Santa Fe, Semester II, 1972-73.
4. Brooke DeVore Smith, Visiting Assistant Professor, Women's and European History, replacement for Barbara Pope, who has a one-year leave of absence.

D. Separations from Staff

1. Professor James Goldsmith, Visiting Assistant Professor took position as Assistant Professor at the University of Oklahoma, Norman, Okla.

continued over

2. Professor Gunther Rothenberg resigned to take position as Professor of History at Purdue University, Lafayette, Indiana.

3. Staff: -- Olive Knox, Office Manager, retired.

E. Promotions

1. Howard Rabinowitz to Assistant Professor.

2. Staff: -- Arla Sivinski to Administrative Secretary.

Patricia Pabisch to Departmental Secretary.

II. Composite of information requested on individual biographical supplements: (period Jan. 1 - December 31, 1972).

1. Advanced Study

a. RABINOWITZ, Harold	Passed Ph.D. defense, December 4, 1972. Degree to be awarded by University of Chicago, March, 1973. "The Search for Social Control: Race Relations in the Urban South, 1865-1890."
b. SPIDLE, Jake W.	Ph.D. awarded by Stanford University June, 1972. "The German Colonial Civil Service: Selection, Organization, and Training."

2. Sabbatical, Summer Teaching, Travel, etc.

a. CUTTER, Donald C.	On special leave during spring semester. Taught UNM-UAG summer session in Guadalajara sponsored by Fulbright Comm.
b. ELLIS, Richard N.	Summer teaching at the University of Maine at Portland; Sabbatical, Fall 72.
c. KERN, Robert W.	Sabbatical leave January-June 1972.
d. LIEUWEN, Edwin	August 1972: Research in Bancroft Library, Berkeley, CA.
e. SMITH, George W.	Sabbatical leave Semester I, 1972-73.
f. SPIDLE, Jake W.	Travel to Memphis State University library (July, 1972) for research in German Reichstag papers; several trips to New Mexico State Archives and southern New Mexico (Roswell, Carlsbad, Hatch etc.) in connection with research on paper dealing with German P.O.W.'s held in NM during WWII.
g. STEEN, Charlie R.	Completed research trip to England, France, Belgium and Italy to search for archival material on the Regency of Margaret of Parma in the Netherlands (1566-1569).

3. New Scholastic Honors

a. CUTTER, Donald C.	Served as Fulbright-Hays Lecturer/ Consultant in Mexico, with extension to cover summer program. Named to Southwest Bicentennial Steering Comm.
b. ELLIS, Richard N.	Grant fron American Council of Learned Societies.
c. ROTHENBERG, Gunther E.	Elected Fellow Inter-University Seminar on Armed Forces and Society.
d. SZASZ, Ferenc M.	Moore Memorial Award for best article in Volume XXX (1971) of the Tennessee Historical Quarterly (Free Press, NY, 1972).

4. Publications

BOOKS

a. ELLIS, Richard N.	The Western American Indian: Case Studies in Tribal History. University of Nebraska Press, 1972.
b. KERN, Robert W.	The Caciques, UNM Press. To appear in 1973.
c. NASH, Gerald D.	2nd edition. Issues in American Economic History (Boston: D.C. Heath, 1972).
d. PORTER, Jonathan	Tseng Kuo-fan's Private Bureaucracy (Center for Chinese Studies, University of California at Berkeley, China Research Monographs, No. 9).
e. ROEBUCK, Janet	The Making of Modern English Society, published in England by Routledge & Kegan Paul; published in USA by Scribner's and accepted by Victorian Modern History Book Club as their Spring Selection for 1974.
f. ROTHENBERG, Gunther E.	Congregation Albert (Colorado Springs, 1972), p. 78.

4. Publications (cont'd)

ARTICLES

a. CUTTER, Donald C. — "Malaspina at Yakutat Bay," The Alaska Journal, Vol. 2 (1972), pp. 42-49.

b. ELLIS, Richard N. — "The Humanitarian Generals," Western Historical Quarterly, April 1972.

"The Apache Chronicle," New Mexico Historical Review, July 1972.

c. LIEUWEN, Edwin — "El Gobierno Militar en Brasil," Problemas Internacionales, July-August, 1972, pp. 84-89.

d. NASH, Gerald D. — "A Century of Economic Growth in California," California Historical Society Quarterly (December 1972), pp. 372-390.

Articles in Encyclopedia Americana (Federal Power Commission, Food and Drug Administration), in Dictionary of Scientific Biography (Whitney), and in Dictionary of American Biography (Epstein).

e. PORTER, Jonathan — "The Mu-fu System: A Biographical Introduction," Society for Ch'ing Studies, Ch'ing-shih wen-t'i, II 8 (May 1972), 56-77.

f. ROTHENBERG, Gunther E. — "Austrian Sanitary Cordon and Control of Bubonic Plague," Journal of History of Medicine, December 1972.

g. SZASZ, Ferenc M. — "Protestantism and the Search for Stability: Liberal and Conservative Quests for a Christian America, 1875-1925," in Jerry Israel, (ed), Building the Organizational Society (Free Press, New York, 1972).

4. Publications (cont'd)

BOOK REVIEWS

a. CUTTER, Donald C.

Reviews in Journal of Arizona History, Utah Historical Quarterly, Quarterly of the Historical Society of Southern California, Mexico City News, Journal of San Diego History, Pacific Historical Review, and Pacific Northwest Quarterly.

b. ELLIS, Richard N.

Reviews of:
Washburn, Red Man's Land/White Man's Law in Western Historical Quarterly.
Beckham, Requiem for a People in Montana.
Plummer, Frontier Governor in Civil War History.
Armstrong, I Have Spoken in Montana.
Stevenson, The Zuni Indians in Journal of the West.
Goodwin, Western Apache Raiding and Warfare in Montana.
Gatewood, Smoked Yankees in Tennessee Historical Quarterly.
Bird, War for the West in Journal of the Illinois State Historical Society.
Carroll, The Black Military Experience in the American West in Montana.
Vanderwerth, Indian Oratory in American Quarterly.
Ceram, The First American in Ohio History.
Katz, The Black West in Wisconsin Magazine of History.
Bird, Tell Them They Lie: The Sequoyah Myth in Montana.

c. FLOYD, Troy S.

André Saint-Lu, Condition coloniale et conscience créole au Guatamala (1524-1821), in American Historical Review, October 1972, p. 1187.

d. IKLE, Frank W.

Libal, M. Japans Weg in den Krieg in Journal of Asian Studies, August 1972.

4. Publications (cont'd)

BOOK REVIEWS (cont'd)

e. PUGACH, Noel H.

Daniel B. Carroll, Henri Mercier and the American Civil War, in Civil War History (March 1972), 71-72.

Warren Cohen, America's Response to China: An Interpretative History of Sino-American Relations in Pacific Historical Review (August 1972), 399-400.

f. SPIDLE, Jake W.

Discussed 2 books in Journal of Modern African Studies, 10 (1972, #3), pp. 495-96.

5. Research

COMPLETED RESEARCH

a. BREWER, Paul

"St. Louis' Response to the Cholera Epidemic of 1849," Bulletin of the History of Medicine, forthcoming.

b. DABNEY, William M.

Continuation of study of Scottish commentators on Anglo-America in the last half of the 18th C., especially the American Revolution. Completion and submission to the Journal of American Studies (published by Cambridge University Press) of an article on an aspect of this. Being considered for publication.

c. ELLIS, Richard N.

"Vincent Colyer and the New American Press," accepted for inclusion in book on New Mexico Indians.

"Comments on the Indian Fighting Army," accepted for inclusion in book on Indian-White Relations.

"The Doris Duke American Indian Oral History Collection at New Mexico," accepted by New Mexico Historical Review.

"Bureau of Indian Affairs Records in the Federal Records Centers." Submitted to Prologue.

5. Research (cont'd)

COMPLETED RESEARCH (cont'd)

d. FLOYD, Troy S.	Book ms., Spain and the Caribbean, 1492-1526 accepted by UNM Press. Articles for Latin American Enclyclopedia (Consulado, Fleet System, Mining, Council of Indies), completed and accepted; Book review, Mario Góngora, Encomenderos y estancieros, written for American Historical Review, and accepted.
e. IKLÉ, Frank W.	2nd edition of "A History of Asia" in collaboration with Woodbridge Bingham and Hilary Conroy, to be published 1973 by Allyn & Bacon.
f. KERN, Robert W.	"Anarchist Principles and Spanish Reality: Emma Goldman in the Civil War, 1936-39" accepted by Journal of Contemporary History. "Anarchism and the Army of the North in Aragon 1936-37" accepted by Journal of Military History.
g. LIEUWEN, Edwin	Spring 1972--developed and offered new course: History 482--The Mexican Revolution.
h. NASH, Gerald D.	Book completed, The American West in 20th Century to be published by Prentice Hall. Book completed, Herbert Hoover and American Capitalism, to be published by Schenkman, Cambridge, Mass. Articles in Garraty (ed.) Biographical Dictionary; Dictionary of American History.
i. PUGACH, Noel H.	"Embarrassed Monarchist: Frank J. Goodnow and Constitutional Development in China, 1913-15," accepted for publication in the Pacific Historical Review.

5. Research (cont'd)

RESEARCH COMPLETED (cont'd)

j.	RABINOWITZ, Howard	"Half a Loaf: The Shift from White to Black Teachers in the Negro Schools of the Urban South 1865-1890," accepted for publication in the Journal of Southern History.
k.	ROBBINS, Richard G.	"A. A. Kizevetter Scholar and Citizen." To be published as the introduction to a republished version of Kizevetter's memoir Na Rubezhe dvukh stoletii; handled by Oriental Research Partners, Cambridge, Engl.
		Completed monograph on the famine of 1891-92 in Russia under consideration by Princeton University Press and the Columbia Russian Institute.
l.	ROTHENBERG, Gunther E.	"Military Compromise of 1868 and its Consequences," to appear in Slavic Review, 1973.
m.	SKABELUND, Donald	Prepared and introduced new course in Social History of Science and Technology.
n.	SPIDLE, Jake W.	"Coffee on Kilimanjaro: Indirect Rule in the Economic Sphere" -- an article under consideration by Transafrican Journal of History.
		"Ethiopian Air Lines and Economic Development in Ethiopia" -- an article under consideration by the Journal of Transport History.
o.	STEEN, Charlie R.	"Louis XIV and the Concept of Christendom . . ." accepted for publication in European Studies Review.
p.	SULLIVAN, Donald	"Cusa's 'De Ultimis Diebus' in the Tradition of Renaissance Prophecy"--- submitted.

5. Research (cont'd)

RESEARCH IN PROGRESS

a. CUTTER, Donald C.	Continued Research on the Payeras Papers.
b. LIEUWEN, Edwin	Continued Progress on Monograph: Social Revolution in Latin America.
	Work begun on biography of Alvaro Obregón and the Mexican Revolution.
c. POPE, Barbara	Contracted to write article on 19th Century bourgeois women for a book called Becoming Visible, which will be published by Houghton-Mifflin nest year.
d. PORTER, Jonathan	Research on Bureaucracy and Modernization in Modern China.
e. PUGACH, Noel H.	Biography of Paul S. Reinsch in progress.
f. RABINOWITZ, Howard	Working on two studies of Patterns of segregation inthe Urban South and Thomas A. Kercheval: Early Case of Southern Bossism.
g. ROBBINS, Richard G.	In progress: A bio-biographical essay on Varvara MacGahan, a Russian journalist who resided in the US, 1880-1904. A study of the Kazan press during the famine of 1891-92.
h. ROEBUCK, Janet	Book on cities and society for Scribner's in progress.
i. SPIDLE, Jake W.	"Victorian Juvenalia and the Black African" -- article in preparation; invited to read this paper at the Rocky Mountain Social Sciences Convention in Laramie, April 23-25, 1973.

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5. Research (cont'd)

RESEARCH IN PROGRESS (cont'd)

SPIDLE (cont'd)

"Axis Prisoners of War in New Mexico, 1942-46" -- article in final stages of preparation for submission to New Mexico Historical Review.

Bibliographical article on Axis prisoners in USA in preparation for Military History (by invitation of the editor).

Article on Berhard Dernburg in preparation for Leo Baeck Institute Yearbook (by invitation of the editor)

Abstracts from three German journals (Vierteljahreshefte für Zeitgeschichte, Neue Deutsche Hefte, and Vierteljahrsschrift für Sozial- und Wirtschaftgeschichte) in preparation for Historical Abstracts.

Read 2 chapters of Lewis Gann and Peter Duignan (eds.), Source Guide on Colonialism in Africa, 1870-1960 (Cambridge University Press, forthcoming in 1973) for the editors.

j. SULLIVAN, Donald D.

Book on Milleniarism and Reform in the Later Middle Ages in progress.

6. Activities in Learned Societies

a. BREWER, Paul	Member of the American Historical Association, the Organization of American Historians, and the American Studies Association.
b. CUTTER, Donald C.	Read paper "Esfuerzos Novo-Gallegos para la Ocupacion de California, 1600-1760" at lecture series sponsored by the Univ. Autonoma de Guadalajara.
	Member of Archival Advisory Board, Federal Records Center, Ft. Worth and attended annual meeting.
	Informal presentation "The Nentwig Maps" at First Gran Quivera Conf.
c. DABNEY, William M.	Attendance at the annual meeting of the Organization of American Historians in Washington, D.C., April 1972.
d. ELLIS, Richard N.	Commentator, Conference on Indian-White Relations sponsored by National Archives, June, 1972.
	Chairman of Session, Western History Association. Conference, October 1972.
	Member of Council, Western History Association.
	Member of Advisory Council, National Archives and Records Service, Region 7.
	Membership Committee, Organization of American Historians.
	Membership Committee, Western History Association.
	Faculty Sponsor, Phi Alpha Theta.
	Attended Phi Alpha Theta regional conference (chairman of session).
	Attended Symposium on Archival Admin. (National Archives & Records Service & Society of American Archivists).

6. Activities in Learned Societies (cont'd)

e. IKLE, Frank W.	Attended meeting of the Association for Asian Studies in New York, March 1972. Attended meeting of the American Historical Association in New Orleans, December 1972. Attended meeting of the Pacific Coast Branch of the American Historical Association in Santa Barbara, August 1972. Chairman of panel on "The US & Vietnam"
f. LIEUWEN, Edwin	Attended meeting of the Pacific Coast Branch of the American Historical Association in Santa Barbara, August 1972. Attended meeting of the American Historical Association in New Orleans, December 1972. Address: "U.S. Latin-American Policy," at Casper College in April 1972.
g. NASH, Gerald D.	Attended Organization of American Historians meeting in Washington, D.C. Member, Board of Editors, Journal of American History. Nominating Committee, American Historical Association, P.C.B. Program Committee, Western History Association. Member, Board of Editors, Western Historical Quarterly.
h. PORTER, Jonathan	Chairman of panel "Problems of Development and Change in China" and read paper: "The Pattern of Innovation and Modernization in China: The Case of the Mu-fu System."

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6. Activities in Learned Societies (cont'd)

PORTER (cont'd)	Member, Executive Board, Western Conference, Association for Asian Studies, Attended Annual Meeting, Association for Asian Studies, New York, 27-29 March, 1972. Attended annual meeting, Western Conference, Association for Asian Studies, Salt Lake City, 9-11 Nov. 72
i. PUGACH, Noel H.	Participant in the Scholar-Diplomat Seminar on East Asia at the State Department (Washington, D.C.) May 8-12, 1972.
j. RABINOWITZ, Howard	Attended American Historical Assoc. Convention in New Orleans, Dec. 28-30, 1972.
k. ROEBUCK, Janet	Paper on "Local Government Action as an Agent of Social Change: The Case in South-West London, 1856-1888," given at Conference of the Rocky Mountain Social Science Assoc. in April 1972.
l. ROTHENBERG, Gunther E.	Paper on "Command Problems of Multi-Ethnic Forces," given at Army War College, September 28, 1972. Paper on "Teaching Military History in a State University," given at the USAF Academy in October 1972.
m. SPIDLE, Jake W.	Attended regional meeting of Phi Alpha Theta in Flagstaff in April 1972.
n. STEEN, Charlie R.	Presented paper at the 1972 meeting of the Missouri Valley Historical Associa.
o. SULLIVAN, Donald D.	Session Chairman/commentator at Rocky Mountain Medieval and Renaissance Association meeting, Northern Arizona University, October 1972.

7. Other Professional Activities

a. CUTTER, Donald C.	Guest lecturer at Staff and Command School, U.S. Naval War College, Newport, R.I. on "The Role of the Military in Latin America."
	Guest lecturer, Central State (Okla.) on "Institutions of Spanish Colonial Government" and "Hispano-Mexican Legal Contributions to the American West."
	Spoke to Instituto Cultural Mexicano-Norteamericano.
	Spoke to Club Muralla (Mazatlan), sponsored by U.S. State Department.
	TV appearance, Channel 2 (Guadalajara).
	Manuscript opinions for various hist. organizations.
b. DABNEY, William	Main speaker at the "Congress of 200," sponsored by the New Mexico American Revolution Bicentennial Commission, March 1972.
	Member of the Board, Albuquerque School Volunteer Council.
c. ELLIS, Richard N.	Consultant for National Park Service on Mescalero Apache history.
	Lecture at Sandia High School.
	Judge for Hafen Prize for Colorado Historical Society.
	Judge for prize for NM Historical Review.
	Reviewed manuscripts for University of Arizona Press, Western Historical Quarterly, and National Geographic.
	Reviewed grant proposals for National Endowment for the Humanities.

7. Other Professional Activities (cont'd)

d. IKLÉ, Frank W.	Public lecture, Colorado Western College, Gunnison, Colo. October 1972 on "Problems of Modern Japan." Meeting in Washington, D.C. in June 1972 with Commission for the Endowment for the Humanities, to organize New Mexico In-State program in the Humanities.
e. LIEUWEN, Edwin	1972 Consultant: U.S. State Department (Latin-American Policy Section).
f. NASH, Gerald D.	Educational Consultant--American Hist.--Educational Testing Service, Princeton, New Jersey. Examiner--College Entrance Board. Consultant, Wadsworth Publishing Co., McGraw Hill. Advisory Board, National Archives, Region 7.
g. PORTER, Jonathan	Talk to Rotary Club, Santa Fe, Feb. 72 Appearance on "Project 7" with Dick Knipfing, 27 February, 1972.
h. PUGACH, Noel H.	Appearance on "Project 7" -- February 27, 1972. Discussion of President Nixon's trip to China. Appeared on "UNM Reports"--TV Program (KNME), March 3, 1972. Discussion of President Nixon's trip to China.
i. ROTHENBERG, Gunther	Talk on Channel 7, March 11, 1972 "German Occupation of Austria, March 38"
j. SZASZ, Ferenc M.	Talk on "The Dilemma of Democratic Man" given as part of a guest speakers series at Western State College in Gunnison, Color., Spring 1972.

8. Non-Teaching University Service

a. CUTTER, Donald C.	Faculty Advisor, Phi Alpha Theta. Spoke to History 500 Class. Named to UNM Library Map Collection Development Committee.
b. DABNEY, William M.	American Studies Committee. Various department ad hoc committees. Faculty Advisor, grad. students in U.S. History. Member, Board of Editors, NM Historical Review.
c. ELLIS, Richard N.	Member of Graduate Committee and Chairman of subcommittee on graduate degree requirements. Chairman, Visiting Lecturers Committee for Humanities and Social Sciences. Member, Advisory Committee for Native American Studies Program. Member, advisory committee for ISRAD, division of Government Research Publications Series.
d. FLOYD, Troy S.	Ad hoc committee on revising graduate requirements, 1972 (History Dept.).
e. IKLÉ, Frank W.	Member, Research Policy Committee. Chairman, Annual Research Lecture Sub-Committee of Research Policy Comm.
f. KERN, Robert W.	Served on Library Committee.
g. LIEUWEN, Edwin	Chairman, Editorial Board, NM Historical Review. Chairman, History Department Curricula Committee. Chairman, 1972 Summer Session History Department.

8. Non-Teaching University Service (cont'd)

h. NASH, Gerald D.	Historian, UNM Phi Beta Kappa Chapter. Chairman, Speaker's Committee. Member, Registration Committee, Task Force of Registration. Graduate Advisor, History Department. Chairman, Committee on Teaching Eval.
i. POPE, Barbara C.	Active member of the Women Studies Collective.
j. PORTER, Jonathan	Executive Secretary, University Comm. on Asian Studies; Library Committee, History Department.
k. PUGACH, Noel H.	Library Committee, History Department. Graduate Entrance Committee, History Department.
l. ROBBINS, Richard G.	Chairman, Russian Studies Program. Member, Research Allocations Committee.
m. ROEBUCK, Janet	Departmental Search Committees; Student Evaluation Committees ; Salary Sub-Committee; A & S Promotion Advisory Committees; University Women's Action Task Force.
n. ROTHENBERG, Gunther E.	Advisor, Jewish Student Union; Counselor, B'nai B'rith Hillel Foundat.
o. SKABELUND, Donald	Department Graduate Advisory Committee.
p. SPIDLE, Jake W.	Chairman, Visiting lecturers Committee for the Humanities and Social Sciences (September 1972-present) Member, Departmental Committee on Salaries.
q. STEEN, Charlie R.	Faculty representative on Entrance and Credits Committee.
r. SZASZ, Ferenc M.	Served as member of the National Endowment for the Humanities Special Committee to plan (Spring 1972) and run (Fall 1972) an interdisciplinary course in the Humanities.

9. Public Service

a. CUTTER, Donald	Spoke twice at Highland High School. Spoke at St. Pius High and Sandia High. Independent Evaluator, National Endowment for the Humanities. Taught Adult Church School class--United Church of Guadalajara.
b. DABNEY, William M.	Various activities with the Canterbury Chaple.
c. FLOYD, Troy S.	Elder, Immanuel Presbyterian Church.
d. IKLÉ, Frank W.	New Mexico American Revolution Bicentennial Commission (to July 1972). New Mexico Humanities Council.
e. NASH, Gerald D.	Talk to West Mesa High School.
f. ROEBUCK, Janet	Board of Directors, Sandia Park Water Service Group.
g. ROTHENBERG, Gunther	Member, Jewish Community Council.
h. SKABELUND, Donald	Two lectures, Community College course on History of Ecology. Talk, History of Astology, Welcome Wagon. Talk to History of Chemistry seminar. Banquet address: History of Diet and Agriculture, State Convention, NM Dietetics Association.
i. SULLIVAN, Donald D.	Lector, Annunciation Church.

10. Personal Information

a. RABINOWITZ, Howard	Birth of daughter, Lori Karen, April 15, 1972.

The Report of the NEW MEXICO HISTORICAL REVIEW
July 1, 1972 - June 30, 1973
Eleanor B. Adams, Editor

During 1972-1973 articles in the NEW MEXICO HISTORICAL REVIEW dealt with topics from the celebration of Mexican Independence at Santa Fe in 1822 to the Hatch Act of 1939. A paper on the Texan-Santa Fe expedition of 1841 and the legal record of a dispute between the villages of Tomé and Valencia in 1846 add to our knowledge of the Mexican regime. Material on the American occupation and territorial periods includes biographical studies of Kit Carson, Alexander Godey, Richard Owens, and William Logan Rynerson. "Purveyor's of Flour to the Army, 1849-1861" contains prime data on economic history. Government policy toward Indians is illuminated in an 1880 broadside satirizing the Army's failure to cope with Apache troubles, an Indian trader's 1906 denunciation of Navajo and Hopi Indian agents for injustice to the Indians in their charge, and the Indian Citizenship Act of 1924. The 1934 Senatorial contest in New Mexico between Bronson Cutting and Dennis Chavez is treated exhaustively in three related articles. Contributors included seven professional historians, one non-academic historian, and seven graduate students.

C. A. Hundertmark received NMHR's 1972 Annual Award for "Reclamation in Chaves and Eddy Counties, 1887-1912," published in October 1972. This article should be of considerable current interest in relation to the Brantley Dam Project. Professor Robert W. Delaney, Director of

The Center of Southwest Studies, and Duane A. Smith, Professor of History, Fort Lewis College, Durango, Colorado, acted as judges.

In October 1972 NMHR's Comprehensive Index to Volumes XXXI-XLV, 1956-1970, compiled by Katherine McMahon, was released and has had a gratifying and steady sale. Also in October 1972, the Editorial Office took over the business management of the Review previously handled by The University of New Mexico Press. Including subscriptions and sales of the three 15-year indexes and back issues, NMHR's 1972-1973 income was more than three and one-half times the receipts for 1971-1972.

Elizabeth Gard was appointed to the staff as Editorial Assistant on September 25, 1972. Julia Florence Colahan was appointed Staff Secretary October 2, 1972.

Dr. John L. Kessell, Assistant Editor, resigned as of August 31, 1972.

Professor Adams attended the first Gran Quivira Conference on Spanish Colonial History at Mountainair and Gran Quivira October 7-8, 1972. She was elected to the Council of the Western History Association and attended the semi-annual meeting of this Council and the annual meeting of the Organization of American Historians in Chicago, April 11-14, 1973.

The Report of the Department of Journalism
July 1, 1972 - June 30, 1973
L. L. Jermain, Acting Chairman

I. General Departmental Information

A. Addition to the staff of Prof. C. K. Coates, from NBC, New York, gave the broadcast aspect new emphasis. He has added one new course in that area, a developmental course dealing with radio. He spent the year making strong local contacts with the broadcasting station people. It should be noted that he, as a former newspaperman, also taught and teaches newswriting, 251 and 252.

In the advertising area, the carryover students from 401 moved into the new 402 and conducted a full-scale campaign for a new product, this campaign culminating in the trip of a group and Milton Toppino to New Orleans to make a presentation before a convention of advertising executives. This was a thoroughly professional project and result.

Also, in the area of new offerings in the catalogue, is Intermediate Reporting 375, to take care of the time lag between 252 and 475.

In the early summer of 1972, we provided an unusual service to some high school teachers who were assigned, under a special program to use journalistic techniques or the idea of journalism as a central idea toward a more interesting and motivating teaching of functional English. These teachers wanted to know what journalism consisted of and how we teach it. There were several preliminary talks with Prof. Jermain, followed by a seminar with the teachers, Jermain, Hunsley, Crow, and John McMillion, executive editor of the Albuquerque Journal.

Achievement: We are hearing extremely gratifying reports on the ability of our graduates, especially of the years 1972 and 1973.

II. Composite of Information, Biographical Supplements

1. Prof. Crow, to complete his Ph.D., did a study with the Albuquerque Journal of disadvantaged ethnic newspaper readers, to determine which news would appeal to this audience segment.

2. Prof. Hillerman was on a full year sabbatical leave. In the summer of 1972, he taught a graduate seminar in Mexico on fiction, non-fiction techniques at Instituto Allende, San Miguel, Allende.
Prof. Hunsley traveled to Hawaii and other islands.

3. Prof. Hightower was appointed in the spring to the U.S. State Department's Advisory Committee on Science and Foreign Affairs (composed of people like Dean Rusk), and then in May, he received the French Legion of Honor in Washington, D.C., as a journalist devoted to understanding between France and the United States "in a very difficult period."
Prof. Hillerman was given an award of special merit by the Mystery Writers of America for his book, The Fly On the Wall.

4. Publications:

Hillerman: The Boy Who Made Dragonfly, Harper & Row, October 1, 1972
The Blessing Way, republished in a Japanese edition, July, 1972.
The Fly on the Wall, republished in Detective Book Club edition

Hightower: Editorials and other significant pieces for the Santa Fe New Mexican.

5. Research: The faculty has been absorbed in continuing study of new developments in publishing, also in transmission of news. Dramatic changes are taking place, and it is necessary for a professional faculty to keep abreast of the trend. Prof. Hunsley was in daily contact

downtown, where a major reorganization is going on. Prof. Crow followed it closely at the same point.

Prof. Hillerman made a study of the Associated Press system, installed in early 1972, of instant transmission and cathode tube editing. He spoke on this and other things at the Associated Press Managing Editors' meeting in Santa Fe, May 20.

6. Prof. Hunsley became vice-president of the New Mexico chapter of Sigma Delta Chi, national professional journalistic society, in December.

   Prof. Hillerman attended a meeting of the Association for Education in Journalism (the policy-making body) in New York City; also a meeting of Mexican editors and news executives at the University of Arizona to explore possibilities of cross-border cooperation.

7. Prof. Coates participated in a panel discussion during the New Mexico Broadcasters' annual convention in Santa Fe, in February.

8. Committees:

   Prof. Crow was chairman of the Student Publications Board; Prof. Hunsley served as chairman of the Radio Board; and Prof. Jermain served as a member of the A & S Promotion and Tenure Advisory Committee. Prof. Jermain maintained the student chapter of Sigma Delta Chi, national professional journalistic society.

THE REPORT OF THE DEPARTMENT OF MATHEMATICS AND STATISTICS

JULY 1, 1972 - JUNE 30, 1973

L. H. Koopmans - CHAIRMAN

During the academic year 1972-73 the Department provided instruction to 8,305 students totaling 26,845 credit hours. This is an increase of 197 students and 254 credit hours compared to the academic year 1971-72.

I. GENERAL DEPARTMENTAL INFORMATION

A. SIGNIFICANT ACHIEVEMENTS.

Because of budgetary cut-backs and shrinking enrollments of qualified students at the graduate level this has been a year of retrenchment and reorganization of existing programs. Fewer graduate courses will be taught each year and the core courses have been put on a one or two year cyclic schedule depending on projected enrollments. More specialized courses will be taught as part of the teaching load only if they draw five or more students. Otherwise they will be taught on an overload basis as are the departmental seminars. Stricter control over released time for research has been established based on an annual review of research contributions. The additional manpower released for teaching is being concentrated at the lower division level. Most large lower division sections are now being taught by regular faculty. A campus wide shortage of intermediate (50-75) capacity classrooms continues to frustrate attempts to reduce the size of large lecture sections.

The Division of Computing and Information Science has been successfully 'launched' as a separate entity with a core faculty of five (former) members of the Department of Mathematics and Statistics. The Division will continue to offer the Master's level program developed over the last three years as well as a strong service program at the undergraduate level.

The departmental undergraduate committee remained active under the leadership of Professor Merle Mitchell. One of the more important achievements of this committee was the completion of an evaluation of the calculus computer laboratory. The faculty of the Department voted to separate the labs from the regular calculus courses and to make them optional. This is a substantial departure from present practice and the resolution of the pedagogical and administrative problems introduced by this decision will be undertaken during the 1973-74 academic year.

The departmental Honors Program continued to achieve considerable success. The team of John Gilbert, Erik Gilbert, and Wayne Vucenic finished 26th in the U.S. (and Canada) in the annual Putnam Contest, and six University of New Mexico students placed in the top 500 of the 1681 contestants taking the exam. The annual high school mathematics contest co-directed by Richard Grassl, one of the Honors Program faculty, is now being given in five locations throughout the state. Professor A. Hillman, the director of the Honors Program, has been selected by the Mathematical Association of America to direct the Putnam contest for the next five years.

Professors Richard Griego and Reuben Hersh directed a highly successful meeting on Stochastic Differential Equations, sponsored by the Rocky Mountain Mathematics Consortium at the University of Alberta, July 17-28, 1972. This meeting attracted over sixty participants from the U.S., Canada, France, Belgium, Italy, Mexico, India, and Japan. Funds were supplied by the National Research Council of Canada and the University of Alberta.

The University of New Mexico will be the host institution for the Western Regional Meeting of the Institute of Mathematical Statistics, May 21-23, 1973. Professor W. Zimmer is the Assistant Secretary of the meeting. L. H. Koopmans, who was on the program committee of this meeting, has been selected to be Program Chairman for the 1974 Annual Meeting of I.M.S. to be held in Edmonton, Alberta.

One of the department's graduate students, Patrick Miller, initiated an innovative summer program of applied research and instruction on model rocketry (MODROC) which involves a small number of high school students in the physics and mathematics of rocket flight and guidance. The program for the coming summer will include experimentation involving actual rocket launches.

Professor Merle Mitchell's summer institute for mathematics teachers has been funded once more by the National Science Foundation on a somewhat modified basis. Members of the faculty receiving research grants are J. Blum, J. Ellison, A. Gibson, R. Griego, R. Hersh, W. Kyner, C. Moler and W. Zimmer.

The departmental research colloquium remained active with twenty-nine speakers, including Professor L. Lovasz, Budapest, Hungary; Professor M. Kuzcma, Poland; Professor L. Gorostiza, Mexico; Professor

Z. Ziegler, Israel; and E. Netanyahu, Israel. The balance of the speakers were from various parts of the United States and members of our department.

The promotions for 1973-74 are Robert Cogburn to Professor, R. C. Allen, H. T. Davis, and C. W. Onneweer to Associate Professor

Enrollment figures for Graduate Students are listed for the past six years.

1972-73	46	Full time students,	41	part time students.
1971-72	61	Full time students,	64	part time students.
1970-71	59	Full time students,	44	part time students.
1969-70	57	Full time students,	46	part time students.
1968-69	55	Full time students,	37	part time students.
1967-68	59	Full time students,	27	part time students.

Enrollment for Undergraduate Math majors for past four years.

1972-73	118	Undergraduate Mathematics Majors.
1971-72	115	Undergraduate Mathematics Majors.
1970-71	155	Undergraduate Mathematics Majors.
1969-70	110	Undergraduate Mathematics Majors.

GRADUATION	1972-73	1971-72	1970-71	1969-70	1968-69	1967-68
Ph.D.	9	9	7	10	7	6
Master's	19	13	18	10	12	15
B.S.	36	32	28	22	14	32

B. SIGNIFICANT PLANS AND RECOMMENDATIONS FOR THE NEAR FUTURE.

The national deemphasis on Ph.D. study in mathematics seriously threatens our competitive position relative to attracting outstanding graduate students. The department is embarking on a study of interdisciplinary programs which will insure ready employment for Ph.D. candidates and, in fact, several members of the faculty have substantial experience in applying mathematics to other areas. An example of the kind of instruction planned is a statistical consulting course and 'walk-in' service initiated this year by Professor W. Zimmer to provide students with first hand consulting experience. The department has the

manpower and stature to continue a high quality graduate program in the mathematical sciences. However, in order to maintain this program, it is essential that the University Administration provide aid in attracting good students. Specifically, the relatively low Graduate Assistant stipends should be raised to a competitive level and the paperwork should be expedited so that the department can make its Assistantship offers to new graduate students in February. We are losing many outstanding candidates simply because we offer too little, much too late. The recommendation made last year to convert a number of assistantships to junior faculty positions can only be effective if the same level of instructional support for our lower division program is maintained. This may not prove feasible under current budgetary restrictions.

Because of the poor job market in universities, faculty mobility has been cut to a minimum. Thus, in order for our faculty to maintain the necessary inflow of new ideas it is desirable that we institute and maintain a variety of programs which will bring in active research mathematicians for reasonable periods of time. Professor R. Hersh is working on a faculty exchange program with certain Canadian universities and the first exchange is tentatively set for 1974-75. We have reserved a part-time instructorship to supplement the salary of a person on sabbatical leave (as many universities permit) and we have been host to others on leave for whom all necessary funds were supplied by their universities. However, we have had to deny invitations to several individuals who would have provided a real service to the department because of lack of funds. It is strongly recommended that a reasonable

amount of money be provided each department for the purpose of supporting visiting faculty. This should, in the present job situation, include funds for post-doctoral study at the University of New Mexico.

I feel that it is also most important for the intellectual and professional health of this department - and the University - that adequate travel funds be provided in order for the faculty to attend professional meetings and to carry out the duties of professional offices. Also funds to pay publication charges are badly needed. While payment is not yet compulsory, it cannot help the University's reputation to not pay them (our present policy).

C. APPOINTMENTS TO STAFF.

Dr. Carlos Ford-Livene was appointed Visiting Associate Professor of Mathematics for the academic year 1973-74, to replace Professor G. M. Wing.

D. SEPARATIONS FROM STAFF.

Professor G. M. Wing resigned his position and moved to Los Alamos, New Mexico. He is doing consulting work for the Los Alamos Scientific Laboratory, but is not permanently employed. Professor Donald Morrison left our Department to be Director of the Division of Computing and Information Science. Professors E. Gilbert, N. Moler and J. Ulrich also moved to the new Division.

II. INFORMATION FROM BIOGRAPHICAL SUPPLEMENTS.

1. ADVANCED STUDY.

Nancy Moler: Thesis accepted as previously titled - degree Ph.D. to be officially granted June 1973.

2. SABBATICALS, LEAVES OF ABSENCE, etc.

A. Carasso: Summer Visitor National Center for Atmospheric Research, Boulder, Colo. July 1972.

B. Epstein: Completed sabbatical leave at Technion (Israel) Institute of Tech., returned to U.S. August 1972.

R. Hersh: Visited colleagues and collaborators at U. of Rome and U. of Florence, Italy (June), SUNY at Purchase and NYU (March), U. of Idaho and U. of British Columbia (July).

A. Hillman: Sabbatical Leave for 71-72. Taught in NSF Summer Institute for high school teachers at the University of Santa Clara during the 1972 summer session.

S. T. Kao: On Leave Semester II, 1972-73.

L. H. Koopmans: Sabbatical leave - Sept. 71 to June 72 at University of California, Santa Cruz

W. T. Kyner: Staff member of NATO Advanced Institute in Dynamical Astronomy (Italy) August. Lecturer in seminar on Mathematical Methods in Celestial Mechanics (Germany) Aug.

R. C. Metzler: On Sabbatical 1972-73. Research in Romania, August 72 to May 72. Summer Math. Conference, July, 1972, Wales.

C. W. Onneweer: Attended AMS Conference on Harmonic Analysis at Univ. of Montana in Missoula, June 19-29.

3. NEW SCHOLASTIC HONORS, etc.

None.

4. PUBLICATIONS.

R. Allen: 'A Numerical Algorithm Suggested by Problems of Transport in Periodic Media: the Matrix Case, (w/Burgmeier, P.Mundorff, G. Wing) J. Math. Anal. and Appl. 37(1972), 725-740.

S. Bell: 'Conditions Related to the Assumption of Independence' (w/Zimmer), Proc. of the 1972 Annual Symp. on Reliability, Jan.1972.

J. Blum: 'A generalized Weyl Equidistribution Theorem for Operators with Applications, (w/Mizel), T.A.M.S.V. 165, Mar, 1972.
'ANote on the zero-one Law' (w/Pathak) A.M.S. Vol 43, No. 3.
'Conditions for Metric Transitivity for Stationary Gaussian Processes on Groups, (w/Eisenberg), A.M.S., v. 43, No. 5.

A. Carasso: 'The Backward Beam Equation - Two A-stable Schemes for Parabolic Problems. SIAM J. Num. Analysis, Vol 9, No. 3 pp 406-432. 1972.

Robert Cogburn: 'The Central Limit Theorem for Markov Processes, Proc. Sixth Berkeley Symp. Math. Stat. and Prob., U.C. Press, pp. 485-512, V. II, 1972.

H. T. Davis: 'A test of Temporal Indep', Rocky Mountain I. of Math. 8 pp.
'Some Applications of Spline Functions' Proc. of 5th Annual CSS

R. DeMarr: 'Elements with Negative Squares', Proc. AMS, 31 (1972) 57-60.
'Matrices with Non. Neg. Inverses', Proc. AMS, 35(1972),307-308.

G. Efroymson: 'Henselian Fields and Solid k-Varieties, I., Trans. Amer. Math. Soc. 170(1972), 187-195.
'Henselian Fields and Solid k-Varieties, II, Proc. Amer. Math. Soc. 35, No. 2(1972), 362-366.

B. Epstein: 'Preface to Proceedings of 1970 Summer Symposium on Reproducing Kernels in Analysis and Probability, Rocky Mtn. Jnl. of Math., Summer, 1972, pp. 319-320.

A. Gibson: 'A discrete Hille-Yosida-Phillips Theorem', J. Math. Anal. Appl., Vol. 39(1972), 761-770.
'On a recent paper of Amrein, Georgesen, and Jauch', (w/Chandler), to appear in Helv. Phys. Acta
'Transition from time-dependent to time-independent multichanel quantum scattering theory' (w/Chandler) submitted.
'On the invariance principle of scattering theory' (w/Donaldson, Hersh), submitted.

R. Griego: 'Conceptos de Probabilidad, Monografias de la Sociedad Matematica Mexicana, 1972, Mexico
'Limit theorems for multiplicative operator functionals of Brownian motion', Rocky Mountain Journal of Mathematics.

L. Hahn: 'On the Bloch-Nevanlinna Problem, Proc. Amer. Math. Soc. 32(1972), 221-224.
'On an extension of the theorem of Hausdorff-Young' (accepted)
'Ergodic theorems and measures of sets in Bohr group', (w/Blum Eisenberg) accepted.
'Strong Uniform Distribution and Ergodic Theorems', (w/Blum) submitted,
'Fourier series with Gaps', (submitted)

R. Hersh: 'Non-Commuting Random Evolutions, and an Operator-Valued Feynman-Kac Formula' w/Papanicolacu. In Communications on Pure and Applied Math., Vol. XXV, 337-367 (1972)
'Some Limit Theorems for Stochastic Equations and Applications' with Papanicolaou, Indiana University Math. Journal, Vol.21, No. 9 (1972)
'Random Evolutions are Asymptotically Gaussian, (w/Pinsky). In Communications on Pure and Applied Mathematics, Vol. XXV, 33-44 (1972)
'Nonstandard Analysis, (w/M.Davis) Scientific American, Vol. 226, No. 6, June, 1972.

(Hersh, continued) 'Maxwell's coefficients are conditional Probabilities', AMS, August 1972.
'Browian motion via nonstandard analysis. Preliminary report. AMS, Oct. 1972

A. Hillman: 'A Proof of Gould's Pascal Hexagon Conjecture', (w/Hoggatt) to appear Fibonacci Quarterly, Dec. 1972;
Book - FUNCTIONAL TRIGONOMETRY, 3rd Ed., Allyn and Bacon, 1971 (not previously listed).

L. H. Koopmans: 'An exponential Probability Bound for the Energy of a Type of Gaussian Process',(w/Qualls) Ann. Math. Statist., Dec, 1972.
'An Upper Bound on the Failure Probability for Linear Structures,' (w/Qualls and Yao), Jnl. Appl. Mech., 1972.
'Two book reports in Jnl. Amer. Statist. Assoc. 1972.

W. T. Kyner: 'Invariant manifolds in celestial mechanics' Proc. of NATO Adv. Inst. in Dynamical Astronomy.
'Functional Differential Equations of Peano-Baker Type' (w/Allen) Quarterly of Applied Mathematics.

J. V. Lewis: Review of Introduction to Calculus by I. Herstein and Sandler. Mathematical Monthly.

R. Metzler: 'On Riemann Integrability', American Math. Monthly, Vol 78, No. 10, Dec. 71 pp 1129-1131.

C. Moler: 'Matrix Computations with Fortran and Pagins' Comm. ACM 15, 268-270.
'Algorithm 423'--Linear Equation Solver,' Com. A.C.M. 15, 274
'NATS - Collaborative Research for a Certified Subroutine Library', Proc. ACM 72. (w/Boyle)

D. Morrison: 'Shape Coefficients for Polygons'(w/R. Allen) SIGPLAN Notices (Special Interest Group, Prog. Languages, Association for Computing Machinery), Oct. 1972, pp 48-56.
'The Link, Loop, Surr and Type Algorithms' SIDCAP Report No. 5, (w/Lindsay) Sandia Corporation, SC-DR-68-811. Nov. 72. 65 pp

C. Onneweer: 'Uniform Convergence of Fourier Series on Groups,II' Rocky Mtn. J. of Math. (1971), 623-631.

P. Pathak: 'A Note on the Zero-one Law' (w/Blum) Ann. Math. Statist. (1972) 43, 1008-1009.
'Measure-invariant Sets', (w/Blum) Ann. Math. Statist.
'A Law of Iterated Logarithm for Stationary Gaussian Processes.' w/Qualls) Trans. Amer. Math. Soc.

C. Qualls: 'Asymptotic Properties of Gaussian Processes.' Ann Math. Statist. 17pp, April 1972.
'An Exponential Tail Probability Bound for the Energy of a Type of Gaussian Process.' Ann Math. Statist. 8pp. Dec. 1972.

A. Steger: 'On Elements with Negative Squares', Proc. of AMS, Vol. 31, No. 1, Jan. 1972 (w/DeMarr)

A. Stone: 'Conservation Laws on Manifolds', Lecture Notes in Physics, Vol. 14,
'Methods of Local and Global Differential Geometry in General Relativity; Springer-Verleg, 1972, 86-91.
'Induced Transformations on Exterior Product Spaces', Tansor, 23(2), 1972, 147-150.

Wm. Zimmer: 'Conditions Related to the Assumption of Independence' (w/Bell) Annals of Assurance Sciences, Proc. 1972 Annual Reliability and Maintainability Symposium, Jan 72, 541-47.
'Estimators for Severity Factors in a Multiplicative Poisson Model' (w/Zacks) J. of Amer. Stat. Assoc. 67, No. 337, March 72, 192-195.
'Estimation of Acceleration and Ageing Functions' (w/Steck), Proc. 1972 Nato Conf., VII-B, The Hague, Netherlands.

5. OTHER RESEARCH PROJECTS IN PROGRESS OR COMPLETED.

R. Allen: 'Numerical Computing: An Introduction' (w/ Shampine) a junior-senior level text to appear in Saunders.
'Problems for a Computer Oriented Calculus Course' (w/Wing) a text to be used in conjunction with a 'calculus with computers' course. to appear Prentice-Hall.
'Functional Differential E uations of Peano-Baker Type'(w/Kyner) submitted to Quart. Appl. Math.
'Solution of Two-Point Boundary Value Problems Using the Methd of Invariant Imbedding: the Ill-Behaved Reflection Function Case' (w/Wing) in preparation.
'Shape Coefficients for Polygons' (w/Morrison) Proc. of SIGPLAN
A study of some numerical aspects of the imbedding method for solving two point boundary value problems - comparisons to be made with competitive techniques, in preparation.
Project Themis (Bureau of Engineering Research), 5/72-8/72.

S. Bell: Work in progress with Wm. Zimmer on extensions of work reported in Item 4.

J. Blum: 'Ergodic Theory and Bohr Groups (w/Eisenberg, Hahn) to appear, ACTA Sci Math Szeged;
'On Shift Invariant Sets (w/Pathak), to appear in Ann. Prob.
'Weak and Sequence Mixing (w/Christiansen and Quiring) to appear in Ill. Jnl. of Math.

A. Carasso: Least Squares Methods for Hyperbolic Equations, and Least Squares Methods for Coupled Sound and Heat Flow.

R. Cogburn: 'Two Limit Theorems for Random Differential Equations. (w/Hersh), accepted. by Indiana J. Math.
'Periodic Splines and Spectral Estimation' submitted to Ann. Math.
'Asymptotic properties of Markov Processes on a General State Space, in progress.

H. T. Davis: 'Periodic Splines and Spectral Estimation, (w/Cogburn) accepted by Annals Math. Stat, 'Adaptive Pred. (w/Koopmans, accepted by Sankaya.

R. DeMarr: 'Generalized Matrix Algebras' in preparation. 'A class of Pola (Proc. AMS) to appear

G. Efroymson: 'Local Reality on Algebraic V rieties', submitted. A nullstellensatz for finitely generated primes in Nash rings, in progress.

J. Ellison: 'A study of the qualitative theory of a class of nonlinear partiel differential equations has been completed; Continuing on an interdisciplinary study of the nature of man; A mathematical analysis of energetic ion channeling in crystals, sponsored by SURP $15,985, one year.

R. Entringer: 'Sums of Valences in Bigraphs' (w/Simmons), 'On non-repetitive Sequences' (w/Jackson and Schatz), 'A Proof of Froberg's Conjecture on Alternating sums of integers.

B. Epstein: NSF Research Grant GP-29042 (1 year) This work has lead to two research papers which have been submitted for publication.

S. Feuchter: In progress - revising dissertation to submit for publication.(w/Mines)

A. Gibson: In progress research with Chandler sponsored by the Sandia-University Research Program under a $27,503 one year grant. Title of project: 'AnInvestigation of Multichannel Quantum Scattering Theory' A paper on multichannel Coulomb scattering is in preparation.

R. Hersh: Received NSF REsearch Grant for $6,700, one year.

A. Hillman: A text, 'A first undergraduate course in abstract algebra' is due to be published by Wadsworth in Spring, 1973.

B. Jones: In progress, 'On the Homology Theory of Local Rings', 'A Galois Theory for Local Rings, II', 'On the Category of Vector Bundles'. Completed, 'Commutative Genetic Rings', 'An Analogue of Algebraic Closures for Local Rings', 'A galois Theory for Local Rings, I.'

S. T. Kao: Two papers in Euclidean geometry are near completion, and one each in proj. geometry and non-Euclidean geometry are in progress.

L. Koopmans: A book 'The Spectral Analysis of Time Series' was completed, submitted; Extensions of work reported in 4a,b, with Qualls in progress; Work with H. Davis on extension of previous work in Adaptive Prediction to multivariate processes for

presentation at conference in Multivariate Time Series... to be held in Chapel Hill, N.C. Jan. 2-6, 1973

W. T. Kyner: Research in Celestial mechanics. Began research on two mathematical problems in medicine.

J. V. Lewis: Gravitational models in urban planning.

N. Moler: Completed revision of thesis. Development of new adaptive process - at programming stage, in preparation.

D. Morrison: 'Diameters of Pierce Graphs' (w/Jackson) to be submitted to Journal of Combinatories.

C. Onneweer: Absolute Convergence of Fourier Series on Certain Groups; Fourier Series of Functions of Harmonic Bounded Fluctuation on Groups (w. Waterman) tobe submitted.

S. Pruess: Paper submitted to Math. of Computation concerning a method for solving linear boundary value problems.

C. Qualls: Additional research continues from questions raised in publications No. 2 and 3. Began research on certain divergent random sums.

A. Stone: Research on a generalized Hodge theory.

J. Ulrich: Completion of a Time Sharing System for the UNM Model 360. Associated with this is a paper that was submitted to SIGOPS.

W. Zimmer: 'Graphs, Tables, and Discussion to Aid in the Design and Evlauation of an Acceptance Sampling Procedure Based on Sumulative Sums' (w/Prairie) to be pbulished Qual. Tech. Principal investigator Office Naval Research Grant, July 72-Dec.73, $19,000.
Refereed 3 papers, reviewed one book for professional journals.

6. ACTIVITIES IN LEARNED AND PROFESSIONAL SOCIETIES(meetings attended)

R. C. Allen: Presented paper 'Solution of Two-Point Boundary Value Problems...' at SIAM Fall 72 meeting, 10/72, Austin, Texas.

S. Bell: Conference on Operating System Principles, Boulder, Colo, Jan. 1972; Conference of Western Region University Computing Center Directors, Tucson, April 1972; Meeting of New Mexico Collegiate Data Processing Association, Silver City, April 1972; Conference on Computer Resource Sharing, Lawrence, Kns. April, 1972. Annual Conference, Association for Computing Machinery, Boston, Mass. August 1972.

J. R. Blum: Ergodic Th. Symposium, TCU, Ft. Worth, Summer '72, Ann Meeting of AMS, Sept. 72

A. Carasso: AMS Annual Meeting, Las Vegas, Nevada Jan, 1972.

H. T. Davis: Invited Lecture at Bulgarian Math. Congress, Application of Spline Functions to Prob. Density Estimator. Seminar presented at Naval Post Grad. School.

R. DeMarr: Read paper at Annual AMS Meeting, Las Vegas, Jan. 1972.

G. Efroymson: Attended AMS Meeting in Las Vegas

J. Ellison: Annual meeting of Society for Ind. and Applied Math, June 1972, and Annual meeting of Association of Humanistic Psychology, Sept. 1972.

R. Entringer: Delivered paper and chaired session at South-west regional meeting of MAA. Delivered invited hour address at Philadelphia regional meeting of MAA. Attended National joint AMS-MAA Meeting in Las Vegas. Delivered invited talk to KME

S. Feuchter: Attended Spring '72 MAA Meetings, Albq.

A. Gibson: Attended Regional Meeting of MAA in Albq.

R. Griego: UNM Representative to Rocky Mtn. Math. Consortium, Member Amer. Assoc. for Adv. Science, Comm. on Minorities, Organizer, Soc. for Adv. of Mex. and Native Amer. in Science.

L. Hahn: Regional Conference in Measure Algebras, Missoula, Mont.

R. Hersh: AMS Meeting in Las Vegas. Represented UNM at Board Mtg. of RMMC, March: AMS New York Meeting.

A. Hillman: An invited talk on 'The technique of generalization and specialization' made at Cal. State U., San Jose. Aug, 1972.

L. H. Koopmans: On regional editorial board for new journal 'Communications in Statistics'. Member of Visiting Lecturers Committee of Committee of President of Statistical Societies. Program Committee of Local Amer. Stat. Soc. Chapter.

W. T. Kyner: Attended AMS Meeting in Las Vegas(Jan). AMA Mtg. SIAM Meeting in Austin(Oct) and AMA in Albq. (April)

C. Moler: Invited to attend Gatlenburg Matrix Conference, June, '72. Co-Chairman Program Committee: SIAM Signum, Oct. 1972, Austin. ACM Meeting, Boston, Aug 1972.
Editor - SIAM Journal of Numerical Analysis.

D. Morrison: Mountain Region Representative and Council Member, Association for Computing Machinery. National Lecturer, Association for Computing Machinery. Lecturer for Math. Asso. of America. Invited Lectures, U. of Colorado, May 1972, Georgia Tech. Oct 1972, Illinois Inst of Tech. Oct 1972. Attended Annual Meeting ACM, Boston, Aug '72, Fall Joint Computer Conference, Dec. 1972.

C. Onneweer: Attended the AMS meeting in Las Vegas, Nev. Jan. 1973

P. Pathak: Invited lecture at Politechnical Univ., Warsaw, Poland.

C. Qualls: Attended Annual AMS Meeting, Las Vegas, Nev.; attnded and member of local planning committee for regional mtg. of MAA in Albq.; Read paper at American Soc. Mech. Eng. in LaJolla, June 1972.

A. Stone: Attended AMS Mtg. Las Vegas; Attended AFOSR conference on support of Math and physical sciences at Kirtland AFB, March 1972, Attended regional conference on PDE, Lubbock, May 1972.

J. Ulrich: Presented paper at Rio Grande Meeting of ACM in Fall in Santa Fe, NM.

W. Zimmer: President of Local Chapter of American Statistical Association until July 1972. Assistant Secretary of Regional Meetings of Inst. of Math. Statistics to be held at UNM May 1973.

7. OTHER PROFESSIONAL ACTIVITIES.

R. Allen: Talk presented at Symposium on Computers in Medicine, UNM Consulting work with Prof. Philip Eaton, School of Medicine.

S. Bell: ACM National Lectureship; Delivered two lectures to San Antonio ACM Chapter, Oct. 1972.

H. T. Davis: Very active in consulting on campus.

R. DeMarr: High School Contest Seminar, Las Cruces, Oct, 1972.

D. Dubois: In connection with course mentioned in other research projects, I have kept closs contact with people in elementary education, exchanging ideas. I work at Old Town School two days permont in Marie Hughes Project.

R. Entringer: Reviewer for Zentralblatt fur Mathematik. Referee for Aequationes Mathematicae.

B. Epstein: Gave colloquium lectures at Bar-Ilan University, Hebrew Univer of Jerusalem, and Weizmann Institute of Science, Israel.

A. Gibson: Gave a talk at S ndia High School.

R. Griego: Co-director of Edmonton Conference on Stochastic Diff. Equations for RMMC, Alberta, Canada, July 1972. Invited hour talk, Howard Univ; invited hour talk New Mex.Tech. Invited hour talk, Univ. Utah, and talks at Sandia and West Mesa High School.

R. Hersh: Invited to become a participant in SIAM Lectureship Program.

L. H. Koopmans: Research talks at U. of Calif., Berkeley, Naval Post Grad. School, Monterrey, Calif., and Calif. State U. at San Diego. Panel member in Oct. meeting of NM Council of Teachers of Math. Taught course in time series analysis at U.C. Santa Cruz during winter quarter.

W. T. Kyner: Consultant to Aerospace Corp. El Segundo, Calif

M. Mitchell: Talk made at NCTM Name-of-Site Meeting in Denver March, 1972; N°F project directors' Meeting, Denver, Feb., 1972 Committee of Nine (NSF directors, educators, state department personnel) meetings in Socorro and Albuquerque (March and April) as follow-up of the Denver meeting.

N. Moler: Organizer of two day conference on Computing for N.M. high school students.

P. Pathak: Gave invited lecture at Politechnical Univ. Warsaw.

C. Qualls: Organized and participated in Dept. Feminar 'Random Series'

W. Zimmer: Taught a course on filming in the Undergraduate Seminar Program, Spring 1972. Taught 1/2 time in General Studies, Fall, 1972.

8. NON-TEACHING UNIVERSITY SERVICE.

During the year most of our faculty served on various Doctoral Committees and were advisors at one level or another. Various members served on the following committees: Master's Oral Committee, Departmental Advisory Committee, Committee on Studies, Dean's Improvement of Instruction Committee, Scholarship Committee, Library Committee, College Enrichment Program Committee, Computing Science Committee, Retirement and Insurance Committee, Graduate Committee, and University Graduate Committee.

9. PUBLIC SERVICE.

R. Griego: President, Los Griegos Elementary School PTA.

R. Hersh: invited to appear at a 9th grade class in Jefferson High School.

S. Kao: Member of council at Holy Rosary Church,

J. Lewis: Co-chairman, Albuq. Urban Progress; Member, Jt. Transportation Task Force of the Mountain Valley Assoc. and N.M. Citizens for Clean Air and Water; Trustee, NM Conservation Coordinating Council; Board Member, NM Citizens for Clean Air/water, Albuquerque Chapter.

M. Mitchell: Board member Martineztown House of Neighborly Service.

D. Morrison: Chairman, TASK Force on Computing Industry, Albq. Indust. Development Service; Editor 'Computing in New Mexico' Fact Book for ACM, AIDS and N.M. Dept. of Development.

C. Qualls: Church board member - First Assembly of God, Albq. (also teacher and Bible quiz team coach)

The Report of the Department of Modern and Classical Languages

July 1, 1972 - June 30, 1973

William H. Roberts, Chairman

I. General departmental information.

A. Significant achievements.

1. The departmental organization established in the fall of 1969 was retained without change, except that the German section now has its own Associate Chairman, and in the Graduate Program in Romance Languages, there are now two Directors of Graduate Studies appointed by the chairman--one in Spanish and Portuguese and one in French.

a. Recommendations of the Committee on Promotion and Tenure.

(1) Negative on the tenure of John Bergen; affirmative for Garland Bills, Gary Brower and Sam Guyler. Tenure was denied Bergen, and approved for Bills, Brower and Guyler.

(2) For promotion to full professor, Claude-Marie Senninger and Pelayo Fernández; to associate professor, Robert Herron and Patricia Murphy. Mrs. Senninger and Miss Murphy were recommended by the College Committee on Promotions and approved the first time around. Messrs. Fernández and Herron were recommended and approved at the end of May, after considerable "politicking" by and for them.

2. New programs.

a. Regretfully the Gulbenkian Foundation had to deny the request for funding of the program reported last year,

because its income has been seriously reduced by the confiscation of foreign oil holdings by Saudi-Arabia--the Foundation's principal asset.

b. The department in December approved in principle the program for a Russian major proposed by Professor Lindsey, but decided against submitting it for College approval this year.

c. Flash French, a one-semester "immersion" course in French, was instituted last fall under the direction of Professor Book. Students attended class fifteen hours per week and received up to fifteen hours of credit (for 101, 102, 251, 252, and 254). The course was a resounding success. Both students and instructors (Book, Jacqueline Guttman, and Marie Szabo) were enthused by the rapid progress in learning French and by the spirit of camaraderie that developed through the close and frequent contact. A follow-up study in the spring semester has shown that eleven of those students were performing extremely well in upper division French classes and two are now attending French universities.

d. The Juan Ramón Jiménez book prize, made possible through gifts of books to Professor Roberts by the literary executor of the poet in Madrid, was awarded this year to the following senior Spanish majors with an average of at least 3.6: Stephanie Daffner, Judy Salamon and Ignacio Rubén Sánchez.

3. Cultural activities.

a. Spanish. For the special benefit of the graduate students in Spanish and with the support of NDEA Title IV funds, the lecture series "Aspectos de la cultura hispánica", was

continued, with the following lectures:

(1) Jorge Icaza: "Itinerario de la obra literaria de Jorge Icaza", October 3, 1972.

(2) Alberto Escobar: "La poesía peruana después de Vallejo", November 9, 1972.

(3) Alfred Rodríguez: "Algunas figuras míticas de la literatura española", December 5, 1972.

(4) Rubén Cobos: "Apuntes sobre el español de Nuevo México", February 6, 1973.

(5) Guillermo Ara: "Crisis de adolescencia: política y literatura argentinas", March 6, 1973.

(6) José Olivio Jiménez: "Poesía de hoy: España, Hispanoamérica, Modernidad", April 5, 1973.

b. French:

(1) October 5-7. Théophile Gautier Symposium, an internationally praised colloquium organized by Professor Senninger. Presenting papers were: Léon Cellier (Sorbonne) "Gautier et Mallarmé," Albert Smith (University of Florida) "La notion de fantastique chez Gautier," Jean Ducourneau (Paris) "Les relations de Balzac et de Gautier," Ilse Hempel Lipschutz (Vassar College) "Gautier and Spanish Painting," Van Deren Coke (UNM) "Le monde de Théophile Gautier," Beaumont Newhall (UNM) "Photography in France in the Time of Théophile Gautier," Edwin Binney III (formerly of Harvard) "Giselle, apothéose de Gautier," Claude Senninger (UNM) "Tentative d'explication pour une entreprise hasardeuse," and Jack Kolbert (UNM) "Informal Comments Concerning Théophile Gautier

as a Literary Critic." Additional activities included a song recital by Jeanne Grealish (mezzo soprano) and Jane Snow (pianist), presentation of the Gautier play "Une larme du diable" (which was later taken on a tour around New Mexico and to the University of Utah), a major Fine Arts exhibit on the Paris and Europe of the Gautier era, and a two and one half hour KHFM radio program on Gautier and the world and music of his time.

(2) March 7-9. French Film Festival, sponsored by the Cultural Section of the French Emb assy in New York, at Don Pancho's Theatre, presenting "Papa, les petits bateaux" by Nelly Kaplan, "Églantine" and "Les volets clos" by J.C. Brialy, "Rak" by Charles Belmont, "Un peu de soleil dans l'eau froide" by Deray, and "Coup pour coup" by Marin Karmitz.

(3) April 10. "La révolution française: Son sens pour l'homme moderne," lecture by Albert Soboul of the Sorbonne, jointly sponsored by the Department of History.

(4) April 13-17. Moliere's comedy-ballet "L'amour medecin," presented by French students under the direction of Professor Senninger, with special appearances by Vice-Presidents Harold Lavender and Chester Travelstead.

c. Portuguese.

(1) July 20. A concert of Brazilian folksongs, with comentary, by the Brazilian guitarist and singer, Diro de Mello.

(2) July 31. "Los conversos of Portugal and Spain", lecture by Professor Yosef Yerashalmi of Harvard.

(3) April 24. Presentation of a lively and updated version of Gil Vicente's "Barco do Inferno", directed by Marie Sovereign, with a chorus and guitar accompaniment.

d. German.

(1) November 3-5. Deutsches Wochenende, a symposium at the Baptist Conference Center at Glorieta, New Mexico, attended by ninety high school and university German students from around the state. The purpose of the symposium, organized by the German section in conjunction with the New Mexico AATG chapter, was to promote the study of German in the state by offering students an educational and fun weekend of activities relating to German language and culture. The entire German faculty assisted in supervising the event, which was supported by the Edelweiss am Rio Grande German-American Club, the UNM Student Aids Office, and the national AATG office.

(2) November 6. "Germany's Contribution to the Trans-Atlantic Dialogue," lecture by Helmut Middelmann, Minister of the Economic Section of the German Embassy in Washington.

(3) December 7. "Experiments in Teaching English in Sweden," lecture by Professor Lennart Levin of the Goteborg School of Education.

(4) January 31. Readings by the German playwright and critic Horst Bienek from his works in German and English.

(5) March 10-16. Hermann Hesse exhibit in the Zimmerman Library.

(6) May 5. Showing of two German classic films: the first (1921) Dracula film "Nosferatu" and Kafka's "das Schloss."

e. Russian.

(1) April 15-17. Exhibit and sale of Russian books and crafts from the U.S.S.R. in the Ortega Hall lounge.

(2) May 3-4. Showing of the long-censored 1927 film "Tretya Meschanskaya".

f. Linguistics.

(1) April 26-28. Workshop on Research Problems in Southwest Areal Linguistics II, an invitational symposium organized by Professor Bills. Twenty-eight papers on Southwest Spanish, English, and American Indian languages were presented by scholars from throughout the U.S. Among the participants were Professors J. Donald Bowen (UCLA), Jerry Craddock (Berkeley), Fritz Hensey (Texas), Paul Murphy (Arizona State), Jacob Ornstein (UTEP), Paul Platero (MIT), Richard Teschner (Wisconsin-Parkside), Roger Thompson (Florida), and Rudolph Troike (Center for Applied Linguistics).

4. Joaquín Ortega Hall.

The furnishing and decorating of the lounges and seminar were completed during the spring of this year. The dedication has been delayed by the memorial plaque. Professor Roberts has asked Vice President Travelstead to appoint a committee to take charge of the ceremony, with the suggestion that it be held during the homecoming festivities in early November.

B. Number of majors over the past two years:

1. Undergraduate level

	1971-72	1972-73
Spanish	112	154
Portuguese	1	2
French	34	42
German	11	16
Classics	1	0

2. Graduate level

	1971-72	1972-73
Spanish	75	68
French	20	21
Portuguese	3	7

C. Significant plans for the future.

1. Next fall a new approach to elementary Spanish, prepared over a period of years by a committee including the late Professor Bull of U.C.L.A. and the methods expert of this department, Enrique Lamadrid, will be put into effect. Eventually it is hoped that something analagous to "Flash French" can be tried for Spanish; but for the moment, it is not feasible in view of the cut in the number of our teaching fellows.

2. The German section is drastically revamping and expanding its first year program for next year. The basic course (101-102) for three credits will emphasize the four language skills. Supplementing this will be a two credit conversation course (103-104) and a one credit reading course (107-108). The first year student will thus be able to take each semester from three to six hours of German in whatever combination he chooses. In the second year the student can continue his

special learning desires in the established oral emphasis (203-204) or reading emphasis (251-252) courses. The 103-104 course which is based on the "Guten Tag" film series and relies heavily on the use of audiovisual materials, was offered experimentally during the past year.

3. It is planned to bring the Hispano-Gallic playwright, Fernando Arrabal to campus for a period of from two to six weeks next fall. He would both direct one play in Spanish and one in French, and lecture on the contemporary European theatre. Professor Senninger is working very hard on firming up plans for the Arrabal visit.

4. A "Festival Buñuel" is planned for the fall, with a series of films by the great Spanish director to be shown under departmental auspices in the SUB Theatre, beginning September 13 with his "Un Chien Andalou", made in collaboration with Salvador Dalí in the 1920's and generally considered to mark the entry of Surrealism into film.

5. When the novelist Michel Butor returned to France from his year in this department three years ago, we all agreed that he should return from time to time--whenever his schedule and the University's resources would permit. He is scheduled to return next year, on a joint appointment with Modern Languages, English and Fine Arts.

D. Appointments to staff.

1. Michel Butor, as Visiting Professor (French), effective Semester I, 1973-74.

2. Peter Mellon, Assistant Professor (Classics), effective Semester I, 1973-74.

3. Bruno Hanneman, Assistant Professor (German), effective Semester I, 1973-74.

E. Separation from staff.

1. Associate Professor Gary Brower, to U.S.C., effective Semester I, 1973-74.

Robt. Heuston to St. Louis Univ as Dept. chairman

II. Composite information on individual biographical supplements.

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

1. Patricia Murphy, sabbatical leave, Semester I, to pursue work on Rousseau's Confessions.

2. Raymond MacCurdy, sabbatical leave, Semester II, to continue research in several American libraries on the figure of the valido in the Spanish comedia.

3. Sabine Ulibarrí, sabbatical leave, Semester II, to continue work in Ecuador and New Mexico on a series of original short stories.

4. George Peters, summer teaching, German Summer School of the Pacific, Portland, Oregon. Travel in Germany, May-June, 1972.

5. Alfred Rodríguez, in Spain, May 30-August 30, 1972.

6. Jack Tomlins, in Brazil for research, August, 1972.

B. New scholastic honors, fellowships, etc.

1. Truett Book, President of the New Mexico Chapter of the AATF.

2. Jack Kolbert. Awarded Certificate of Merit for distinguished service to the AATF, December. Reelected for 2-year term on AATF National Executive Council.

3. William H. Roberts, elected President of the UNM Chapter of Phi Beta Kappa and of the Executive Council of the UNM Chapter of the AAUP. Honorary member of the Alliance Française. Resigned chairmanship of the Department, effective June 1.

C. Publications.

1. Garland D. Bills. "The Quechua Directional Verbal Suffix," Papers in Andean Linguistics 1.1-16 (Jan. 1972).
2. Gary L. Brower. Haiku in Western Languages (Metuchen, N.J., Scarecrow Press, 1972); Book Review of Doris Dana's "Selected Poems of Gabriela Mistral" in Modern Language Journal (Nov.).
3. Pelayo H. Fernández. Book: R. Pérez de Ayala. Tres novelas analizadas. Gijón, Yepes, 1972. Articles: "Quality of Spanish Varies". Albuquerque Journal, Feb. 1972, p. 5. "Animalización y cosificación en R.P. de A.", BIEA, nº 76, pp. 370-80. Book: Estilística. Madrid, Porrúa, 1972.
4. Sam Guyler. Book review, Renaissance Quarterly, 1972. Article: "Virgil the Hypocrite - Almost: A Reinterpretation of Inferno XXIII" Dante Studies, 1972, pp. 25-44; proof seen, expected publication shortly.
5. Robert D. Herron. "An Introduction to the Study of Lima Barreto's Recordaçoes do Escrivao Isaías Caminha as a Psychological Novel", Luso-Brazilian Review, Volume VIII, No. 2 (winter 1971 issue, but did not appear until 1972), pp. 26-38. "Lima Barreto y Clara dos Anjos: su mulatismo erróneo y su feminismo," Sup. Dominical de El Comercio, Quito, Ecuador, Jan. 23, 1972, p. 10. "Personajes y países en Adalberto Ortiz," Sup. Dominical de El Comercio, Quito, Ecuador, April 23, 1972, p. 8.

"Introducción" a Expresiones Culturales del Ecuador, Publication of the Andean Center of the University of New Mexico, June 29, 1972, pp. 3-4. "O Tema da Amizade em O Amanuense Belmiro", (study of Brazilian novelist Cyro dos Anjos), Minas Gerais (Suplemento Literário), Belo Horizonte, Brazil, September 9, 1972, p. 10, (six typewritten pages).

6. Robert Holzapfel. "The Divine Plan Behind the Plays of Friedrich Dürrenmatt", pp. 760-761 in Drama: A Critical Collection by Bowen and VanDerBeets. This is an abstract of an earlier article selected for this drama anthology.

7. Tamara Holzapfel. "Relación entre política y literatura" in Homenaje a Fernando Alegría (Las Américas, 1972), pp. 85-95. "El 'Informe sobre ciegos' o el optimismo de la voluntad, Revista Iberoamericana, (Jan-Mar 1972), pp. 95-103. "Elbia Rosbaco Marechal, Los tiempos mágicos", Hispania (May 1972), pp. 389-390. "Harley D. Oberbelman," Ernesto Sábato, MLJ (March 1972), p. 184.

8. Robert C. Jespersen. "A Variable Curriculum" accepted for publication in the Spring issue of Unterrichtspraxis. "Innovation and Change: A Sensible Approach to Attacks on the FL Requirement" accepted for publication in the Bulletin of the Association of Foreign Languages, (May issue).

9. Jack Kolbert. "Victor Hugo--Patriotism as a Source for Poetry," Legion of Honor Magazine, pp. 165-180. Vol. XLIII, No. 3, 1972. "L'Année Littéraire," (1971) in The French Review, Vol. XLV, No. 6, May 1972, pp. 1079-1086. Review of Butor: Dialogues avec 33 variations de Beethoven in French Review, Vol. XLV, No. 4, March 1972, pp. 899-900.

Review of Alain Guichard: Les Juifs in French Review, Vol. XLVI, No. 1, Oct. 1972, pp. 192-193. Review of Edouard Morot-Sir's La Pensée Française, French Review, Vol. XLVI, No. 1, Oct. 1972, pp. 173-174. Review of W.D. Redfern's Paul Nizan-Committed Literature in a Conspiration World for L'Esprit Créateur, Fall 1972. Will appear this month. Review of Elie Wiesel's Célébration Hassidique for French Review, Nov. 1972, will appear next month.

10. Byron T. Lindsey. Review: The Life of a Useless Man, Maxim Gorky; Western Review, spring 1972, pp. 63-64. Article: "Paintings from Underground," Perspectives (arts issue) spring, 1973. Review: "The Art of Isaac Babel by Patricia Carden", Books Abroad, spring 1973.

11. Raymond R. MacCurdy. "Lope de Vega y la pretendida inhabilidad española para la tragedia: resumen crítico," in Homenaje a William L. Fichter (Madrid: Editorial Castalia, 1971), pp. 525-535. "Parodies of the Judgment of Paris in Spanish Poetry and Drama of the Golden Age," Philological Quarterly, 51 (1971), 135-144.

12. Peter Mellon. Book review for winter issue of Western Review on David Slavitt, The Eclogues and Georgics of Virgil (1972).

13. Patricia Murphy. Est-il bon? Est-il mechant? Theory vs Practice, French Review k/v No. 2 (Dec. 1971), pp. 401-408. N.B. This entry previously listed as "expected publication".

14. Peter Pabisch. Four short articles in CD Press as the foreign correspondent in the U.S.: "Plato IV". "The Opera in Santa Fe". "The Austrian Playwright Lotte Ingrisch". (CD Press: Nachrichtenmagazin für Politik, Wirtschaft und Kultur, Vienna, Austria).

15. William H. Roberts. Review of A.M. Salgado El arte polifacético de J.R. Jiménez, Modern Language Journal, LVII:151 (March 1973). New Mexican April and a few other poems. Madrid: J. Alocen, 1972, a volume of original poetry. Eight chapters from the English translation of Juan Ramón Jiménez' Platero and I, pp. 395-401, in Western Literature; second ed. New York: McGraw-Hill Book Co., 1972.

16. Alfred Rodríguez. Edition: García Gutiérrez, El trovador. Clásicos Ebro (Zaragoza, 1972). Edition: Zorrilla, Traidor, inconfeso y mártir. Clásicos Ebro (Zaragoza, 1972). "SPANISH LITERATURE"? THE AMERICANA ANNUAL (1972), 426. "Pablo Neruda", "Baroja en su rincón", and "Proezas de España I" in BOLETÍN INFORMATIVO (Madrid), Jan., July and Oct., 1972, respectively.

17. Claude-Marie Senninger. Théophile Gautier, auteur dramatique, Paris, Nizet, 1972, p. 512.

18. John T.H. Timm. "A Study of the Grotesque in Cesario Verde's Sentimento dum ocidental", Luso-Brazilian Review (Dec. 1972) IX, no. 2., pp. 78-86. A Concordance to the Sonnets of Luis de Camoes, 1200 pages. (Madison, Sept. 1972).

19. Jack E. Tomlins. Sections on Brazilian prose and poetry in two anthologies still in press.

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

1. John J. Bergen. A Description of Spanish Grammar through Set Theory: a book presently under consideration for publication in the series Janua Linguarum (The Hague: Mouton).

"New Utilizations of Phonology in the Teaching of Beginning Spanish Classes"; an article to be submitted to Hispania.

2. Garland D. Bills. Revision and testing of Spanish placement test for native speakers of New Mexican Spanish.
3. E. Truett Book. In progress: Musset as a dramatist. Director and coordinator for new French program Flash French.
4. Gary L. Brower. Finished and sent to publisher a book-length translation of Vicente Huidobro's Altazor, with introductory essay, bibliography and voluminous notes (285 pages).
5. Pelayo H. Fernández. In progress: Second book on Ramón Pérez de Ayala; articles.
6. Sam Guyler. Currently working on an article on Góngora.
7. Bruno Hannemann. Dissertation only.
8. Robert D. Herron. Publication of book on the novels of Lima Barreto is now being translated to Portuguese, has been promised for publication in 1973, by publishing house Tempo Brasileiro, Rio de Janeiro, Brazil. Research continues on authors mentioned on last years form, especially Brazilian novelist Cyro dos Anjos.
9. Robert C. Jespersen. Completing article on Hans Habe for publication in a volume on German Exile writers.
10. Jack Kolbert. Completed: 600-page manuscript: "The Worlds of André Maurois." Began: A critical anthology of arts poétiques, manifestoes and critical prefaces in the history of French Criticism series. Completing two reviews: M. Butor's Travaux d'Approche; and Martha Rosenfeld's Edmond Jaloux, Evolution of a Novelist, for French Review.

11. Byron T. Lindsey. Tolstoy's Hadji Murat. Chekhov's early stories. Contemporary Soviet literature and art.

12. Raymond R. MacCurdy. Book: "The Tragic Fall in Spanish Golden Age Drama" (in progress).

13. Peter Mellon. Ph. D. thesis in progress.

14. Patricia Murphy. Article: "Fantasy and Satire in Rousseau's La Reine Fantasque" accepted by French Review. Article: Metaphor and Simile in Rousseau's Confessions. In progress, Study of techniques of Crebillon Fils.

15. Peter Pabisch. Work toward Ph. D.

16. George F. Peters. Accepted for publication in UNTERRICHTSPRAXIS: "Why Introduction to Literature?" Submitted for publication: revised version of paper described below. Article on Paul Celan's "Todesfuge" in progress.

17. William H. Roberts. A paper, "Notes on the Poetry of Teixeira de Pascoais", researched and written during the summer, for presentation before the Portuguese Section of the national meeting of MLA, N.Y.C., Dec. 30, 1972. Work (during the fall) on completing the translation of Platero and I from the Spanish of Juan Ramón Jiménez's m.s. under preparation for a bilingual edition at the UNM Press. Editing the procedings of the Symposium on Spanish life and letters since the Civil War, in collaboration with Ricardo Benavides of Indiana University.

18. Alfred Rodríguez. "SPANISH LITERATURE" TE AMERICANA ANNUAL (1973), accepted. "Una nota a Abel Sánchez," with Quentin Chavous, accepted by Papers in Language and Literature. "Canes y filósofos: Baroja, Unamuno y Schopenhauer", with Rodolfo Cortina, sent to Romance Notes. "Unos aspectos de la elaboración Miau", unsubmitted.

19. Claude-Marie Senninger. La Maturité de Théophile Gautier, book, in progress.

20. Warren S. Smith, Jr. Completed: an introductory text in ancient Greek, now in use in elementary Greek course at University of New Mexico. In progress: completion of edition and translation of Erasmus' commentary on Galatians, to be included in University of Toronto series, published in 1975.

21. Sabine R. Ulibarrí. Creative short stories and poems.

E. Activities in learned and professional societies.

1. Garland D. Bills. Paper: "Desiderata in New Mexican Spanish Research," Workshop on Research Problems in Areal Linguistics, University of Texas at El Paso, April 6-8, 1972. Paper: "On Case in Generative Theory," Linguistic Association of the Southwest, Tulsa, Oklahoma, October 26-28, 1972. Member, Organizing Committee, Linguistic Association of the Southwest, 1972. Chairman, Organizational Committee, Southwest Circle (An Association for Languages, Linguistics and Related Disciplines), April 1972-April 1973.

2. E. Truett Book. President, Alliance Française until October 1972. President, American Association of Teachers of French, for New Mexico. Presentation of 3 guest speakers, Gautier Symposium.

3. Gary L. Brower. "Sabato, Martínez Estrada and Mumford: Attack on the Megalopolis", read at RMCLAS meeting at Boulder, Colorado (April); "The Spanish American Essay: A Theory of Literary Form", read at RMMLA meeting in Tucson (Oct.); offices held: Member, Executive Council, RMCLAS.

4. Sam Guyler. Membership Renaissance Society of America, Dante Society. Attended RMMLA, Tucson; read paper "Dante's Escape from the Malebranche".

5. Bruno Hannemann. Attended MLA Meeting on Dec. 26, 1972 in New York.

6. Robert D. Herron. Attended: Semana de Estudos Camonianos, Universidade Federal de Minas Gerais, Belo Horizonte, Brazil, July 10-15, 1972. One literary session of Festival de Inverno, Ouro Prêto, Brazil, July 17, 1972.

7. Robert Holzapfel. Helped with first German Symposium of German Students ever held in New Mexico. This was sponsored by AATG.

8. Tamara Holzapfel. Attended RMMLA (Oct. 1972).

9. Robert C. Jespersen. Attended Rocky Mountain Modern Language Association meetings in Tucson.

10. Jack Kolbert. Awarded Certificate of Merit "for distinguished service" to the American Association of Teachers of French, Dec. 1, 1972. Re-elected for two-year term of AATF National Executive Council representing southwest region. Gave talk, Nov. 10 at Rice University, Houston, Texas for Texas AATF Chapters on "Structuralism in Three Modern Novels." AATF Presiding Officer at Plenary Session of National Convention, Dec. 26-28, NYC: Chairman Franco-Germ. Comparative Literature Section, MLA, NYC, Dec. 27-30.

11. Byron T. Lindsey. Coordinator of literary contributions and chairman of the panel on "Soviet Literature in Samizdat;" paper: "Contemporary Russian Painting: An Underground

Revival" on panel on "The Russian Arts--Theory and Practice", Central Slavic Conference, American Association for Advancement of Slavic Studies, Nov. 17-18, 1972.

12. Raymond R. MacCurdy. Gave principal address at the annual meeting of the South Atlantic Modern Language Association in Jacksonville, Florida, Nov. 2, 1972: "The 'Problem' of Spanish Golden Age Tragedy: A Review and Reconsideration." Member of the Elections Committee of the MLA. Chairman, Committee on Honorary Members and Fellows of the American Association of Teachers of Spanish and Portuguese.

13. Peter Mellon. Attended APA Convention, Dec. 28-30.

14. Patricia Murphy. Member, Screening Committee for papers submitted to the Southwest Conference of the Society of 18th Century Studies. Paper read: Rocky Mountain MLA, "Rabelais and the Problematic Nature of Language", Tucson, Oct. 1972.

15. Peter Pabisch. Paper read in April 1972: To "Deutsches Seminar" at the University of Illinois, Urbana-Ch., "Phonetic Poetry."

16. George F. Peters. Paper read at RMMLA meeting: "The 'Trennungsmotiv' and Structural Unity in the 'Buch Suleika' of Goethe's Divan." President, New Mexico AATG Chapter; two meetings of this body organized and chaired.

17. William H. Roberts. Attended RMMLA, Tucson, October and MLA, NYC; member of the MLA Bibliography and Research Committee for Portuguese and the Delegate Assembly. Executive Committee, Portuguese National Honorary Fraternity, Phi Lambda Beta.

18. Alfred Rodríguez. AAUP, chapter president, University of Wisconsin-Milwaukee.

19. Claude-Marie Senninger. A paper read for the Symposium Gautier: Tentative d'explication pour une entreprise hasaudeuse.

20. Jack E. Tomlins. In February 1972 attended a symposium at UCLA to celebrate the Brazilian Week of Modern Art. Read paper entitled: "Mário's 'estragosa sensibilidade': The Poetry of the Little Tumults of His Life." Serving this year as secretary of the Luso-Brazilian section, MLA.

21. Sabine R. Ulibarrí. Executive Council member of AATSP.

F. Other professional activities.

1. E. Truett Book. Author and director of "L'Histoire du Sire de Franboisy", special program for International Festival, spring 1972.

2. Gary L. Brower. Off-campus talks as participant in UNM Speaker's Bureau (spring semester).

3. Rubén Cobos. Conferences: National Park Service, Grand Canyon Arizona. Ten lectures on cultural awareness (Santa Fe, Grants, Las Cruces, Highlands University, Las Vegas).

4. Pelayo H. Fernández. Talk at Los Lunas High School on "Spain Today" (Feb. 15, 1972). Talk at Highland University on "Spain Today" (Feb. 28). Lecture at Ojo Caliente's Cultural Awareness Workshop on "Spain's Legacy to the USA" (April 21).

5. Tamara Holzapfel. Reviewed for UNM Press Marta Vergara, Memorias de una mujer irreverente (Santiago de Chile: Zig-Zig), 1961. Read paper: "El claustro universitario", 12th Seminar of Higher Education in the Americas, March 1972, Albuquerque, New Mexico.

6. Jack Kolbert. Talk, Austin State University, Nacogdoches,

Texas, March 10. French Honorary Consul in New Mexico. Head, Franco-German Publications Committee, MLA Comparative Literature section. Preparing 20th-Century Cabeen Bibliography sections on Butor, Maurois, Vercors, Jaloux. Consultant-Reader for the Canada Council. Vice Chairman and read paper for Theophile Gautier Colloquium at UNM, Oct. 7-8-9. Official reader for the National French Contest, AATF.

7. León J. Márquez. Off-campus talks (all dealing with cultural differences and similarities): Series of talks to public school teachers in a one-week workshop at The Dominican Retreat House, Albuquerque, New Mexico. (Through UNM Cultural Awareness Center). Twelve talks to administrators of the U.S. Departments of Interior, Agriculture, and Labor (Tucson, Arizona; Heber, Arizona; Continental Divide, New Mexico; Santa Fe, New Mexico). Two talks to public school teachers, Santa Fe, New Mexico (through UNM Cultural Awareness Center).

8. Peter Pabisch. Codirection between the German Section of the Department of Modern and Classical Languages and the German-American Club in Albuquerque.

9. George F. Peters. Organized and lead three-week study tour in Germany for UNM German students. Organized weekend German Symposium for 90 high school and college students of German in New Mexico (at Glorieta, Nov. 3-5). USP course taught spring semester: Wagner's RING. Addressed Manzano High chapter of National Honor Society of German Students.

10. William H. Roberts. Illustrated talk on Portugal for the Questors' Club, First Presbyterian Church, Albuquerque, December.

11. Alfred Rodríguez. Lecture, UNM series 'Aspectos de la cultura hispánica', "Algunas figuras míticas de la literatura española." The following, although 1971 publishing date, appeared after last bibliography. Edition: La estrella de Sevilla, Clásicos Ebro (Zaragoza, 1971) "Los cantables de El villano en su rincón", in Homenaje a W.L. Fichter (Madrid, 1971), 639-45.

12. Claude-Marie Senninger. Organization of a symposium, Theophile Gautier. An exhibit at the art museum: The World of Gautier. A play: Une Larme du Diable. A radio program at KHFM: The Music of Gautier. The play Une Larme du Diable is being taken to other universities in the country: December, Santa Fe.

13. Warren S. Smith, Jr. Delivered keynote talk to New Mexico convention of Junior Classical League in April.

14. Sabine R. Ulibarrí. Lectures, consultancies and seminars at University of Albuquerque, New Mexico State University, Highlands University, University of Utah, Boise State College, University of Oklahoma, College of Santa Fe, Albuquerque Public Schools, Cultural Awareness Center-UNM, Sandia Corporation, Bell Telephone System, U.S. Civil Service, UNM Medical School, UNM College of Education, Brotherhood Awareness Conference, Chicano Conference on Land and Culture, Childrens' TV-Oakland.

15. Rosemarie Welsh. Talk before Bernalillo Rotary Club (Sept. 1972) about some aspects of language.

G. Non-teaching University service.

1. John J. Bergen. Coordinator of Spanish 251, 252, 254; M.A.T.S.

Graduate Advisor. Member of the Retirement and Insurance Committee (Spring 1972). Member of departmental Committee on Lower-Division Curriculum Coordination (Fall 1972).

2. Garland D. Bills. Assistant Chairman, Department of Modern and Classical Languages. Member, Coordinating Committee, Program in Linguistics and Language Pedagogy.
3. E. Truett Book. Advisor, Undergraduate French program. Coordinator first and second-year French. Committee for student evaluation of teachers.
4. Rubén Cobos. Arts and Sciences advisor.
5. Pelayo H. Fernández. Director of UNM Summer Session in Gijón, Spain.
6. Sam Guyler. University Library Committee, Departmental Library Coordinator, Director of Italian Studies.
7. Robert D. Herron. Director, UNM Andean Study and Research Center, Quito, Ecuador, Semester II, 1971-72.
8. Robert Holzapfel. Member of Campus Planning Committee. Chairman of Ortega Hall Building Committee.
9. Tamara Holzapfel. Arts and Science Promotion Committee; Cultural Committee.
10. Robert C. Jespersen. Chairman of Ad Hoc Committee on Priorities for Assignment of GA's and TA's. Coordinator of Elementary German Program.
11. Jack Kolbert. President of Phi Kappa Phi, UNM Chapter. Member of the Planning Committee for Experimental Program in the Humanities (NEH)--two-semester freshmen course.

12. Byron T. Lindsey. Fulbright Committee, Student Publications Board.

13. Raymond R. MacCurdy. Chairman, University Press Committee, 1971-72; Chairman, Search Committee for the Director of the University General Library; member of the Committee on Academic Freedom and Tenure, 1971-72.

14. León J. Márquez. Supervision of Spanish for Spanish Speakers' classes (Spanish 112, 225, 226). Since September, coordinating lecture series, Spanish section, Department of Modern and Classical Languages.

15. Patricia Murphy. Spring semester--Graduate Committee, various departmental committees.

16. George F. Peters. Curricula Committee; Arts and Science Advisory Committee; Department Library Committee; Faculty Advisor in German (Spring).

17. William H. Roberts. Department Chairman (resigned effective June 1, 1973), advisor to new graduate students.

18. Alfred Rodríguez. Member Advisory Committee, Department of Modern and Classical Languages.

19. Claude-Marie Senninger. Graduate Advisor in French; Department Library Committee.

20. Warren S. Smith, Jr. Member of Department Library Committee, faculty advisor for Classics division of department.

21. John T. Timm. Phi Lambda Beta advisor, National Portuguese Scholastic Fraternity.

22. Jack E. Tomlins. Graduate advisor for Spanish and Portuguese.

23. Sabine R. Ulibarrí. Chicano Coordinator - Language Department; Executive Committee - Language Department; President,

Profesores Por La Raza; Member, Scholarship, Prizes and Awards Committee; Member, Humanities Council.

24. Rosemarie Welsh. National-International Committee.

25. Julian E. White, Jr. Graduate Committee; Departmental Advisory Committee; Departmental Committee of Promotion and Tenure.

H. Public Service.

1. E. Truett Book. Precinct chairman, Democratic Party.

2. Rubén Cobos. Member, San Felipe Catholic School Board.

3. Robert Holzapfel. President of Committee to set up Albuquerque Group of Sierra Club.

4. Jack Kolbert. Campaign Chairman, Committee to Re-elect Daniel Lyons to Legislature; appointed Voter Registrar, Bernalillo County; member, Board of Experiment in Jewish Learning.

5. Byron T. Lindsey. Ward Coordinator, Democratic Party.

6. Patricia Murphy. Work for Democrats in primary and general elections.

7. Peter Pabisch. Coordinator between the German Section of the Department and the German American Club in Albuquerque.

8. George F. Peters. Downtown Neighborhoods Association.

9. Claude-Marie Senninger. Sponsor of French for Children; Vice President of Alliance Française.

THE REPORT OF THE DEPARTMENT OF PHILOSOPHY

July 1, 1972 - June 30, 1973

Brian E. O'Neil, Acting Chairman

I. General Departmental Information

A. Significant Achievements

The Department's proposed Minor in Religious Studies received official approval and will become effective in Semester I, 1973-74. Professor Matthieu Casalis will provide the core instruction, while nearly every member of the Department will offer from time to time one or more of the courses which contribute to satisfaction of the requirements for the Minor.

In line with the Department's policy of broadening, as well as deepening, its programs, Professor Helena Eilstein has been encouraged to design a sequence of studies, progressing through all levels, which provides students with an analysis of the philosophic problems clustering aroung the concepts in use in theoretic physics.

Since the Department has nearly doubled in size during the past two years, it became imperative to develop a more structured system for guiding graduate students through their programs. Hence, the Department established a Graduate Advisory Committee which is granted the authority and charged with the responsibility to oversee the establishment and functioning of those subordinate committees which guide each student's progress: Committees

on Studies, Comprehensive Examination Committees, Dissertation Committees. The Graduate Advisory Committee is chaired by the Graduate Advisor and consists of at least four other members selected from among the Departmental faculty in such way as to reflect in miniature the larger spectum of the Department as a whole. It was felt best to have rotating membership--no member serving for more than three consecutive semesters--and that the Department Chairman not be a member.

The Department has added a number of new courses to its Catalogue listings. Perhaps most notable are: a seminar in problems of space, time and causality, and an advanced course in the philosophic problems of physics, as the core of Professor Eilstein's new program in the philosophy of science; a year's sequence in hermeneutic exegesis of biblical theology by Professor Casalis. Professor Casalis is also making available to students in this course some rudimentary instruction in Hebrew and Greek. Since some acquaintance with classical languages is essential to effective work in many areas of philosophy, Professor McDermott, also, is offering some elementary instruction in Sanskrit in her seminar on Asian philosophers.

The Department has introduced at the lower division level a new course in logic designed to have a more rigorous focus on the methods and techniques of modern symbolic logic. Discussion among the logicians has made evident the need for a more structured and effective sequence of courses in the logic offerings. Work will continue on this matter in the Fall.

B. Significant Plans

It may seem a touch vacuous to say that the Department is confident in the present state of its programs and optimistic about the near future, but the underlying reason for this confidence and optimism is that within the past two years new additions to faculty have given us the needed balance, roundedness, and specialized expertise in varied areas. The judicious student now has available to him excellent advanced training in nearly all areas of philosophy. There are one or two fields of specialization, however, wherein the Department would feel strengthened by additions to faculty. When the budget permits, we should seek appointments in Chinese philosophy, Existentialism, and American philosophy. Several of our present faculty are quite competent in these areas, but none has these fields as prime focus of interest.

The Department will continue its cooperation with Mathematics in exploring ways in which its symbolic logic offerings can be helpful to students in mathematics and statistics. Several members of the Department--notably Professors McDermott and Goodman--will plan to work closely with Professor John Oller of Linguistics in developing a coordinate set of courses.

C. Appointments to Staff

none

D. Separation from Staff

Professor Archie J. Bahm retires as of July 1, 1973.

Budgetary pressures prevented the Department from retaining Mr. Julius B. Cranston as parttime instructor in logic; Mr. Cranston terminated his assignment as of the end of the Spring semester.

II. Composite of Information from Individual Biographical Supplements

1. Advanced Study.

Professor Frederick Schueler has his completed and approved dissertation in the hands of his Committee at Berkeley and expects formal confering of the Ph.D. in the Fall quarter. Professor Carl Stern continued work on his dissertation, and expects to complete it and receive the Ph.D. from Yale University in September.

2. Sabbaticals, leaves, travel, etc.

The Department Chairman, Professor Paul Schmidt, spent his sabbatical year in world travel with a special emphasis on reacquaintance with Oriental culture. Professor Hubert Alexander was on sabbatical leave during the Spring semester continuing his work on the thought of Andreas Piquer and editing many of his father's unpublished manuscripts.

3. New Scholastic Honors, Fellowships, etc.

Professor Archie Bahm's biographical summary was included in International Who's Who in Community Service, 1973. Professor Howard Tuttle became a permanent member of the Danforth Association.

4. Publications

Alexander: The Language and Logic of Philosophy. University of New Mexico Press, 1972.

Bahm: Directory of American Philosophers VI, 1972-73, published by the Philosophical Documentation Center, Bowling Green University, Bowling Green, Ohio. (March, 1972) Pp. 662 + xiii. Combined with Vol. II of the International Directory of Philosophy and Philosophers by the Publishers to make a two-volume set of world philosophers.

"Our Unfinished Revolutions," Proceedings of the New Mexico-West Texas Philosophical Society, April, 1971, pp. 77-85.

"Science is Not Value-Free," Policy Sciences, Vol. 2, No. 4, Dec., 1971, pp. 391-396.

"Stages in the Development of Inter-religious Attitudes," Indian Philosophy and Culture (Vindraban), Vol. XVI, No. 4, Dec., 1971, pp. 260-271.

"The Generic Theory of Truth," Correspondence. by Rinlich Kittaka, Koya, Japan, 1971, pp. 4-6,8.

"Demo-speci-ocracy," Policy Sciences, Vol. 3, No. 1, March 1972, pp. 97-106.

"Philosophers Fail Educators. Educators Fail Philosophers," Proceedings of the Southwestern Society for Philosophy of Education, Vol. XXII, March, 1972, pp. 7-9.

"Wholes and Parts," Southwestern Journal of Philosophy, Vol. III, No. 1, Spring, 1972, pp. 17-22.

"Is a Universal Science of Aesthetics Possible?" Journal of Aesthetics and Art Criticism, Vol. XXXI, No. 1, Fall, 1972, pp. 3-7.

"Educational Explosion," Journal of Thought, Vol. 7, No. 4, Nov., 1972, pp. 234-241.

"Confucianism," Ch. VIII of The World's Living Religions, translated into Chinese and published in L. F. Chen's Confucian Theory and Its Influences on the World, according to a letter, dated Dec. 22, 1972, by C.C.C. Chang, Taiwan Normal University.

Review of Oliver L. Reiser's Cosmic Humanism in The Philosophy Forum, Vol. 10, Nos. 3-4, Dec., 1972, pp. 337-341.

Review of Hugo Thompson's Love-Justice: A Contemporary Study of Modern Ethics in the Journal of Thought, Vol. 7, No. 1, Jan., 1972, p. 51.

"Whole and Parts," in The Philosopher's Index, Vol. IV, No. 3, 1972, p. 718.

"Is a Universal Science of Aesthetics Possible?" in The Philosopher's Index, Vol. VI, No. 4, 1973.

Item in Newsletter; Social and Human Forecasting, Autumn, 1972, pp. 25-25, published by the Institute Ricerche Applicate Documentazione e Studi, Rome, reports and outlines my paper, "Research Needed for the Development of a Minimal Ethics by Mankind."

Casalis: Introduction, translation and footnotes to Judith. Traduction Oecumenique de la Bible, Paris, 1973.

Lee: Review of Peter Nabakov's "Tijerina and the Courthouse Raid", The New Scholar, Vol. 3, No. 1, (10/1/72), pp. 83-6.

McDermott: "Notes on the Assertoric and Modal Propositional Logic of the Pseudo-Scotus." Journal of the History of Philosophy, July 1972, pp. 273-305.

"Mr. Ruegg on Ratnakirti," Journal of Indian Philosophy, Dec., 1972, pp. 16-20.

O'Neil: "Cartesian Simple Natures," Journal of the History of Philosophy, Vol. X, No. 2, April, 1972, pp. 161-79.

Schmidt: "Knowledge Without Truth," Southwestern Journal of Philosophy, 1972, pp. 41-56.

5. Other Research Projects, in Progress or Completed.

Alexander: Continued his work on Piquer and Professor Alexander senior.

Bahm: Metaphysics, An Introduction, Barnes and Noble Division of Harper and Row, in press. Complete manuscript mailed Dec. 26, 1972.

The World's Living Religions, Japanese translation by Ryozo Kuwahara, Osaka, published by Shunju-Sha, Tokyo. In press.

Bhagavad Gita: The Wisdom of Krishna, published originally by Somaiya Publications, Bombay. Contract offered by Bonanza Books, N.Y., for publishing a paperback edition in the U.S.

"Deficiencies in Whitehead's Philosophy," Process Studies, scheduled for publication in Vol. II, No. 4, Winter, 1972.

"Chanoyu as Cosmic Communion," Chanoyu Quarterly, Kyoto. Accepted for publication. Proofs read.

"The Organicist Theory of Truth," Southwestern Journal of Philosophy, accepted for publication.

"General Systems Theory as Philosophy," Proceedings of the VIIIth Interamerican Congress of Philosophy, Brasilia, Nov., 1972. Accepted for publication. Also Revista Brasiliera de Filosofia, special number accepted (invited) for publication.

"Vision and Achievement," Sri Aurobindo Brith Centenary Commemorative Volume, ed. by V.M. Reddy, Institute of Human Study, Osmania University, Hyderabad. Invited contribution; submitted.

"The Crisis in Western Religions," Opinion, accepted for publication.

"Criticism of Northrop's Comparative Philosophy," invited article prepared for Festscrift in Honor of P. T. Raju, edited by N.S.S. Raman, Panjab University, Chandigarh, India.

"Toward a New Humanist Manifesto," The Humanist, invited position statement scheduled for Jan.-Feb., 1973.

Review of Anil K. Sarker's Changing Phases of Buddhist Thought; A Study in the Background of East-West Philosophy, in the International Journal of Comparative Sociology, scheduled for publication in Vol. XIII, No. 2, June, 1972.

Ethics, An Introduction, submitted to publishers.

Ethics as a Behavioral Science, submitted to publishers.

Interdependence, An Interdisciplinary Study. A proposed cooperative volume by U.N.M. professors representing different fields. All proposed sixteen chapters completed in first draft. Editorial criticism given. Revised chapters received from all except three contributers.

Philosophy, An Introduction, Vol. II, Tamil translation by Bureau of Tamil Publications, Madras. Scheduled for April, 1976.

Philosophy, An Introduction, Spanish translation by Federico Ferro Gay, U. of Chihuahua and U.T.E.P., reported almost complete.

Philosophy, An Introduction. Bengali translation partly completed. Sinha Publishing Co., Calcutta. Hindi translation reported completed.

The World's Living Religions. Hindi translation sponsored by the Haryana Hindi Granth Akademi, Chandigarh, under way.

"The Future of World Philosophy," Proceedings of the XVth World Congress of Philosophy, Varna, Bulgaria, Sept., 1973, accepted for publication.

"Ought Our Congress Concern Itself With World Morality?" Proceedings of the XVth World Congress of Philosophy. Accepted for publication.

"Eastern and Western Ideals: A Comparison," submitted for publication.

"What is Comparative Philosophy?" submitted for publication.

"Foundations for Non-Linear Logic," submitted for publication.

"Is 'World Law',Enough for 'World Peace'?" The World Federalist, acceptance tentative.

Review of Ervin Laszlo's Introduction to Systems Philosophy. Invited review submitted to Behavioral Science.

Casalis: A Major work on Merleau-Ponty and Structuralism is in progress.

Eilstein: A paper of "Existential Hypotheses of Science" and a book length manuscript of the Philosophy of Nature have both been submitted to publishers.

Evans: "A Truth-Functional Analysis of Aristotelian Logic", submitted.
Monograph on logic in progress.

Lee: Solicited review of Kurt von Fritz's Grundprobleme der Geschichte der Antiken Wissenschaft submitted.
Referee for Robert J. Kubanowice's "Ernst Troeltsch's History of the Philosophy of History."

McDermott: Three papers and a book review forthcoming in 1973.

O'Neil: Book length manuscript on Descartes' epistemology still under publisher's consideration.
Monograph in Progress on"Abstraction at the level of sense".

Schmidt: Completed article "Thoreau's Three-termed Transcendental Logic".

Schueler: "The Nature of Incitement", submitted.
"Self-interest Reasons", submitted.
"Altruistic Reasons for Acting", submitted.

Stern: Two essays in progress and soon to be submitted: "Empirical Cognition in Kant"; "Hegel's Definition of 'the Concept of Science' and Marxian Epistemology".

Tuttle: Two essays to appear within a few months: "The Idea of Subjectivity in Recent German Philosophy", Essays in Honor of Francis Wormuth, University of California Press. "Vico and Dilthey" in Vico, vol. II, Johns Hopkins University Press.

6. Activities in Learned and Professional Societies.

Alexander: Professor Alexander continued his activities as a member of the National Executive Council of Phi Sigma Tau and as Secretary-Treasurer of the New Mexico and West Texas Philosophical Society. He also functioned as a Session Chairman of the Mountain-Plains Philosophical Conference held at Wichita University in October 1972. In November Professor Alexander traveled to Brasilia to read an invited paper at the eighth Inter-American Congress of Philosophy.

Bahm: Indonesian Philosophical Association, Djakarta, Jan. 11-15, 1972. Guest lecturer at founding meetings, delivering lectures on three mornings. Three other lectures were arranged for me in Indonesia: Bandung Institute of Technology, Jan. 10. Gadjah Mada University, Jogjakarta, Jan. 18. Udayana University, Denpasar, Bali, Jan. 22. [I visited with Philosophy professors in three Philippine colleges in Manila on Jan. 7 and 8.] I became a member of the Indonesian Philosophical Association.

American Philosophical Association: Secretary for Asian Affairs of its standing Committee on International Cooperation. Continued arranging for free subscriptions to American philosophical journals for Asian University liberaries under a grant from the Asia Foundation.

Western Division, meeting in St. Louis, May 4-6. Presented a report for the Committee on International Cooperation at the annual business meeting.
Arranged for memorial notices for deceased Asian members.
Appointed the official delegate from the A.P.A. to the Inter-American Society for Philosophy, in Brasilia. See below.
Appointed member of an Ad Hoc Committee Planning for the XVIth World Congress of Philosophy in the U.S. in 1978 or 76. Responsible for the interests of the Inter-American Congress which also offered tommeet in the U.S. during 1976.

Eastern Division, meeting in Boston, Dec. 27-30. Participated in meetings of the Ad Hoc Committee Planning for the XVIth World Congress of Philosophy.

Inter-American Society for Philosophy, and its Inter-American Congress of Philosophy, Brasilia, Oct. 30-Nov. 4. Presented paper, "General Systems Theory as Philosophy." Represented the Am. Phil. Assn. as its delegate to the business meeting. Conveyed offer of the Society to hold the next Congress in the U.S. during 1976 to A.P.A. officers.

American Society for Value Inquiry, meeting in St. Louis, May 4. Presented an invited paper, "Axiology as an Inductive Science."

New Mexico-West Texas Philosophical Society, April 21-23, Santa Fe. Presented paper on "Relations."

XVth World Congress of Philosophy, originally planned for Delhi, India, moved to Varna, Bulgaria, Sept. 17-22, 1973. Appointed Vice President of Problematica Section VIII, "The Future of Philosophy." Authorized by the Bulgarian Organizing Committee to invite participants from the U.S., India, Indonesia, China, South America, and Africa. I did so for all except Africa. Submitted paper on "Ought Our World Congress Concern Itself with World Morality?" for a Plenary Session on Morality and Culture, and a paper on "The Future of World Philosophy" for Problematica VIII. Arranged for registration financing of three Asians.

Association of Philosophy Journal Editors, participated in meetings in Brasilia, Oct. 31, and in Boston, Dec. 29. Represented the Directory of American Philosophers and Proceedings of the New Mexico-West Texas Philosophical Society. International Association of Philosophy Journal Editors organized in Boston, to meet with the XVth World Congress of Philosophy.

International Metaphysical Society, Boston, Dec. 30. Participated in planning session for meeting the week prior to the XVth World Congress in Varna, Bulgaria.

American Philosophy Group, Dec. 28, Boston. Participated in a meeting to organize a society for the study of American philosophy.

A.A.A.S., rejoined. Member previously, 1936-56.

Society for General Systems Research, became a member.

Personalist Discussion Group. Accepted invitation to comment, or prepare counter paper, on P.T. Raju's paper, "Being, Becoming, and Essence: East and West," when it meets April 26, 1973, Palmer House, Chicago.

Became member of Board of Editors of Darshana International, published in Moradabad, India.

Casalis: Professor Casalis presented a paper to the Spring meeting of the Southwestern Philosophical Association, and continued active in the American Philosophical Association and the American Academy of Religion.

Eilstein: Presented a paper based on her continuing research to the University of New Mexico Philosophy Association.

Goodman: Professor Goodman attended the meetings of the Western Division of the American Philosophical Association.

Lee: Attended the meetings of the Pacific Division of the American Philosophical Association.

McDermott: Professor McDermott presented a paper to the same meeting of the Western Division and contributed a reading of some of her recent research to a gathering of the University of New Mexico Philosophy Association.

Schueler: Professor Schueler read a paper to, and led a discussion of, the University of New Mexico Philosophy Association.

Stern: Attended the meetings of the Eastern Division of the American Philosophical Association.

Tuttle: Attended meetings of the American Society for Phenomenology and Existential Philosophies and was a participant in a Colloqium on the Philosophy of History at the University of Pittsburgh.

7. Other Professional Activities.

Alexander: Continued as a member of the editorial board for Philosophy and Rhetoric.

Bahm: Professor Bahm presented a paper, "World Religions", to a gathering at the Luther House, Albuquerque.

McDermott: Participated in a radio interview broadcast from Santa Fe.

8. Non-teaching University Service.

Alexander: Chairman, Curricula Committee (until September, 1972) Chairman, Promotion Advisory Committee in Humanities for the College of Arts and Sciences. Continued as the faculty sponsor for the local chapter of Phi Sigma Tau.

Bahm: Member of the Committee on Asian Studies proposals.

Casalis: Served as a member of the Department's new Graduate Advisory Committee.

Evans: Served as a senior member of this same new Committee.

Goodman: Served also on this committee.

Lee: Invited to join the committee which is structuring a N.E.H.-sponsored program for a pilot course on "war and peace".

McDermott: Served as the faculty advisor to a campus Yoga studies group.

O'Neil: Acting Chairman of the Department of Philosophy.

Schueler: Served on the University Library Committee, and on the Dean's Advisory Committee for the College of Arts and Sciences. Professor Schueler functioned also as the advisor for the Department's Undergraduate Honors Program, and edited the descriptive booklet for the Department's introductory courses.

Tuttle: Served on the Student Standards Committee, and on the Academic Freedom and Tenure Committee. Professor Tuttle was also a member of the Promotion Advisory Committee concerning Humanities for the College of Arts and Sciences. He also chaired the Departmental language committee and the Graduate Advisory Committee.

9. Public Service.

Professor Matthieu Casalis performed voluntary teaching at the Manzano High School in Albuquerque.

The Report of the Department

of Physics and Astronomy

July 1, 1972 - June 30, 1973

Victor H. Regener, Chairman

I. General Departmental Information

A. Significant Achievements During the Academic Year 1972/73

1. Departmental Operation

The following table shows student credit hours (averages for Semester I and Semester II) for this department over the last four years, the number of graduate students in the department, and the number of degrees granted. Campus faculty of this department contributed to the teaching at the Los Alamos Graduate Center, with three faculty members commuting in Semester I, and two in Semester II.

Student Credit Hours, Physics and Astronomy

(Average, Semester I-II)

	1969-70	1970-71	1971-72	1972-73
	4,419	4,747	5,780	5,930
Increase	7.4%	21.8%	2.6%	

Number of Graduate Students Enrolled

(Semester I figures)

1969-70	1970-71	1971-72	1972-73
70	78	70	67

Number of Degrees Granted

	June 1970	June 1971	May 1972	May 1973
BS	14	9	5	12
MS	9	11	6	9
PhD	2	5	1	6

The continuing heavy involvement of the department in research is shown in the following table for 1969-70 through 1972-73. Starred figures for 1972-73 include extrapolations for the last few months, for which final data are not yet available.

		1970-71	1971-72	1972-73
(1)	Departmental budget, original figures	$335,170	$378,460	$391.650
(2)	Departmental budget, actual expenditures	335,170	378,460	391,650*
(3)	Sponsored research expenditures	326,208	318,669	265,000*
(4)	Overhead to University from grants and contracts	67,145	46,483	41,000*
(5)	Money for grants and contracts received during the year from outside sources	349,777	383,599	221,528
(6)	Active grants and contracts at end of year	2,221,218	2,297,836	2,396,741

2. Review of Course Offerings

Courses at all levels were again scrutinized in the fall of 1972.

Several new courses were added:

Physics 106.	Light
Physics 440.	Atmospheric Physics
Physics 495.	Special Relativity
Physics 547.	Special Topics in High Energy Astrophysics

In addition, we added a series of one-hour courses, Physics 157, 158, 167, 168, 267 entitled Problems in General Physics. These will be taken, optionally, by students enrolled in our lecture courses Physics 151, 152, 160, 161, 262, respectively. We discontinued the courses Physics 105L and Astronomy 111L and 426.

B. Significant Plans and Recommendations for the Near Future

In Semester I the new Physics Laboratory and Lecture Building started functioning. Thus, we are now in a much better position to handle our instruction of elementary physics. We are still hopeful that we can soon make a start with offering regular recitation sections along with our elementary physics courses.

C. Appointments to Staff for 1972-73

A budgeted faculty position in astronomy was withdrawn, with potentially serious consequences for our astronomy program.

E. Sabbaticals during 1972-73

None.

II. Composite of Information Requested on Individual Biographical Supplements

1. Advanced Study

Seymour S. Alpert
Attended "Contemporary Optics" Institute at the University of Rochester Optics Institute; Rochester, New York, July 1972.

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

Seymour S. Alpert
December 25, 1972-January 17, 1973: Travel in British Isles. Visiting the Universities of Manchester, Sussex and Hull.

Alan W. Peterson
Trip to Cap Chat, Quebec, Canada to observe July 10, 1972 solar eclipse. Observing trip to Haleakala Observatory, Maui, Hawaii, 28 March to 10 April 1972.

Derek B. Swinson
Continuation of sabbatical leave at University of Calgary, Canada, 2nd semester 1971/72.

3. New scholastic honors, fellowships, etc.

Byron D. Dieterle
AWU-AEC summer fellowship at Los Alamos.

4. Publications

Harjit S. Ahluwalia
On the Relationship Between the Solar Coronal Green-Line Intensity and the Limiting Primary Rigidity of the Solar Diurnal Anisotropy of Cosmic Rays, Bull. Am. Astron. Soc. 4, 257, 1972.
Solar Tridiurnal Variation of Cosmic Rays, Bull. Am. Phys. Soc. 17, 664, 1972.
The Coupling Function for the Underground Muon Telescope at London, Bull. Am. Phys. Soc. 17, 665, 1972.
The Neutrons of Solar Origin, Bull. Am. Phys. Soc. 17, 665, 1972.
On Recently Proposed Coupling Functions for the Underground Muon Telescope at London, Bull. Am. Phys. Soc. 17, 1183, 1972.

Charles L. Beckel
Diatomic Molecule Ground State Dissociation Energies, J. Mol. Spect. 42, 578, 1972, co-authors: M. Shafi and R. Engelke.
Effects of Screening and Polarization on Vibration-Rotation Properties of H_2, J. Chem. Phys. 57, 1497, 1972, co-author: S. Hayes.

Howard C. Bryant
Lateral Waves on a Plane Air-Water Interface, Bull. Am. Phys. Soc. II, 17, 659, 1972.

Byron D. Dieterle
Angular Correlations in the Electroproduction of Rho-Mesons, Nuovo Cimento 11A, 523, 1972.

John R. Green
Unusual Dielectric Behavior of Solid Cyclopentanol and Molecular Motion, Molecular Crystals and Liquid Crystals 17, 251, 1972.

John L. Howarth
Radiation Induced Life Shortening in Germfree Mice, Exp. Geront. 7, 289, 1972, co-authors: R. E. Anderson and J. V. Scaletti.

David S. King
Theoretical Pulsation Constants and Cepheid Masses, Ap. J. 171, 93, 1972, co-authors: J. P. Cox and R. F. Stellingwerf.
A Physical Interpretation of Recent Period-Luminosity Relations for RR Lyrae Variables, Ap. J. 172, 423, 1972, co-authors: J. P. Cox and J. I. Castor.
A Survey of Classical Cepheid Models in Linear Theory, submitted to Astrophysical Journal.
Non-linear Cepheid Pulsation Calculations and Comparisons with Linear Theory, submitted to Astrophysical Journal.

Alan W. Peterson
Airglow Fluctuations at 2.2 Microns, J. Atmos. Terr. Phys. 34, 1357, 1972, co-author: L. M. Kieffaber.
Airglow Fluctuations at 1.6 Microns, presented at APS meeting, Albuquerque, June 1972, co-author: L. M. Kieffaber.
Three-channel SEC Vidicon System for Photometric Observations of the Solar Corona, Bull. Am. Astro. Soc. 4, No. 3, 1972, co-authors: H. Y. Chiu, J. C. Brandt, R. W. Hobbs, L. M. Kieffaber, S. P. Maran.
The Temperature of the Dust Vaporizing at 4 Solar Radii, Astrophys. J. Letts. (in press).
Structure and Fluctuations of the OH Airglow at 1.6 Microns, J. Atmos. Terr. Phys. (in press), co-author: L. M. Kieffaber.
A Search for Planetary Nebulae in Globular Clusters, presented at the 139th Meeting of the American Astronomical Society at Las Cruces, 9-12 January 1973.
Extinction Measurements at Eclipse Sites, Publications of Astronomical Society of the Pacific, 1973.
Grand Tour Final Report, October 1972 (see #7).
Infrared Photography of OH Airglow Structures (in preparation, AGU Washington, D.C. meeting April 1973).

Victor H. Regener
Light Curve of HZ Herculis in Relation to Her X-1, Bull. Am. Astr. Soc. 4, 414, 1972.

Derek B. Swinson
Reply to comment on paper by D. B. Swinson, "Solar Modulation Origin of 'Sidereal' Cosmic Ray Anisotropies," J. Geophys. Res. 77, 1345, 1972. The Sidereal Cosmic Ray Anisotropy, Bull. Am. Phys. Soc. II 17, 663, 1972 (abstract).

David M. Wolfe
Cosmic Ray Physics With a Streamer Chamber, Bull. Am. Phys. Soc. 5, 1972, co-author: G. Hilenberg.

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

Harjit S. Ahluwalia
NASA-GSFC, P.C. No. 680-82170, $3,700, Solar Diurnal Anisotropy, six months, 1972.
NASA-AMES, UNM-302, $8,500, A Study of Correlation Between the Interplanetary Magnetic Field and the Solar Diurnal Anisotropy of Cosmic Rays, twelve months, 1972-73.
NSF, GA-36101, $20,000, Solar-Terrestrial Relationships of the Solar Anisotropies of Cosmic Rays, eighteen months, 1972-74.
NASA-GSFC, 32-004-086, $20,560, A Study of the Correlation Between the Interplanetary Magnetic Field, the Solar Wind, and the Cosmic Ray Intensity, During Forbush Decreases, (proposed for: 12 months).
NSF, UNM 135/109, $16,035, Student Science Training Program (pre-college) in Physics and Astrophysics, (proposed for 4 weeks in the summer of 1973).

Seymour S. Alpert
Received renewal of grant entitled "Kinetics and Mechanisms of Macromolecular-Interactions Using Quasi-Elastic Laser Light Scattering," NSF-31110X, UNM 135/94B, $20,800.

Charles L. Beckel
National Aeronautics and Space Administration, $1700.00, Molecular Hydrogen Ion Transitions, June to September 1972.

Howard C. Bryant
Completed NSF grant GP 20197, $19,800, A Study of Optical Surface Waves on Water.
Involved in projected experiments at LAMPF at Los Alamos.
AWU support for travel ($3,000 for LAMPF-UNM group).
Submitted for publication to the Journal of the Optical Society of America: "Lateral Waves on a Plane Air-Water Interface."

Colston Chandler
"On a Recent Paper of Amrein, Georgescu, and Jauch" to be published in Helv. Physica Acta.
Sandia Corporation, $23,503, An Investigation of Multichannel Quantum Scattering Theory, July 1, 1972-June 31, 1973, with A. G. Gibson.

Christopher Dean
Guiding graduate student in doctoral research into new techniques in the use of NQR for crystallographic studies.
Development of demonstration equipment for Acoustics courses through the last three years is now at a point of preparation for possible publication.
Major revisions of courses, and preparation of new courses in Acoustics, Meteorology, and Solid State Physics.

Byron D. Dieterle
Sandia University Research Program, $19,941, Development of Neutron Detectors With Fast Timing Response and Good Spatial Resolution, 1 year.
Neutron Production in p-D Collisions - experiment 56 at Los Alamos Meson Factory.
In preparation stage are three other experiments at the accelerator.

John R. Green
Continued research on organic solid state with support from NSF Grant GP-20230, $48,100, 15 June 1970-30 December 1972.

John L. Howarth
Continuing research on psychophysical problems in color preception.

David S. King
A continuation of the study of Stellar Pulsation Theory is being carried out in collaboration with J. Cox of JILA, The University of Colorado and with A. Cox of the Los Alamos Scientific Laboratory. This research is being sponsored by the National Science Foundation.

Christopher P. Leavitt
NASA, $1,129,102.00, OSO Neutron Detector Data Analysis, terminates August 31, 1973.
Planning for neutron spectrum measurement at LAMPF. Member of experimental groups on three experiments approved for beam time at LAMPF including n-p differential cross section and pion production.

Alan W. Peterson
NASA NGR 32-003-068, $26,000, Thermal Radiation from Interplanetary Dust, 12/1/71-11/30/72.
NASA Goddard Work Statements #8 & #22, $25,000 and $10,300, A Joint Project on Eclipse Photometry of the Solar Corona, 6/1/71-5/31/72 and 6/1/72-5/31/73.
NASA Goddard Work Statement #14, $13,200, Infrared Solar Research, 11/24/71-12/1/72.

NSF, $18,056, Photometry of the Outer and Inner Solar Corona from the Ultraviolet to the Infrared and Associated Experiments (eclipse in Mauritania, West Africa, June 1973), 12/1/72-11/30/73.
NASA NGR 32-003-068, $37,000, Thermal Radiation from Interplanetary Dust, 12/1/72-11/30/73 (applied for).

Victor H. Regener
NSF project - sponsored.
NASA project - sponsored.
Several other projects - unsponsored.

Derek B. Swinson
Research continuing on cosmic radiation, supported by National Science Foundation under grant GA-30591, Investigation of Cosmic Ray Anisotropies in Interplanetary Space Using Underground Cosmic Ray Detectors, $61,400, September 1, 1971-February 28, 1974.
Article "Unweight and See" accepted for publication in "Ski" magazine.

David M. Wolfe
Experiments being prepared for LAMPF, due to open in April.
Spokesman for Experiment 129, approved by Los Alamos, September 27, 1972.

6. Activities in learned and professional societies.

Harjit S. Ahluwalia
Attended the Joint Meeting of the American Physical Society and La Sociedad Mexicana de Fisica, held at Albuquerque, June 5-7, 1972.
Arranged two symposia on behalf of the Cosmic Physics Division of the American Physical Society at Albuquerque, June 5-7, 1972.
Chairman of the Session on Cosmic and Astrophysics-II (FE) at the above meeting.

Seymour S. Alpert
Attended conference entitled "Use of Laser Scattering in Biological Materials," MIT, March 1972.
Read paper entitled "Investigation of the Kinetics of Macromolecules Using Laser Light Scattering" Instr. Soc. Am., Albuquerque, New Mexico, April 1972.

Charles L. Beckel
Paper read at two meetings: "Theoretical Determination of H_2 Ground State Spectroscopic Constants," American Physical Society Meeting, Albuquerque, New Mexico, June 7, 1972; 27th Symposium on Molecular Structure and Spectroscopy, Columbus, Ohio, June 16, 1972; co-author.
Paper read at two meetings: "Theoretical Transition Probabilities for the $2p\pi_u - 1s\sigma_g$ and $2p\pi_u - 3d\sigma_g$ Transitions in H_2^+," American Physical Society Meeting, Albuquerque, New Mexico, June 7, 1972; 27th Symposium on Molecular Structure and Spectroscopy, Columbus, Ohio, June 16, 1972; co-author.

Chairman of Session EF American Physical Society Meeting, Albuquerque, New Mexico, June 6, 1972.
Invited Participant (two informal presentations) at Special Session on Problems Concerning Three Excited States of the Hydrogen Molecule, 27th Symposium on Molecular Structure and Spectroscopy, Columbus, Ohio, June 15, 1972.

Howard C. Bryant
Read paper at the American Physical Society, Albuquerque, New Mexico, June 1972 - "Lateral Waves on a Plane Air-Water Interface."

Colston Chandler
Read paper at the American Physical Society, Albuquerque, New Mexico, June 1972 - "Time Dependent Miltichannel Quantum Scattering Theory."

Byron D. Dieterle
Attended Los Alamos Meson Physics Facility Users Meeting.

John R. Green
Paper on dielectric properties - American Physical Society in January at San Francisco.
Paper on dielectric and molecular properties - American Physical Society in June at Albuquerque.

John L. Howarth
Meeting of National Collegiate Honors Council, San Francisco, California, October 18-21, 1972.

David S. King
Attended meeting of American Astronomical Society at Michigan State University in August 1972.

Christopher P. Leavitt
Paper on Solar Neutrons - American Physical Society, June 1972, Albuquerque, New Mexico.
Report on OSO 6 Solar Neutron Measurement, OSO Workshop, Stanford University, September 1972.
Neutron Albedo Flux - American Geophysical Union, December 4, 1972, San Francisco.

Alan W. Peterson
Attended APS/AAPT Meeting in San Francisco, 31 January-3 February 1972.
Attended APS Meeting in Albuquerque, 7-10 June 1972.

Victor H. Regener
Presented paper at American Astronomical Society Meeting, Pasadena, California, October 26, 1972.

Presented paper at International Ozone Conference, Arosa, Switzerland, August 1972.
Chairman of local committee for June 1972 meeting of the American Physical Society held on the campus of UNM.

Derek B. Swinson
Attended the American Physical Society Meeting, June 1972, read paper entitled "The Sidereal Cosmic Ray Anisotropy."

David M. Wolfe
Arranged and chaired one session for Forum on Physics and Society, Albuquerque Meeting of the American Physical Society, June 5, 1972.
Arranged two sessions (same forum) for American Physical Society Meeting at the University of Southern California, December 28, 1972, chaired one session.
Running for Executive Board of Forum on Physics and Society. American Physical Society.
New Mexico Coordinator for the Technical Advisory Committees to Influence Congress of the Federation of American Scientists.

7. Other professional activities.

Harjit S. Ahluwalia
Addressed the Prairie Schooners Mariners Club of Albuquerque. Title of the talk was "Machu Picchu, The Lost City of the Incas."
Gave a lecture on, "The Sikhs," to Professor A. Bahm's Philosophy 264 class.
Am a referee for the articles submitted to the Journal of Geophysical Research and also a referee for the proposals made to the Atmospheric Science Division of the National Science Foundation.
Gave a talk entitled, "India, the country, people, and their culture," under the auspices of the Department of Social Studies of the Pueblo Junior High School, Los Alamos, New Mexico.
Gave a talk entitled, "Sikhism, a dynamic religion" to sixth graders at Montgomery Elementary School, Albuquerque, New Mexico.
Introduced and developed three new courses as follows:
(a) Introduction to Plasma Physics: P-435.
(b) Theory of Special Relativity: P-495.
(c) Selected Topics in High Energy Astrophysics: P-547.

Charles L. Beckel
Instrumental in initiating a project by Shell Oil Co. to test water quality in Albuquerque's underground aquifer.

Howard C. Bryant
Refereed several papers for Journal of the Optical Society of America and American Journal of Physics.
Wrote several research proposals.

Christopher Dean
Numerous professional musical engagements.

John L. Howarth
Consultant: Veterans Administration Hospital, Lovelace Clinic.

David S. King
In charge of Campus Observatory Public Night.
Taught Community College course entitled "Intelligent Life in the Universe."

Christopher P. Leavitt
Lecture on Humanism - Comparative Religion Course: UNM, Semester II, 1972/73.

Alan W. Peterson
Consultant and Meteoroid Team member for Outer Planets Missions Program (Drexel University, Philadelphia, Pa.).
Co-author "Particulate Science Team Report on Activities Conducted During the Definition Phase of the Outer Planets Missions Program," October 1972.
On Proposal Team for Mariner-Jupiter-Saturn Mission 1977-1981. (Zodiacal Light and Star Background)
Reviewed three proposals for the National Science Foundation (one on zodiacal light and two on solar eclipse observations).
Reviewed a rocket astronomy proposal for Kitt Peak National Observatory.
Refereed a paper for the Astrophysical Journal.
Was requested to be a proposal reviewer for the NASA-Ames Airborne Observatory (36-inch telescope), but had to decline because of a time conflict with the Canada eclipse.

Derek B. Swinson
Appeared in opening production of 1972/73 season at Albuquerque Little Theatre.
Consulted on automobile accident construction for Albuquerque attorneys.

David M. Wolfe
Faculty advisor to the Fencing Club.

8. Non-teaching University service.

Harjit S. Ahluwalia
Am a member of the UNM Standing Committee on National and International Affairs.
Chairman of three student studies committees and a member of four others.
Member of the Departmental Committees on:
(a) Public Relations, and
(b) Graduate Students.
Advised eleven students.

Charles L. Beckel
Assistant Dean, Graduate School.
Acting Director, ISRAD, March-June.
Acting Vice President for Research, March-December.
Member, Graduate Committee
Member, Research Policy Committee, March-December.
Chairman, Joint Subcommittee on Academic Unit Evaluation.

Howard C. Bryant
Physics Department Public Relations: Departmental Brochure.

Colston Chandler
Departmental Graduate Committee.

Christopher Dean
Member of committees for guiding programs of graduate students.

Byron D. Dieterle
Research Allocations Committee.
Radiation Control Committee.

James D. Finley, III
Library Committee.
New Library Building Committee.
Undergraduate Major Advisor.
Physics Graduate Committee.

John R. Green
Committee on Academic Freedom and Tenure.
A&S Advisory Committee on Promotions.
Graduate Committee.

John L. Howarth
Director, General Honors and Undergraduate Seminar Program.
Member of the University Forum.
Committees:
(a) General Honors Council (chairman).
(b) Advisory Committee for Amistad (as representative of the Academic Vice President).
(c) Committee to Study Grading Concerns (chairman).
(d) Subcommittee of the University Forum to make recommendations on selection of ombudsman.
(e) Physics & Astronomy Department Undergraduate Committee.
(f) VAH Nuclear Medicine Committee.
Faculty advisor to student chartered organizations:
(a) Amistad,
(b) T'ai Chi Ch'uan Club.

David S. King
Faculty advisor for astrophysics majors.
Member of eleven graduate student and dissertation committees.

Christopher P. Leavitt
Research Policy Committee.
Chairman, Subcommittee on Research Overhead.
Advisor - Los Alamos Graduate Center, all LASL graduate students.

Alan W. Peterson
Dissertation committee chairman for one Ph.D. student.
Committee on Studies chairman for one M.S. student.

Victor H. Regener
Faculty Policy Committee.
Campus Planning Committee.

Derek B. Swinson
Chairman of Physics Department Committee for Lower Division Laboratories.
Supervisor of Physics Department Lower Division Laboratories.

9. Public Service.

Harjit S. Ahluwalia
Was a judge at the 20th New Mexico State Science and Engineering Fair at Socorro, New Mexico.

Charles L. Beckel
President (until May 1972), Delegate Trustee (after May) - Kidney Foundation of New Mexico, Inc.
Member Board, New Mexico Combined Health Appeal.

Christopher Dean
State judge, Science Fair.

James D. Finley, III
Treasurer, Religious Society of Friends.

John L. Howarth
Consultant (leading Gestalt encounter groups for staff and trainees) to La Llave (formerly Quebrar) drug rehabilitation colony.

David S. King
Presented several talks to elementary school classes.

Christopher P. Leavitt
Active member - New Mexico Society for Autistic Children.

Alan W. Peterson
Answered numerous telephone queries on astronomy for Albuquerque Journal "Action Line," TV stations and other individuals.
To be an "Expert Witness" in a multiple death auto accident case which requires exact knowledge of where the sun was with respect to the road at the time of the accident.

Derek B. Swinson
Conducted a weekly music program for Model Cities kindergarten at Eugene Field School.
Ski instructor, Sandia Peak Ski Area.

The Report of the Department of Political Science

July 1, 1972 - June 30, 1973

Michael P. Gehlen, Chairman

I. General Departmental Information

A. The academic year 1972-73 for the Department of Political Science was devoted primarily to the clarification of standards and procedures regarding cases of tenure and promotion and to the qualitative and quantitative improvement of our course offerings.

In the fall of 1972, the department received a report from a Committee on Standards and Procedures for Promotion and Tenure chaired by Professor Martin Needler. The other members of this committee were Professors Sorenson, Ames and Garcia. The recommendations of the committee dealt specifically with the expectations for scholarship held by the senior staff and with methods for evaluating scholarship to the satisfaction of all members of the department. It is meant as a guideline to non-tenured faculty so that they will know what scholarly work is expected of them as they move up the tenure ladder.

Our new course, Political Science 100 Man and Politics, was offered for the first time in the fall of 1972. It enrolled 230 students in the fall and 130 in the spring. In addition, a new core lower division course, Political Science 260 Political Theory, was introduced with considerable success by John Ehrenberg. New upper division courses that were introduced or significantly modified were: a new course in

Psychology and Politics taught by Professor Lupsha that enrolled 90 students in the spring term; a new course in Political Socialization, taught by Professor Garcia; one in Group Politics taught by Professor Hain, and one in Environmental Politics taught by Professor Hoyt. In addition to these, we modified our methodology courses and increased the level of their sophistication. This was accomplished by the addition of Professor Conway to our faculty and also by the acquisition of new equipment, in particular, our computer terminal and Wang calculator.

B. The department began the academic year with two persons on visiting appointments. This was the case because of two late resignations the preceding summer. The unfortunate result of this fact was that the department lost these two positions that had heretofore been regular positions in the department. Since our department has become an effectively increasing teaching department and our enrollment has increased in recent semesters, unlike that of many departments, this has imposed a particular hardship on the Department of Political Science in meeting its course needs for the 1973-74 academic year. It is hoped that at the very least, these two positions will very soon be returned to the department.

C. Appointments.

Several new faculty members joined the department during the 1972-73 year. Judd S. Conway, Assistant Professor, became our principal methodologist. John Ehrenberg, assistant

professor, joined our department as a political theorist. Peter Lupsha became an associate professor and teaches in the areas of Urban Politics, Psychology and Politics, and Political Violence. In addition, of course, there are the two visiting assistant professors, James McCormick and Miles Wolpin. McCormick will be continuing another year as a visiting assistant professor in the department as the result of a recent resignation. Robert Sickels was promoted from associate to full professor.

D. It was with deep regret that I accepted the resignation of Barry Ames as assistant professor of the department. He is leaving as of June, 1973, to join the faculty of Washington University in St. Louis. Miles Wolpin, who was a visiting professor during this academic year, will, of course, not be returning.

While this does not constitute a separation from staff, it should be noted that Michael Gehlen resigned from the chairmanship of the department, effective at the end of this academic year, and that the department recommended Professor Ed Hoyt as chairman. Dean Wollman accepted this recommendation and appointed Professor Hoyt to become chairman, effective at the beginning of the fall semester of 1973.

II. Composite of Information Requested on Individual Biographical Supplements

Professor Harold Rhodes was on leave of absence during the 1972-73 year, serving as a consultant to the Department of Interior in Washington, D.C. Professor Needler visited

the Quito Center in Ecuador during the academic year, and Professor Gehlen visited the Republic of Ireland for 10 days where he lectured at Trinity College and the National University in Dublin.

Two professors had books come off the press during the year. The U.S. and the Latin American Revolution, by Martin Needler, was published by Allyn & Bacon, and Race, Marriage, and the Law, by Robert Sickels was published by the University of New Mexico press. In addition, several articles were published and several papers delivered at professional meetings. These were as follows:

Barry Ames: "Bases of Support for Mexico's Dominant Party," to be reprinted in Sinding & Coleman Quantitative Studies in Latin American Politics (Dodd-Mead, 1973, forthcoming)

"Rhetoric and Reality in a Militarized Regime: Brazil After 1964, Sage, Professional Papers in Comparative Politics (forthcoming, 1973, about 100 pages)

"Policy Making in a Military Regime: Brazil After 1964," in Dorfman and Schmidt Military in Politics (Geron-X, Inc., forthcoming, 1973) about 40 pages.

Chris Garcia: "Political Mis-Education for Mexican Americans," in What Chicano Educators Are Saying. Edited by R. Poblano. San Francisco: Leswing Pub., 1972.

(Two journal articles and book manuscript accepted for 1973 publication)

Paper, "Political World of the Chicano Child," commissioned by and prepared for Elementary Education Task Force, A.P.S.A. Pre-Collegiate Education Com. (Aug., 1972)

Jay B. Sorenson: "The Sino-Soviet Controversy," New Trends in Kremlin Policy, Center for Strategic and Int'l. Studies (Washington, 1971), Ch. IX

"Japan: Nuclear Armed? A Case Study of a Nuclear Proliferation Problem," & "Scenario on Possible Seizure of Nuclear Weapons on Taiwan," both sponsored research by SURP, $16,000, 7/1/71-6/30/72

Harry P. Stumpf: The Other Side of the Law: Community Politics and Legal Services (Monograph manuscript completed December, 1972)

In addition, also note that at the Western Political Science Association meeting in San Diego in April, 1973, Professor Conway gave a paper on "The Classifications of Elections Reconsidered," and Professor Lupsha gave a paper entitled "Constraints on Urban Leadership." Professors Garcia and Stumpf served as discussants on panels at the Western meeting. Professor Gehlen served as chairman of a panel on Intra-Bloc Relations of Communist States at the Southwest Social Science Meeting held in Dallas in March of 1973. During the spring semester of 1973, Professors Sickels and Stumpf completed book length manuscripts. Professor Sickels' will be published by Prentice-Hall and Professor Stumpf's by Sage. Professor Sorenson also completed a book that will be published by Aldine Publishers.

In other activities, Professor Gehlen spoke before civic groups in Grants, Santa Fe, and Albuquerque. In non-teaching University services, Professor Ames served as chairman of the Ad Hoc Committee on a Four Course Load. Professor Lupsha served on a policy committee in the Division of Public Administration,

and Professor Sickels served as an alternate member on the executive committee of ISRAD. In addition, it should be noted that Professor Garcia served on the Special Services for Disadvantaged Students Committee, as coordinator of the New Mexico State Legislative Internship Program, as workshop leader of the State Youth Political Caucus, and as an advisor to the College of Education Multi-cultural Perspectives Program. Professor Gehlen served on the Lutheran Campus Council, and Professor Sorenson served on the Albuquerque Committee on Foreign Relations.

The Report of the Department of Psychology
July 1, 1972 - June 30, 1973
Frank A. Logan, Chairman
Sidney Rosenblum, Assistant Chairman

Introduction. In many ways, this has been a very good year for the department. During September, 1972, we accomplished a move into a new building that consolidates our resources, and it has proven to be at least the equal in quality of any psychology facility in the country. The move inevitably interrupted our research programs, but the faculty nevertheless showed a further increase in productivity. The department experienced a twelve percent increase in enrollments, in spite of a slowing in the general rate of university growth, but was able slightly to reduce our exorbitant student/faculty ratio because of new appointments made during the year. Were funds available to support a continued growth in staff and resources, optimism for the future would be high indeed. However, the phasing out of many federal programs, on which we have relied so heavily during the past years, the disappointing level of current state support, and growing concern about communication between the faculty and the administration cast some gloomy shadows on the scene. Nevertheless, we remain committed to our long-range goals within whatever resources can be made available.

I. General Departmental Information

A. Undergraduate Education. At the undergraduate level, the department handled a total enrollment of 3728 in introductory lectures (of whom 1344 participated in the optional additional laboratory hour), and 4749 in advanced courses (of whom 159 participated in the advanced laboratory courses). The graduating classes of 1972-73 included 99

psychology majors and 63 psychology minors. Departmental honors were awarded to Estell R. Ballard, Richard M. Hinton, Nancy B. Lee, Joy Schaab, and Lucy R. Soo-Hoo. Based on our budgeted FTE staff of 18.3, the above figures represent approximately a 39:1 student/faculty ratio. Based on our functional staff of 16.3 for the year, the ratio would be approximately 43:1.

In our continuing effort to offer undergraduate students a broad range of opportunities for study in psychology, several new courses were introduced into the curriculum. These were: Applied Psychology, Psychology of Sexual Identity, Introductory and Advanced Psycholinguistics, Cross-cultural Psychology, and Psychochemistry. The response to these courses has been gratifying and in part accounts for our overall increase in enrollment.

Our experiment in offering both of our basic introductory courses each semester also appears to have been successful in meeting student requests, providing more flexible scheduling, and reducing the burden on any one professor during a semester. However, we are still enrolling over 500/section and are encouraged by the start of construction of a large, well-designed lecture hall. Even so, Ferraro's innovative use of closed-circuit television has gained in student acceptance (average overall student evaluation of the course was 4.3 on a 5-point scale for the live lecture section and 4.2 for the partially-taped sections), and we anticipate continued need for this medium in the future.

All faculty obtained student evaluations of teaching, which are not only analyzed by the individual faculty member for the purpose of useful feedback, but are circulated to the entire faculty for information. Although we still have been unable to develop a uniform questionnaire suitable for the various sizes, levels, and objectives of our courses, all forms included an item on the overall quality of the teacher.

Translated into a 5-point scale, the department faculty average rating was 4.3, which is submitted as some concrete evidence of our continued commitment to quality undergraduate education.

In response to the apparent increase in average grades without a correspondingly apparent increase in the quality of students, the faculty reviewed our grading practices. We were unanimous in our belief that grades should be assigned seriously both to provide the student with meaningful feedback and to provide evaluative information for the record. The computed increase in average grades probably reflects administrative decisions concerning the credit/no credit option, the BUS degree, relaxation of distribution requirements, and permission for withdrawal late from a course. In any event, a table showing the distribution of grades given by our faculty is included at the end of this report.

Finally, partly in response to the procedure of allowing students to register without advisement, the department prepared a brochure describing the nature of psychology, the courses available, and the most effective ways for an undergraduate to avail himself of the opportunities that are offered. A copy of this brochure is appended as a part of this report.

B. Graduate Education. At the exclusively graduate level, the department handled a total enrollment of over 459 distributed among 56 registered students. Based on our budgeted faculty of 18.3, these figures represent a student/faculty ratio of 3.1 on both an FTE basis and a head-count basis. Figuring from our functional staff of 16.3, the ratios would be 3.5. These figures approximate our self-imposed limitation on graduate enrollment.

The Master's Degree was conferred upon seven candidates: Susan L. Abbott, Paul M. Fenichel, Stephen T. FitzGerald, Peter J. Flynn, David A. Governski, Joseph V. Hoar, and Thomas C. Toppino.

The Doctoral Degree was conferred upon five candidates:

August 1972

Beneke, William M. Adviser: Douglas P. Ferraro	Selective attention in conditional discrimination

December 1972

Sawyer, Charles R. Adviser: Peder J. Johnson	A concept learning model
Smith, Earl Kim Adviser: Karl P. Koenig	The effect of double-bind communications upon the state anxiety of normals

May 1973

Francis, Evelyn Williams Adviser: Douglas P. Ferraro	Developmental and task variables in retention and transfer from discovery and verbal reception learning
Trost, James G. Adviser: Douglas P. Ferraro	Discrimination of drug-produced stimuli in monkeys

In order further to enrich the opportunities for advanced study of important topics in psychology, several new seminars were introduced. These were Ego Psychology, Psychochemistry, Child Language, Semantics, and Cross-cultural Psychology. However, we are now attempting to face up to an economic conflict. We feel that every faculty member who so desires should teach one seminar each year in an area closely related to his research interests; we also feel that a breadth of seminar topics is necessary if we are adequately to prepare our students for future teaching careers in an era in which many schools can not afford narrow specialists. But having severely limited our enrollment, we must inevitably anticipate relatively small registrations in some courses. We have not yet arrived at a long-range solution to this conflict.

Our doctoral program in General Experimental Psychology with an emphasis on the Psychology of Learning continued to receive support from the National Institute of Mental Health, including funds for eight trainees. Fortunately, support at that level will continue into next year, but will be phased out completely over the following two years. Other sources of fellowship support decreased to three during the year, and these, too, are being phased out after next year. We were originally budgeted for twelve graduate assistants, but were ultimately authorized to appoint fourteen for the year. Another fourteen graduate students were supported as research assistants on extramural funds, and six students were supported by local agencies for relevant work experiences. Accordingly, 45 of our 56 graduate students received full support. We were also able to provide tuition scholarships to two students through the Graduate School, and two from the Haught endowment fund.

The department has been authorized to proceed with an application for at least provisional approval of our clinical training by the American Psychological Association. This step has been a long-range objective and is important to the placement of our graduates in internship programs. While we still need at least one more senior clinical psychologist, the cooperation of the Department of Psychiatry and various health delivery agencies in the area should qualify our present resources for approval.

In anticipation of the adoption of some plan of regular program evaluation, additional quantitative information has been included in the table at the end of this report, as well as a listing of past Ph.D.'s and their location at this writing. Also included is a reproduction of our current brochure on the graduate program. We welcome the concept of periodic evaluation, and hope it will include off-campus experts.

C. Staff. The voting faculty of the department numbered 20 during the 1972-73 academic year, composed of Professors Grice, Logan, Benedetti, Ellis, Norman, Rhodes, and Rosenblum; Associate Professors Ferraro, Harris, Johnson, Koenig, Price, and Ruebush; and Assistant Professors Feeney, Friden, Gluck, Irwin, Kottler, Offir, and Roll. Of these, Benedetti assumed the role of Acting Dean of the Graduate School, Norman continued to serve as part-time Associate Dean in the College of Arts and Sciences, and Ruebush's primary commitment remained with the Department of Psychiatry. Given these considerations, our budgeted FTE faculty numbered 18 1/3. Two of the faculty were on sabbatical leave for the year: Johnson and Price. Johnson devoted the majority of his Leave time to study and research in England and Colorado; Price was involved locally with developing resources for child education and research. Our functional FTE staff was thus 16 1/3 for the year.

Of the above, Paul Kottler (Ph.D., 1972, University of Wisconsin) and Carole Offir (Ph.D., 1973, Stanford University) assumed their appointments as Assistant Professors in August 1972. In addition, adjunct appointments were continued for Professor L. M. Libo, Associate Professor A. Bruner, and Assistant Professors J. P. Cardillo, and A. T. Quenk. Dr. Robert Webster taught during the first semester and Dr. Marcia Landau taught during the second semester on a part-time basis.

Joseph A. Parsons (Ph.D., 1973, University of Illinois) was appointed as Visiting Assistant Professor to begin in the Fall of 1973 in order to enhance our teaching and research potential in the area of experimental child psychology. We feel fortunate to have been able to obtain our top candidate on this type of basis but are concerned for the future unless a more attractive solution is found to the recognized problem of tenure policy in a steady-state system. There were no

resignations from the faculty although Associate Professor Price will be terminating his appointment effective 30 June, 1974.

Douglas Ferraro was granted an early promotion to the rank of Professor in recognition of his outstanding teaching, research, and service record. Dennis Feeney was promoted to the rank of Associate Professor on the basis of his very effective performance in the classroom and laboratory. This means that the faculty ranks will be reasonably well balanced next year, numbering eight Professors, six Associate Professors, and seven Assistant Professors. However, without some further growth, and barring resignations and denials, we would number eleven Professors, eight Associate Professors, and one Assistant Professor within three years.

Our faculty recorded attendance at 23 regional or national conventions, workshops, and conferences during 1972. Ellis served on the Executive Committee of the Southwestern Psychological Association and Logan was president of that organization. Grice and Logan served on the Governing Board of the Psychonomic Society. Norman served on the Commission on Higher Education of the North Central Association. Ruebush served on the Board of Directors of the New Mexico Psychological Association and Koenig is president-elect of that organization. Rosenblum became vice chairman of the New Mexico Board of Psychologists Examiners. Logan continued as a representative to the Council of the American Psychological Association, its liaison to the Board of Scientific Affairs, and secretary/treasurer of the Division of Experimental Psychology.

D. Colloquia. Distinguished speakers in our colloquium series during the year were Neal E. Miller (Rockefeller University), Patrick Suppes (Stanford University), Richard Harris (University of New Mexico),

Benjamin Fairbanks (New Mexico State University), Eugene Sackett (University of Washington), Harry F. Harlow (University of Wisconsin), Ralph Chinn (Atlanta University), Joseph Lyons (University of Arizona), Herschel Leibowitz (Pennsylvania State University), and Edwin Martin (University of Michigan). An informal presentation was made by Joseph A. Parsons (University of Illinois), an applicant for a new faculty position. This series continues to be a very significant aspect of our program.

E. Research. During 1972, our department faculty published 1 book, 6 chapters, 1 manual, and 21 articles. They delivered 11 convention papers, 10 colloquium or symposium addresses, and 36 talks to local organizations. Extramural research support totaled over $195,000 (direct costs) primarily from the National Science Foundation and the National Institutes of Health. This figure continues to decline as a result of general cutbacks in federal funding, but it remains a very significant aspect of our total program.

F. Service. Our faculty served on 20 extra-departmental committees within the university, served as consultants to 11 organizations, served as regular consulting editors for 14 professional journals and as ad hoc reviewers for 3 agencies. The faculty trained in clinical psychology continued as advisors to Agora, the student-to-student crisis center, with Assistant Professor Roll serving as faculty coordinator. In addition, Associate Professor Harris participated in a theme planning group in relation to an experimental undergraduate curriculum combining a conventional departmental major with an interdisciplinary focus on a topic of social concern.

G. Space. The department occupied new quarters encompassing about 29,000 net assignable square feet specifically designed for a modern

psychology program. A copy of the brochure describing this facility is appended, but many distinctive features are not specifically indicated. All faculty offices are located on the main floor, with the assignment of offices intended to avoid possible segregation according to particular interest groups. Many of these offices have flexible interconnecting arrangements, and the corner rooms are designed for two seminars, the department library/lounge, and the department office. Offices are also available for graduate teaching assistants, and there is a data processing room which includes a terminal access to the main university computer. This floor contains two teaching laboratories for our introductory courses.

The lower floor is intended primarily for research involving human subjects, much of it designed for the specialized needs of the various types of research and some of it designed as general purpose space. All rooms are interconnected by underground cable tracks, and many by one-way vision mirrors. The main department shops are located on this floor, and there is a classroom arranged specifically for our advanced laboratory courses.

The upper floor is intended primarily for research involving animal subjects. It features a central vivarium to house cats, rats, quail, pigeons, and monkeys with modern equipment for sterilizing cages. Animals are also kept in the individual laboratories in compartments with a unique ventilating system designed to minimize odors. We have a complete operating room and a special station for precise neuropsychological research. This floor contains two small computers, and all rooms are interconnected by cable tracks. Finally, a portion of the roof has been designed for housing and exercising larger animals.

Although the animal quarters are already overtaxed, especially for

space to breed small animals and to house large ones, we are fortunately not in the common situation of moving into a building that is already too small. On the contrary, we should be able to accommodate the additional faculty that we hope will become possible over the next few years. In general, the University should be proud of this new addition to its physical plant, and we are proud to be its first occupants.

H. Administration and Support. Sidney Rosenblum assumed the role of Assistant Chairman and his considerable administrative talents are apparent in the affairs of the department. Eleanor Orth continued as Office Manager of the department and has accepted the increased burdens resulting from the growth of the department. Elna Parks served as secretary both to the department and to Professor Grice; Doris Basile served as both secretary and receptionist, Lisa Tatum served as part-time secretary to Professor Ellis; and Elka Grisham served as part-time secretary to Professor Ferraro. We were authorized to hire Ernest Barela as supervisor of our animal facilities, and were able to hire Jerry Bemis as a shop technician. During various portions of the year, the following people served as part-time clerical, shop, or animal technicians: Mark Bluestein, James Folkman, Richard Howell, David Jarvis, Joseph Kelley, Oscar Manriquez, David Pitchford, Jon Stark, Thomas Stewart, and Patricia Thomas.

I. Summary and Conclusions. This has been a year of progress for the Psychology Department. We have a somewhat more comprehensive faculty housed in an excellent facility. We have enriched both our undergraduate and graduate curricula, enrollments have increased, and students have responded favorably to the quality of our programs. Our research and service activities continue at a high level. Our hope now is to work with the administration in the search for a way to maintain the momentum that has been generated while facing the realities of reduced support for the higher education and research enterprise.

	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	72-73
Faculty Information									
Voting faculty (total)	7	10	12	12	14	15	17	18	20
Professors	2	2	2	4	5	7	7	7	7
Associate Professors	4	4	4	5	4	4	5	5	6
Assistant Professors	1	4	5	4	5	4	5	6	7
Budgeted FTE faculty	8	9	10	11	13	13	14	16.3	18.3
FTE faculty minus leaves	8	9	10	11	13	13	14	14	16.3
Faculty turnover (total)	0	0	1	0	0	0	1	0	0
Resignations	0	0	1	0	0	0	0	0	0
Tenure denials	0	0	0	0	0	0	1	0	0
Deaths and Retirements	0	0	0	0	0	0	0	0	0
Number of faculty engaged in									
Lower division teaching									11
Upper division teaching									14
Graduate teaching									16
Thesis/dissertation supervision									9
Undergraduate Education									
Introductory enrollment	1900	2200	2300	2450	2650	2850	3565	3580	3728
Optional laboratories		800	830	908	880	1150	1648	1883	1844
Advanced enrollment	1500	1500	1750	1600	1800	2050	3324	4019	4749
Optional laboratories		90	83	72	105	110	209	151	159
Graduating Majors	34	52	40	44	48	49	70	64	99
Graduating Minors		48	49	54	42	48	50	31	63
Graduate Education									
Graduate enrollment	160	200	200	250	300	250	300	413	459
Graduate assistants (budgeted)	8	9	10	10	10	11	11	11	12
Graduate assistants (authorized)						13	13	14	14
Research assistants	4	6	11	14	14	13	12	13	14
Fellows and Trainees	2	5	8	14	18	12	14	12	11
Tuition Scholarships									4
Master's Degrees	6	4	9	8	6	5	3	9	7
Doctoral Degrees	1	0	2	5	8	12	8	6	5
Applications received									250
Offered Admission									36
Accepted admission									20
Research Activities									
Books and Articles	18	15	19	21	23	22	32	25	29
Lectures and Reports	17	16	11	16	19	28	30	35	57
Extramural support (000)	$68	$110	$153	$170	$218	$310	$306	$284	$235
General Information									
FTE Staff	1	1.5	1.5	1.8	1.8	2	2	2	3
Department Budget (000)	$105	$129	$154	$191	$229	$243	$282	$322	$359
Grade Distributions (Percent)									
Lower Division (N, ex labs)									5245
A									15.4
B									23.5
C									32.9
D									8.4
F									7.1
CR									4.7
Other									8.0
Upper Division (N, ex labs, prob.)									2706
A									25.9
B									27.2
C									22.1
D									4.5
F									4.0
CR									4.4
Other									11.9
Graduate (N, ex prob., thesis, diss.)									223
A									64.6
B									16.1
C									5.8
NC									2.7
Other									10.8

DOCTORAL DEGREES AWARDED

Name	Date Awarded	Current Location
Bellingham, William P.	1969	Asst. Prof., Psychology, Australian Nat. Univ., Box 4, Canberra ACT, Australia
Beneke, William M.	1972	Asst. Prof., Psychology, Lincoln Univ., Jefferson City, Mo. 65101
Bennett, Thomas L., Jr.	1968	Asst. Prof., Psychology, Colorado State Univ., Ft. Collins, Colo. 80521
Berch, Daniel B.	1969	Asst. Prof., Educational Foundations, UNM
Bixler, Edward O., Jr.	1970	Asst. Prof., Univ. of Pennsylvania, Psychiatry Medical School, Hershey, Penn. 17033
Branch, Kathleen H.	1972	Asst. Prof., Psychology, New Mexico Institute of Mining & Technology, Socorro, N. M. 87801
Butt, Dolores S.	1965	Assoc. Prof., Communicative Disorders,UNM
Calhoun, Jo Anne	1971	School Psychologist, USAF, Manilla, P.I. % L/C J. W. Calhoun, 774 TAS, Box 398, APO San Francisco, Calif. 96274
Daniel, Terry C.	1969	Asst. Prof., Psychology, Univ. of Arizona, Tucson, Arizona 84721
Del Castillo, David M.	1970	Asst. Prof., Psychology, Univ, of Toledo, Toledo, Ohio 43606
Everett, Frances E.	1972	Post-doctoral Intern, Dept. Health, Bethany Guidance Center, 6901 N.W. 23, Bethany, Oklahoma 73008
Feldman, Jerome M.	1970	Asst. Prof., Psychology, Drake Univ., Des Moines, Iowa 50311
Feuge, Robert E.	1969	Human Factors Engineer, Honeywell Corp., L.A., 1200 E. San Bernardino, W. Covina, Calif. 91722
Fink, Richard T.	1971	Consultant, Kirschner Assoc., 5309 Sequoia N.W., Albuquerque, N.M. 87120
Flint, Ronald A.	1970	Asst. Prof., Psychology, Winona State College, Winona, Minn. 55987
Francis, Evelyn W.	1973	(1973-74: Asst. Prof., Psychology, New Mexico State Univ., Las Cruces, N. M. 88001)

Name	Date Awarded	Current Location
Grilly, David M.	1972	Res. Assoc., UNM, Albany Medical College, Holloman AFB, N. M. 88330 (1973-74: Asst. Prof., Psychology, Cleveland State Univ., Cleveland, Ohio 44115)
Gusinow, Joan F.	1971	Director, New Mexico Educational Center, 4800 Eubank N.E., Alb., N. M. 87111
Henriksen, Kermit F.	1971	Asst. Prof., Psychology, Wisconsin State Univ., Whitewater, Wisc. 53190
Hiat, Alice B.	1971	Director, Project House, Programs for Children, UNM School Medicine, Alb., N. M. 87131
Hurlock, Richard E.	1969	Program Director, Computer Based Training & Simulation Res., Navy Personnel & Training Res. Lab, San Diego, Calif. 92152
Keilman, Peggy A.	1970	Asst. Prof., Psychology, Louisiana State University, New Orleans, La. 70122
Lee, Andrew E.	1970	Asst. Prof., Psychology, University of Montana, Missoula, Montana 59801
Lee, Dean R.	1969	Southwestem Regional Lab, 11300 La Cienega Blvd., Inglewood, Calif. 90304
Long, K. Kilby	1970	Deceased--1971
Lowenkron, Z. Barry	1968	Asst. Prof., Psychology, California State Univ., Los Angeles, Calif. 90032
Lynch, Wesley C.	1971	Post-doctoral Fellow, Rockefeller Univ., New York, N. Y. 10021
Malloy, Thomas E.	1969	Asst. Prof., Psychology, Univ. of Utah, Salt Lake City, Utah 84109
Netick, Allan	1968	Asst. Prof., Psychology, Calif. State College, Hayward, Calif. 94543
Orem, John M.	1970	Post-doctoral Research Fellow, Anatomy, School Medicine, Center for Health Sciences, Los Angeles, Calif. 90024
Padilla, Amado M.	1969	Asst. Prof., Psychology, Univ. of Calif., Santa Barbara, Calif. 93106
Pegram, G. Vernon, Jr.	1968	Director, Neurosciences Program, Assoc. Prof., Psychiatry, Medical Center, Univ. of Alabama, Birmingham, Ala. 35233

Name	Date Awarded	Current Location
Perkins, David	1970	Asst. Prof., Psychology, Calif. State Univ., Fullerton, Calif. 92631 (1973-74: Chairman, Psychology)
Rahman, Mohammed Mujeeb-Ur	1970	Asst. Prof., Psychology, Univ. Prince Edward Island, Charlottetown, PEI, Canada
Rickert, Edward J.	1968	Asst. Prof., Psychology, Univ. of Alabama, Birmingham, Ala. 35233
Rogers, Jon G.	1967	Asst. Prof., Psychology, Univ. of Alabama, Huntsville, Ala. 35804
Rook, Luther W.	1962	Private Practice, P. O. Box 9568, Rosslyn St., Arlington, Virginia 22209
Sawyer, Charles R.	1972	Univ. of Maryland, Far East Division, APO San Francisco, Calif. 95625
Shaffer, Ronald W.	1971	Asst. Prof., Psychology, Western Wash. State College, Bellingham, Wash. 98225
Smith, E. Kim	1972	Post-doctoral Internship, Menninger Clinic, Topeka, Kansas 66600
Smith, Eugene	1970	Neurology, Montefiore Hospital, 111 E. 210th St., Bronx, N. Y. 10463
Speiss, Jeffrey	1971	Sr. Res. & Develop. Specialist, Center for Vis. & Tech. Educ., Ohio State Univ., Columbus, Ohio 43210
Taylor, George T.	1971	Asst. Prof., Psychology, State Univ. College, Potsdam, N. Y. 13676
Tosti, Donald T.	1967	Vice Pres., International Learning System, 18 Prof., Pkwy., San Rafael, Calif.94903
Trost, James G.	1973	Consultant, Kirschner Assoc., 5309 Sequoia N.W., Alb., N. M. 87120
Vicory, Arthur C., Jr.	1969	Asst. Prof., Psychology, Michigan Techn. Univ., Houghton, Michigan 49931
Warner, Mary L.	1970	Asst. Prof., Psychology, Univ. of Hawaii, Honolulu, Hawaii 96822
Wolach, Allen H.	1970	Asst. Prof., Psychology & Education, Ill. Institute of Technology, Chicago, Ill. 60616 (1973-74: Assoc. Prof.)

ADMISSION

An undergraduate major leading to a bachelor's degree in psychology from an accredited institution will normally serve as adequate preparation. Otherwise, the student must satisfactorily complete or have completed at least 15 undergraduate semester hours in psychology, of which one course must have been in statistics and one an upper-division laboratory course. The prospective graduate student is strongly urged to include in his or her undergraduate curriculum courses in mathematics, physics, and biology as well as other behavioral sciences.

The department does not offer a separate master's program and applicants for that degree are not encouraged.

Applicants are selected on the basis of three kinds of evidence: grades, especially in advanced courses in psychology, science and mathematics; appropriateness of the stated interests to the available resources; and letters of recommendation from those familiar with their potential for doctoral work.

In order to help the faculty determine whether the resources of the department are appropriate to the student's objectives, the following information should be sent directly to the department:

—a personal letter stating the student's interest in the field of psychology and his or her long-term goals;
—three letters of reference, using the standard University forms, from faculty members, preferably in psychology, who have had direct, personal experience with the student's work;
—a copy or an abstract of any research either published or reported at professional meetings.

Although the University does not require the Graduate Record Examination, the student is urged to take this test and have the results submitted directly to the department as part of the application process.

Forms and detailed information are available from the Graduate School. Separate Applicaiton for financial support must be submitted with the application for admission, and should be completed before *January 31* to insure full consideration.

SUPPORT

Financial aid available through the department includes Graduate Assistantships for work in the introductory or advanced laboratory courses. The stipend is $2500 pre-master and $2700 post-master, plus waiver of 24 hours of tuition for the academic year. Research Assistantships involve work in one of the laboratories, and carry a stipend of $2800 or $3000 plus waiver of non-resident tuition for one year. USPHS Traineeships are also available.

Prospective students should also be aware of the national fellowship programs sponsored by the National Institutes of Health, National Science Foundation, Office of Education, Woodrow Wilson Foundation, etc.

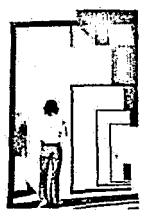
Application forms are available from the Graduate School

ALBUQUERQUE AND THE UNIVERSITY

Albuquerque was founded by the Spanish in 1709 and is now a metropolitan community of 315,000 at the center of the scientific development which the atomic age has brought to New Mexico. The University campus lies a mile above sea level on a plateau overlooking the Rio Grande and about twelve miles west of the Sandia Mountains, which reach an altitude of 10,078 feet.

The University of New Mexico, founded in 1889, has emerged as one of the nation's major universities. All of its formal programs, not only in Arts and Sciences but in Business and Administrative Sciences, Engineering, Education, Fine Arts, Law, Medicine, Pharmacy and Nursing have received approval of appropriate regional and national associations.

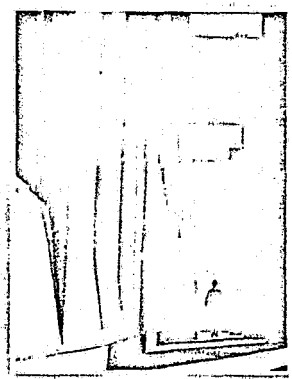
The current enrollment is 19,000 of whom about one-fourth are pursuing graduate work.



DEPARTMENT OF PSYCHOLOGY
THE UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NEW MEXICO 87106

THE UNIVERSITY OF NEW MEXICO

GRADUATE PROGRAM IN PSYCHOLOGY



1973-74

435

THE PROGRAM

The doctoral training program in psychology at the University of New Mexico is founded on the basic premise that psychology, in all of its areas, is fundamentally an experimental discipline. Accordingly, all students are expected to acquire a sound foundation in scientific methodology by taking requisite courses and by working closely with appropriate faculty members in their research programs. A complementary premise is that reasonable comprehensive exposure to various areas of psychology is important. At the same time, it is recognized that excellence is achieved by exceptional knowledge of a limited area. In keeping with this philosophy, the student is encouraged to maximize the available educational experiences relevant to his individual goals.

The doctoral degree is awarded in general experimental psychology. Within this framework, the student may specialize in any of several areas. The core of the program is the experimental psychology of learning, and unusual breadth of training and research experience is available in this area. Integrated within the general program are concentrations of faculty whose teaching and research provide substantial training for students in clinical and developmental psychology. By working with appropriate faculty members, students may also emphasize comparative, educational, perception, physiological and social psychology.

In sum, the applicant to this program should aspire to be an experimental psychologist, well grounded in the general field of psychology, and, especially, an expert in his particular area of interest.

CONTENT

In consultation with a Committee on Studies, a program is devised uniquely appropriate to the student's interests and which meets the basic requirements of the program. The departmental requirements include a series of course work in the psychology of learning and methodology, [illegible] students specialty and in basic experimental areas, a qualifying examination [illegible] general examination in the specialty area, and the demonstration of competence in research. Study in psychology proper (i.e., [illegible] basic language)

In addition to these formal studies, all graduate students are encouraged to be engaged continuously in supervised individual research whether done for academic credit, for thesis, dissertation, or as part of a research assistantship. Also, all students are expected to obtain teaching experience during their tenure.

Completion of a master's research thesis or its equivalent is a necessary step en route to the Ph.D. degree. Formal admission to the doctoral program is based on all pertinent objective information available, including evidence of research potential, and, where relevant, clinical skills. The student is expected to demonstrate superiority in at least one area. Formal requirements include the basic examination and dissertation, as well as a minimal [illegible] followed by considerable additional [illegible]

RESEARCH PROGRAMS

A broad spectrum of ongoing research programs is pursued by the various members of the faculty. A sampling of these interests is suggested by the following: animal learning and motivation, especially conditions of reinforcement, discrimination learning, avoidance conditioning, social behavior, and the free operant situation; human conditioning and reaction time experiments based on theory attempting to integrate learning, motivational and sensory variables; effects of psycholropic drugs on operant behavior in primates; complex learning in children; verbal encoding processes in transfer and human memory; comprehension of and memory for natural language; self-destructive behavior in animals; aphasia; emotional feedback and intellectual performance; imagery; response definition and behavioral persistence of lower animals under extinction and punishment; psychophysiological studies (emphasis, electrophysiology) of retardation and mental disorder; conceptual behavior and selective attention in adults and children; primate behavior; learning deficiencies in the retarded; experimental games and post-decision dissonance; women's liberation and deficient socialization of American women; the effects of familiarity on perception; cross-cultural psychology from an ego-analytic perspective; and the relationship between culture and thinking.

Special training and research experiences are available through various cooperating clinical facilities in Albuquerque and throughout the state, and three well-equipped mobile labs are used for child research.

A new Psychology Building with excellent teaching and research space opened in the fall of 1972.

FACULTY

GRICE, G. ROBERT, *Distinguished Professor*
Ph.D. University of Iowa, 1948
Classical conditioning, reaction time, learning theory and methodology.

LOGAN, FRANK A., *Professor and Chairman*
Ph.D. University of Iowa, 1951
Animal learning and motivation, behavior theory and its applications.

BENEDETTI, DAVID T., *Professor*
Ph.D. University of Colorado, 1952
Human adjustment.

ELLIS, HENRY C., *Professor*
Ph.D. Washington University, 1958
Human learning, verbal learning, memory and transfer, perceptual learning.

NORMAN, RALPH D., *Professor*
Ph.D. Ohio State University, 1946
Individual differences, personality and intelligence, psychometrics.

RHODES, JOHN M., *Professor*
Ph.D. University of Southern California, 1959
Electrophysiological correlates of behavior, clinical neurophysiology, clinical psychology.

ROSENBLUM, SIDNEY, *Professor and Assistant Chairman*
Ph.D. University of Iowa, 1953
Cognitive and personality development in children, learning disabilities, educational, child clinical.

FERRARO, DOUGLAS P., *Associate Professor*
Ph.D. Columbia University, 1965
Operant conditioning, response definition, aversive control, behavior pharmacology.

HARRIS, RICHARD J., *Associate Professor*
Ph.D. Stanford University, 1968
Experimental social, game theory, mathematical psychology.

JOHNSON, PEDER J., *Associate Professor*
Ph.D. University of Colorado, 1965
Conceptual behavior in adults and children, rule and concept learning.

KOENIG, KARL P., *Associate Professor*
Ph.D. University of Washington, 1963
Experimental clinical, personality, psychotherapy and behavior modification.

PRICE, LOUIS E., *Associate Professor*
Ph.D. University of Iowa, 1960
Experimental child, learning, perception and motivation in children.

RUEBUSH, BRITTON K., *Associate Professor*
Ph.D. Yale University, 1960
Personality, child clinical, social development of children.

FEENEY, DENNIS M., *Assistant Professor*
Ph.D. University of California, Los Angeles, 1968
Electrophysiological studies of sensory systems, attention and epilepsy.

FRIDEN, THOMAS P., *Assistant Professor*
Ph.D. University of Illinois, 1970
Perception, color constancy, noise suppression.

GLUCK, JOHN P., *Assistant Professor*
Ph.D. University of Wisconsin, 1971
Comparative, primate behavior, learning performance in the retarded.

IRWIN, MARC H., *Assistant Professor*
Ph.D. University of California, Berkeley, 1971
Cognitive development, cross-cultural psychology, educational.

KOTTLER, PAUL, *Assistant Professor*
Ph.D. University of Wisconsin, 1972
Physiological psychology, biochemical correlates of memory.

OFFIR, CAROLE E., *Assistant Professor*
Ph.D. Stanford University, 1973
Psycholinguistics, human learning and memory, cognitive development.

ROLL, SAMUEL, *Assistant Professor*
Ph.D. Pennsylvania State University, 1968
General clinical psychology, developmental psychology, cognitive development.

Affiliated Faculty

LIBO, LESTER M., *Professor, Medical School*
Ph.D. Stanford University, 1951
Group dynamics, mental health program evaluations, social aspects of clinical problems.

BRUNER, ALFRED, *Adjunct Associate Professor, Lovelace Foundation*
Ph.D. Indiana University, 1963
Brain function.

CARDILLO, JOSEPH P., *Assistant Professor, Medical School*
Ph.D. George Peabody College, 1971
Communication skills, interpersonal perception, self-concept.

QUENK, ALEX T., *Assistant Professor, Medical School*
Ph.D. University of California, Berkeley, 1964
Psychotherapy, group therapy, organizational behavior.

SOME INFORMATION ABOUT THE

PSYCHOLOGY

PROGRAM AT THE

UNIVERSITY OF NEW MEXICO

ALBUQUERQUE, NEW MEXICO

87131

SOME INFORMATION ABOUT THE PSYCHOLOGY PROGRAM AT THE UNIVERSITY OF NEW MEXICO

Q: First of all, what is psychology?

A: The most general definition of psychology is this: Psychology is the scientific study of the behavior of individual organisms. As such, it is one of the behavior sciences, which also include Anthropology, Economics, Political Science and Sociology. But it is also related to the natural sciences, such as Biology, Physiology, Biochemistry and Biophysics. Because of these varied relationships to other disciplines, psychology occupies a central position in the quest for an understanding of man in his environment.

Q: What do psychologists do and where do they work?

A: Psychologists engage in research, teaching, psychological services to individuals and groups, consultation and administration. Individual psychologists usually devote themselves to more than one of these activities at any time. For example, most researchers also teach, many teachers also engage in service functions, and some practitioners do research. The settings for their work vary: they may be found in universities, government laboratories, high school classrooms, hospital wards, nursery schools, outpatient clinics, the military, private consulting offices and community mental health centers.

Q: Why study psychology at the University of New Mexico?

A: Practically everyone is intensely interested in a better understanding of oneself and other people. There are many approaches toward this goal. Literature, the arts, history--all of these disciplines have conveyed insights about the nature of man. Psychology looks at man and his behavior through the eyes of science. It does not offer a better way to study man, but only a special way that has unique value to the student. An introduction to psychology is a virtual prerequisite for any complete and meaningful education at the university level.

Q: Why major in psychology at the University of New Mexico?

A: Actually, psychology is not an appropriate major for the majority of students who do not intend to go on for at least a master's degree and, more typically, for a doctoral degree. A bachelor's degree in psychology is not marketable. The doctor's degree is required before anyone can be called a psychologist and engage in the kinds of activities described above. However, there are two types of students for whom psychology is an ideal major.

First, it is excellent preparation for the student who plans to continue his or her education beyond the bachelor's degree, not only in psychology, but in any of the helping professions. These would include teaching, medicine, nursing, law and social work. The second group includes the student for whom specialized training is not important for specific career goals, but who wants a truly liberalizing education that will help in future responsibilities in parenting, public service or the field of business. The relevance of psychology as a major for such students stems from the fact that their future success revolves around dealing with people. This ability is certainly learned in the arena of life, but formal training in the scientific principles of behavior can help supplement personal experiences in many useful ways.

Q: What do I have to do if I want to become a professional psychologist?

A: You must plan to continue your training after the bachelor's program in some graduate school. As was emphasized above, the bachelor's degree in psychology does not provide the specialized training needed by professional psychologists. Graduate study is mandatory. Depending on the school to which you are admitted, the content of your program will be worked out individually, with a common set of courses required early in the program and subsequent specialization, depending on the student's interests, occurring later.

It should be mentioned that competition is intense for available openings each year in graduate psychology programs, including the one at the University of New Mexico, and that only students with very strong academic records and first-rate letters of recommendation are likely to succeed in gaining admission.

Q: How do I go about majoring in psychology at the University of New Mexico?

A: The major requires 26 hours of credit beyond 8 hours of General Psychology. Students who major must complete the year's sequence of introductory psychology and the accompanying laboratories (Psychology 101 is taken with the lab 103L, and Psychology 102 is taken with the lab 104L.) If the student finishes with a bachelor of arts degree, a statistics course and an upper division laboratory course numbered above 300 (see list of courses below) must also be taken. If a bachelor of science degree is sought, a statistics course, lab course over 300 and a minor in or distributed among Biology, Chemistry, Mathematics or Physics must be taken.

Q: What if I want to minor in psychology, or just take a few psychology courses?

A: The minor requires 12 hours beyond the 8 hours of General Psychology and accompanying labs. Anyone else interested in taking psychology courses should have the year's introductory sequence first. The labs are also strongly recommended, although not required, since they provide the student an opportunity to explore and manipulate the concepts and principles discussed in lectures.

Q: What courses in psychology are available to me during my freshman year?

A: Only General Psychology I (Psychology 101), General Psychology I Laboratory (Psychology 103L), General Psychology II (Psychology 102), and General Psychology II Labaoratory (Psychology 104L). Credit for 101 and/or 102 can be obtained separately and these courses may be taken in either order. These courses are required for many upper-level courses.

Q: What other courses are open to me after that?

A: Normally, students should take at least one 200-level course before registering for more advanced courses. In arranging your program in psychology you should be guided by the department's numbering system. The first number indicates the approximate level at which the material will be taught, and the second number indicates the area of psychology with which the course is primarily concerned. (The third number has no systematic meaning.) The second number code is as follows: 0--Basic, General Psychology; 1--Applications of Psychology; 2--Child/Developmental; 3--Clinical Psychology; 4--Comparative/Physiological; 5--Special Topics; 6--Learning, Motivation and Perception; 7--Social/Personality; 9--Individual Topics.

All of the courses are listed in the University Catalogue. A sample of courses offered is as follows:

Course Number	Title
200.	Statistical Principles
202.	Psychological Research Techniques
210.	Educational Psychology
211.	Applied Psychology
230.	Psychology of Adjustment
240.	Physiological Psychology
260.	Psychology of Learning
270.	Interpersonal Relations
300.	Intermediate Statistics
320.	Developmental Psychology
331.	Psychology of Personality
332.	Abnormal Psychology
361.	Learning: Human Skills (and lab)
365.	Learning: Conditioning (and lab)
371.	Social Psychology (and lab)
373.	Cross-Cultural Psychology
391.	Junior Honors Seminar
400.	History of Psychology
410.	Psychological Testing
428.	Cognitive Development
432.	Child Clinical Psychology (and lab)
444.	Introduction to Clinical Neuropsychology
445.	Comparative Psychology (and lab)
450.	Special Topics in Psychology
461.	Motivation of Behavior (and lab)
491.	Senior Honors Seminar
499.	Undergraduate Problems

Q: Where can I get more information about career opportunities in psychology?

A: A booklet entitled A Career in Psychology is available by writing

American Psychological Association
1200 Seventeenth St., N. W.
Washington, D. C. 20036

A copy of the above publication may be perused in our Department's main office, Room 180.

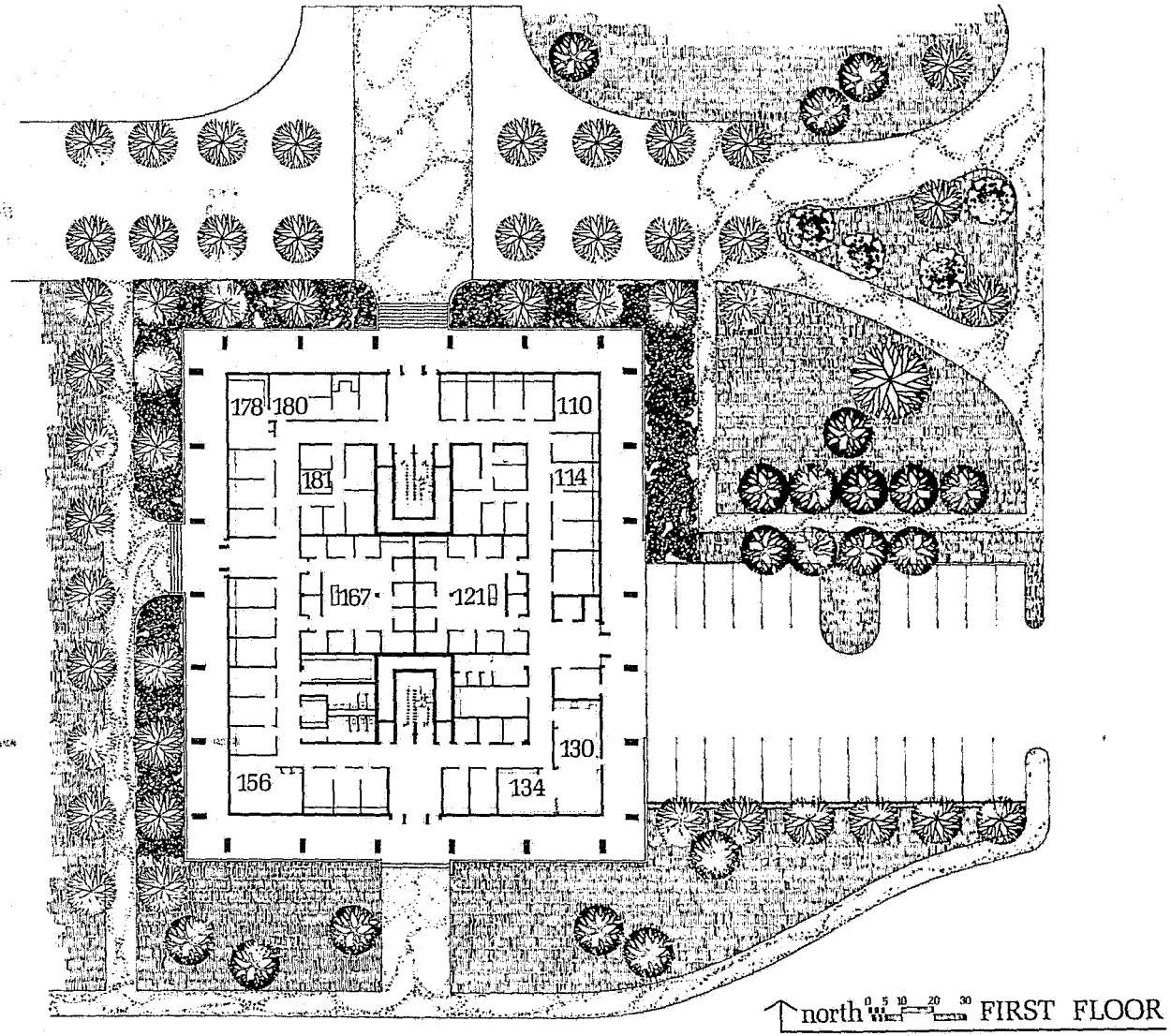
Q: Where can I get more information about the program in psychology at the University of New Mexico?

A: To have your questions answered and for more complete course descriptions contact:

Dr. Frank A. Logan, Chairman
Department of Psychology
University of New Mexico
Albuquerque, New Mexico 87131

If you are on our campus during week days you are invited to visit our new Psychology Building. It is located at the intersection of Redondo Drive and Terrace, adjacent to the Farris Engineering complex.

PSYCHOLOGY BUILDING
THE UNIVERSITY OF NEW MEXICO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167
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134
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FIRST FLOOR

FIRST FLOOR

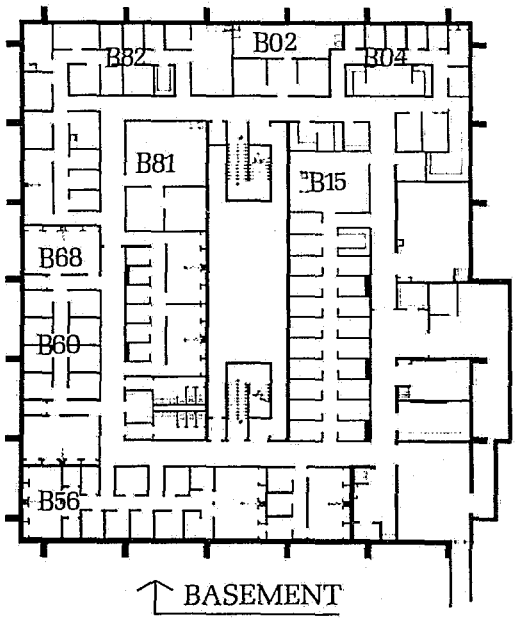
110—Seminar Room
114—Faculty Office (typical)
130—Lounge
134—Library
156—Seminar
178—Department Chairman Office
180—Departmental Office

BASEMENT

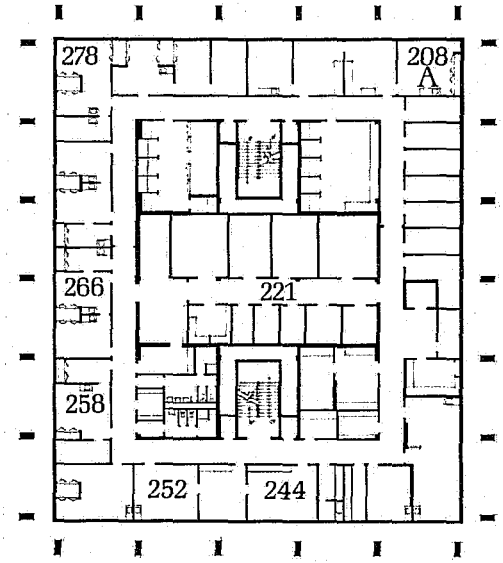
B02—Perception Laboratory
B04—Conceptual Process Laboratory
B15—Classroom
B56—Clinical Research Laboratory
B60—Behavior Change Laboratory
B68—Child Clinical Laboratory
B81—Classical Conditioning Laboratory
B82—Human Learning and Memory Laboratory

SECOND FLOOR

208A—Animal Behavior Laboratory
221—Animal Colony
244—Electro Physiology Laboratory
252—Neuro-Psychology Laboratory
258—Psychochemistry Laboratory
266—Primate Behavior Laboratory
278—Animal Learning Laboratory



BASEMENT



SECOND FLOOR

PROJECT DESCRIPTION

The new Psychology Building is located on the southwest corner on the Main Campus at the intersection of Redondo Drive and Terrace St.

The building was completed in September of 1972 in time for the Fall semester. It was designed with three floors to house the Human Research Laboratories, the Administrative portion of the Department and the Animal Research Laboratories.

The Basement houses the Human Behavior Laboratories, some Graduate Assistant Offices and various shops.

The Ground Floor functions as an Administrative Level, housing the Department Chairman, the Faculty Offices and Graduate Assistant Offices.

The Upper Floor contains the Animal Research Laboratories, an Animal Surgery Suite, and an Animal Colony which will house primates, pigeons, quails, cats and rats.

The Psychology Building, organizing these three basic program functions in such a manner, will be able to operate with a high degree of efficiency and flexibility.

There is a concrete roof deck for placement of cages and exercise of animals.

Prepared By Office of The University Architect

BUILDING SYSTEMS

Structure:

The structural system consists of a poured concrete frame with poured in place post-tensioned concrete beams, supporting concrete coffered floor and roof construction. The exterior non-bearing walls are constructed of concrete block and finished with a cementitious coating. The large perimeter columns forming a high portal, are finished with a reeded texture and capped with a precast concrete fascia.

Walls and Partitions:

Generally most of the partitions are metal studs with gypsum board. Some partitions vary in thickness to provide soundproofing between various rooms. An applied vinyl wainscot is provided in all the main corridors of the Basement and Ground Floor. Epoxy paint was used generally on the Upper Floor.

Floors and Ceilings:

The floors are generally covered with vinyl asbestos tile. All Faculty Offices and certain Human Laboratories in the Basement received carpeting. Floors on the Upper Floor received epoxy paint on hardened concrete. Ceilings are acoustical tile, with adhesive applied. The corridors received an acoustical lay-in system for accessibility to mechanical ventilation system.

Mechanical:

Chilled water and high pressure steam are supplied from a Central Campus chilled water and boiler plant. Steam is converted to heat hot water and this water is circulated to the two built-up systems located in the Basement Core. These two air handling systems serve high velocity ductwork at both chases to individual double duct mixing boxes supplying each office or zone. The entire upper level which functions as an animal holding area is exhausted continuously, but this building is unique in that the heat from the exhaust air is recovered and used to temper the makeup outside air. Another design feature is that the entire building uses 100% outside air whenever the outside temperatures are between 55 and 80°F. Remote control of fans, alarms, reset points, etc., are signaled back at the Central Control Station providing additional economy of operation.

Electrical:

The primary service from the campus utility tunnel is 4160 volts to a bank of three 167KVA transformers in the transformer vault. A 120/208V 3 phase-4W fusible switchboard serves panelboards in electric closets. Emergency power is provided automatically by a 55KW engine-generator. The manual-automatic fire alarm system includes annunciation, manual fan stop and automatic smoke removal. Recessed fluorescent classroom lighting provides 100 footcandles. Recessed incandescent lighting with dimming is provided in student research laboratories. The basement utilizes an underfloor duct network. The building has an equipment ground system.

BUILDING DATA

Net Assignable Area	29,100 square ft.
Gross Area	51,900 square ft.
Construction Started	June 28, 1971
Date of Substantial Completion	September 15, 1972

DESIGN AND CONSTRUCTION

ARCHITECT

Flatow, Moore, Bryan & Fairburn

Mechanical — Bridgers & Paxton

Electrical — Uhl & Lopez

GENERAL CONTRACTOR

Bradbury & Stamm Construction Co., Inc.

Mechanical Contractor
Hanna Plumbing & Heating Co., Inc.

Electrical Contractor
Gamblin Electric Co.,

The University of New Mexico
Albuquerque, New Mexico 87131
Ferrel Heady, President
Van Dorn Hooker, University Architect

January 1, 1972-December 31, 1972

II. Composite of information requested on individual biographical supplements.

1. Advanced study

Kottler, P. D.--Ph.D. University of Wisconsin, received Aug. 5, 1972.
Ferraro, D. P.--Certified as Professional Psychologist by N. M. Board of Psychologist Examiners.
Koenig, K. P.--Certified as Clinical Psychologist by State Board of Professional Examiners, May 1972.
Roll, S.--Appointment to Professional Specialty Staff at Nazareth.

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

Ferraro, D. P.--Sabbatical, Spring Semester 1972.
Harris, R. J.--18-day trip to Europe, including 1-day visit with Dr. Erika Apfelbaum in Paris.
Johnson, P. J.--Sabbatical, Fall Semester 1972: To England, consulted people conducting research in cognitive processes and education preschool systems; and University of Colorado, conducted research and writing research papers and proposals.
Price, L. E.--Sabbatical, Fall Semester 1972.
Rosenblum, S.--Sabbatical, Fall Semester 1971; during January 1972 was visiting professor, Dept. Psychology, Tel Aviv Univ., Israel; also lectured at Hebrew Univ., Jerusalem, Israel.

3. New scholastic honors, fellowships

Ruebush, B. K.--Fellow, American Orthopsychiatric Assoc.

4. Publications

Ellis, H. C. Fundamentals of human learning and cognition. Dubuque, Iowa: 1972. Pp. 238.
Verbal processes in the encoding of visual pattern information: An approach to language, perception, and memory. In M. E. Meyer (Ed.), Cognitive learning. Western Washington Press, 1972. Pp. 1-26.
Stimulus codability and long-term recognition memory for visual form. Journal of Experimental Psychology, 1972, 93, 83-89. (with Daniel)
Feeney, D. M. Suppression of seizure discharges and sleep spindles by lesions of the rostral thalamus. Brain Research, 1972, 45, 254-259. (with F. P. Gullotta)
Modulation of visual cortex inhibition during reticular evoked arousal. Physiology and Behavior, 1973, 56, 805-808. (with J. M. Orem)
A laboratory manual and selected readings for introductory psychology. Kendall/Hunt, 1972.

4. Publications (cont.)

Ferraro, D. P. Current research in marijuana: Effects of Δ^9-trans-tetra-hydrocannabinol on simple and complex learned behavior in animals. In M. L. Lewis (Ed.), Current research in marijuana. New York: Academic Press, 1972.

Some effects of (-)-Δ^9-trans- tetrahydrocannabinol on delayed matching-to-sample performance in chimpanzees. Fifth International Congress on Pharmacology, 1972.

Comparison of behavioral effects of synthetic(-)-Δ^9-trans-tetrahydrocannabinol and marihuana extract distillate in chimpanzees. Psychopharmacologia, 1972, 25, 169-174. (with Billings)

Tolerance to the behavioral effects of marihuana in chimpanzees. Physiology and Behavior, 1972, 9, 49-54. (with Grisham)

Discrimination and generalization of complex shape variations in pigeons. Perceptual and Motor Skills, 1972, 35, 915-927. (with Grisham)

Response control of responding: Discrimination and generalization of response-produced stimuli. Psychonomic Science, 1972, 26, 263-266. (with Vandell)

Gluck, J. P. Generalization of behavioral data between non-human and human animals. American Psychologist, 1972, 27(8), 709-716. (with Harlow and Suomi)

Grice, G. R. Application of a variable criterion model to auditory reaction time as a function of the type of catch trial. Perception and Psychophysics, 1972, 12 (1b), 103-107.

Conditioning and a decision theory of response evocation. Psychology of Learning and Motivation, 1972, 5, 1-65.

Response mediated generalization in eyelid conditioning with reduced conflicting information. Journal of Experimental Psychology, 1972, 92, (3), 398-404. (with Henriksen and Speiss)

Harris, R. J. An interval-scale classification system for all 2 x 2 games. Behavioral Science, 1972, 17, 371-383.

Logan, F. A. Dominance and aggression. In H. Kimmel, Experimental psychotherapy. New York: Academic Press, 1971

Experimental psychology of animal learning and now. American Psychologist, 1972, 27, 1055-1062.

Norman, R. D. The interpersonal values of parents of achieving and non-achieving gifted children (orig. pub. 1966) reproduced in The Changing Child: Readings in Child Development by H. D. Behrens & G. Maynard. Scott, Foresman, 1972, 433-440.

A study of some attitudes towards the Doctor of Arts degree in the Southwest. ERIC/Higher Education, Geo. Wash. Univ. Document #1159700.

Price, L. E. Modification of form and color responding in young children as a function of differential reinforcement and verbalization. Journal of Experimental Child Psychology, 1972, 13, 145-153.

4. Publications (cont.)

Price, L. E. (cont.)
Survey of needs of handicapped children in New Mexico, Tech. Report: Nov. 1972. Regional Office of Child Development, Dallas, Texas.

Rhodes, J. M. Sleep ontogeny in the Chimpanzee: From birth to two months. Electroenceph. & Clin. Neurophysiol., 1972, 33, 41-46. (with Balzan, Bradley, Bradley, & Pegram)
Sleep ontogeny in the Chimpanzee: From two months to 41 months. Electroenceph. & Clin. Neurophysiol., 1972, 33, 47-60. (with Balzano & Bradley)

Roll, S. Identificacion del papel sexual que juegan los objetos escolares. Revista Latinamericana de Psicologia, 1972, 2, 235-242. (with E. R. Roll & C. L. Roll)
La universidad y las crisis Individuales del estudiante, Ponencias del Duodecimo Seminario de Educacion Superior en Las Americas. Univ. of New Mexico, 1972, Pp. 6.

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

Ellis, H. C. NSF Grant GB-27413X (continuation grant), Stimulus selection and encoding processes in complex human learning, $42,000. Jan. 1971-Jan. 1973.
Continued research on encoding processes in human memory, recognition and recall processes, transfer mechanisms, and perceptual learning. Approximately 9 papers in preparation.
Stimulus encoding processes in human learning and memory. In G. H. Bower (Ed.), The psychology of learning and motivation, Vol. 7, New York: Academic, in press.
Review of B. Andreas' Experimental psychology, for Contemporary Psychology, in press.
Encoding effects of response belongingness and stimulus meaningfulness on recognition memory of trigram stimuli. Journal of Experimental Psychology, in press. (with Shumate)
Stimulus encoding and the relationship between stimulus recognition and association formation. Journal of Verbal Learning and Verbal Behavior, in press. (with Tatum)
Role of response imagery on stimulus recognition. Memory and Cognition, in press. (with Tatum)
Meaningfulness, perceptual grouping, and organization in recognition memory. Journal of Experimental Psychology, under review. (with Parente and Shumate)
Coding, group structure, and constant-varied input in memory for letter sequences. Journal of Experimental Psychology, under review. (with Parente & Walker)
Intersensory transfer of form recognition: A component analysis. Journal of Experimental Psychology, under review. (with Shaffer)

Feeney, D. M. HEW, Neurological Disease & Stroke, 1 yr., $8,723.

Ferraro, D. P. NIMH Contract 1972-73, $86,000, Long-term effects of marihuana.

5. Other research projects (cont.)

Ferraro, D. P. (cont.)
NIMH Grant (pending funding) 1972-77, $356,000, Marihuana-Behavior Interactions.
NIMH Grant (terminated 6/30/72), $6,500, Stimulus properties of drugs.
Research Allocations Committee 1972, $800, Self-injection of marihuana in chimpanzee.
Self-control of smoking: The amotivational syndrome. Journal of Abnormal Psychology Monograph, in press.
Behavioral effects of small oral doses of marihuana extract in chimpanzees. Pharmacology, in press. (with Lynch & Grilly)
Biphasic effects of Δ^9-tetrahydrocannabinol on variable interval schedule performance in rats. Psychopharmacologia, in press. (with Grisham)
Lack of tolerance to Δ^9-tetrahydrocannabinol in chimpanzees. Science, in press. (with Grilly)
Marihuana extract in chimpanzees: Absence of long-term effects on operant behavior. Psychological Reports, in press. (with Grilly)
Long-term interactions of marijuana and behavior in chimpanzees. Nature, under review. (with Grilly)
Δ^9-tetrahydrocannabinol effects on short-term memory: Relationship to interference processes. Animal Learning and Behavior, under review. (with Grilly)

Friden, T. P. Whiteness constancy: Inference or insensitivity? Submitted to Perception & Psychophysics.
Research Allocations, $1200, Schedule control of self-destructive behavior of deprived rhesus monkeys.
Effect of marihauna on contingent and noncontingent punishment, with D. P. Ferraro.
Differential effect of early enrichment and deprivation on learning in the rhesus monkey. Journal of Comparative and Physiological Psychology, in press. (with Harlow & Shiltz)

Grice, G. R. NIMH grant, Conditioning and response organization, $36,311, fourth year of five-year grant.

Harris, R. J. Preparing Primer of Multivariate Statistics for Academic Press.
Continuing unsponsored research on experimental games.

Irwin, M. H. Manipulation of S involvement and conservation of number and liquid, submitted for publication. (with Roll)
Psychology in classroom learning: A book of readings. (with S. Rosenblum)
Study of the role of familiarity in the classification behavior of American Ss. An attempt to account for cross-cultural differences in sorting skill.
Study of the development of conservation ability, with emphasis on the validity of the notion of the horizontal decalage. (with Roll)
Developmental study of the role of affective involvement in conservation judgments. (with Roll)
Developmental study of the role of behavioral consequences on moral judgments. (with Roll)

5. Other research projects (cont.)

Johnson, P. J. Uni- vs. bi-dimensional concept identification in children. Journal of Experimental Child Psychology, in press.
Effects of stimulus pretraining upon preferences and concept performance in children. Journal of Experimental Child Psychology, in press.

Koenig, K. P. Studies in the manipulation of emotional behavior.
Supervision of training and research program at N.M. Penitentiary.
Classroom modification of elective mutism. Behavior Therapy, accepted for publication.
Cognitive manipulation of GSR extinction: Analogues for conditioning therapies. In H. London & Nisbett (Eds.), Cognitive alteration of feeling states. Chicago-N.Y.: Aldine-Atherton, in press.
False emotional feedback and the modification of anxiety. Behavior Therapy, in press.

Kottler, P. D. Experiments on changes in RNA accompanying learning effects of metrazol induced convulsions on learned bait shyness in rats and learned bait shyness using psychologically induced drinking.

Logan, F. A. Conditions of Reinforcement, N.S.F. grant, $30,000/year
Free Behavior Situation, N.I.M.H. grant, $10,000/year (d.c.)

Norman, R. D. Further research on deficient socialization of women.

Offir, C. E. Currently engaged in research into the nature of sentence encoding and memory, with special emphasis on semantic and pragmatic features of language.

Price, L. E. Construction of Developmental Scale for Three to Five Year Old Children.
Psychological Assessment of Special Education Children.
Form and Color Responding in Preschool Children.

Rhodes, J. M. Establishment of a Clinical Neuropsychology Lab at BCMC.

Roll, S. Manipulation of Subject Involvement and Conservation of Number in Liquid. Submitted for publication. (with Irwin)
Cross-cultural comparisons of male and female ego modalities in manifest dream content, in preparation.

Rosenblum, S. Psychology and classroom learning: A book of readings, in preparation. (with Irwin)
Measures of imagery in children.
Survey of attitudes toward drugs among young children.
Behaviors of young psychotic children: Parental parameters.

Ruebush, B. K. Abnormal child psychology, McGraw-Hill, in progress.
Follow-up evaluation of Child Guidance Center cases, in preparation. (with McNeil)
Learning disabilities in children, in preparation.

6. Activities in learned and professional societies

Benedetti, D. T. Attended: Western Association of Graduate Schools, Tempe, Ariz., Mar. 5, 1972; Council of Graduate Schools, New Orleans, La., Nov. 29, 1972.

Feeney, D. M. Attended Winter Conference on Brain Research, Vail, Colo.

Ellis, H. C. Member, Executive Council, Southwestern Psychological Assoc.
Attended: Psychonomic Society, St. Louis, Nov. 1971--Chaired session on Memory and Recall; Presented paper "Nominal Stimulus Variability Vs. Repetition in Recall and Recognition Memory."
Attended: Rocky Mountain Psychological Assoc., Albuquerque, May 1972. Chaired session on Memory; Presented papers:
"Stimulus Meaningfulness and Label Effects in Long-Term Recognition Memory" (with Shumate)
"Degradation of High-M Stimuli: The Fractionation Procedure" (with Parente)
"Effects of Response Imagery on Stimulus Recognition" (with Tatum)
"Imagery Value, Stimulus Meaningfulness, and Concreteness in the Learning of Pictorial Materials" (with O'Malley)
"Effects of Perceptually Nonrelated Context Stimuli on Memory" (with Walker)
"Effect of Schema Learning on Stimulus Encoding Processes" (with Shaffer)
Attended: Southwestern Psychological Assoc., Oklahoma City, April 1972. Presented papers: "Stimulus Meaningfulness and Response Representativeness in Recognition Memory" (with Shumate)
"The Role of Imagery in Association Formation and Stimulus Recognition" (with Tatum)

Ferraro, D. P. American Cancer Society, Tucson, 1972. Self-control of smoking: The amotivational syndrome.
Papers presented at Southwestern Psychological Assoc., 1972:
Lack of tolerance to the effects of marijuana on delayed matching to sample performance in chimpanzees.
Biphasic effects of marijuana on temporal reinforcement schedule performance in rats.
Stimulus novelty in children's discrimination learning.
Effects of errors on discrimination learning in children.
Papers presented at Rocky Mountain Psychological Assoc., 1972:
An empirical test of the nonoutcome trial in differential reinforcement combinations.
Effects of delay and chronological age on oddity and matching to sample.
Center for Narcotics and Drug Abuse, Symposium, Washington, 1972. Long-term effects of marijuana on behavior.
Western Psychological Assoc., 1972. Tolerance in chimpanzees' behavior to repeated administrations of two amounts of marijuana.
American Association of Colleges for Teachers Education, Symposium, Chicago, 1972. Drug use and abuse.
Psychonomic Society, 1972. Tolerance to Δ^9-tetrahydrocannabinol under delayed matching to sample tasks in chimpanzees: Effects of delay length.

6. Activities in learned and professional societies (cont.)

Friden, T. P. Presented paper "Differential effects of familiarity on encoding processes" at Midwestern Psychological Assoc., Cleveland.
Grice, G. R. Attended: Psychonomic Society (member of Governing Board); Society of Experimental Psychologists (gave paper); Rocky Mountain Psychological Assoc.

Koenig, K. P. President-elect, N. M. Psychological Assoc.

Kottler, P. D. Attended Winter Conference on Brain Research, Vail, Colo.

Logan, F. A. American Psychological Association
Meeting, Honolulu, Hawaii, September 1972
Division 3 Representative to A.P.A. Council (Meetings: Honolulu, September 1972; Washington, D. C., December 1972)
Council liaison to Board of Scientific Affairs (Meetings: Washington, D.C., January 1972, April, 1972, October 1972)
Secretary/Treasurer of Division of Experimental Psychology
Psychonomic Society--Meeting, St. Louis, November 1972
Member of Governing Board
Southwestern Psychological Association--President
Meeting, Oklahoma City, April 1972
Society of Experimental Psychologists--Meeting, Palo Alto, April 1972

Norman, R. D. Presented paper "Women's liberation and some observations on the deficient socialization and enculturation of American women," at Rocky Mountain Psychol. Assoc., Albuquerque, May 1972. (with Jessen, Thompson, & Selz)
Presented paper "A study of some attitudes towards the Doctor of Arts degree for college teachers," at American Psychological Assoc., Honolulu, Sept. 6, 1972.

Price, L. E. Attended professional meetings in Washington, D.C.; Dallas, Texas; and Philadelphia, Penn.

Rhodes, J. M. Attended as member of executive board, Winter Brain Research Conference, Vail, Colo.
Attended: American EEG Society meetings; Symposium on Computers in Medicine, UNM School of Medicine, Dec. 1972. Read paper: "Pattern recognition problems in electroencephalograms."

Roll, S. Member Professional Standards Committee of N. M. Psychological Assoc.

Rosenblum, S. Rocky Mountain Psychological Assoc., May 1972. Socio-cultural aspects of imagery in paired-associate learning of children. (with Calhoun)
Vice-chairman, N. M. Board of Psychologist Examiners (3 yr. term).

Ruebush, B. K. Director, N. M. State Psychological Association.

7. Other professional activities

Benedetti, D. T. Lectured to Seminar in Basic Psychology, Residents in Psychiatry, UNM Medical School, April 18, 1972.

Ellis, H. C. Member, Editorial Board: Journal of Experimental Psychology, Perception and Psychophysics, Psychological Reports, Perceptual and Motor Skills.
University of Pittsburgh. Presented "Verbal Processes in Stimulus Encoding" and "Stimulus Redundancy of the Transfer of Stimulus Differentiation." Feb. 1972.
University of Maryland. "Verbal Processes in Stimulus Encoding." Feb. 1972.
University of Oklahoma. "Stimulus Processes in Transfer Mechanisms." April 1972.
New Mexico State University. "Variability Versus Repetition in Human Memory," and "Application of Human Learning and Memory Principles to Teaching," November 1972.
University of Texas, El Paso. Joint Psychology colloquium and Sigma Xi Lecture. "Input Variability in Human Memory," Nov. 1972.
Application of Human Learning Principle to the Teaching-Learning Process. UNM EE Dept.
Albuquerque Tutorial Council. Talk on Learning Principles and Application in Teaching-Counseling Settings.
Psychiatry Dept. course. Lecture on Encoding and Human Memory.

Ferraro, D. P. Twelve off-campus talks to educational institutions and service groups on the topic of drug use and abuse.

Friden, T. P. Consultancies: VA protection aphasia, Indian School project on eye movements in reading, Calif. school system project on the effects of primary school transfers.

Gluck, J. P. Off-campus talks--Early experience and learning, Univ. Washington, Seattle, August, 1972.
Consultant, Univ. Wisconsin, primate laboratory, June, 1972.

Grice, G. R. Editing for: Psychological Review, J. Experimental Psychology, Memory and Cognition, Psychonomic Science, American Journal of Psychology, Psychological Reports.
Site visit for APA evaluation of Clinical Psychology program at Univ. of Arizona.

Harris, R. J. Talks to Soil Conservation Service, [illegible] Lions Club; Optimists; Alpha Chapter of Beta Sigma Phi; Mental Health Volunteers Organization.

Koenig, K. P. Consultant to: Dept. of Corrections; City of Albuquerque (Alcohol Traffic Safety Program); Chemical Culture TV program.

Logan, F. A. Consulting Editor: J. Experimental Psychology, J. of Comparative and Physiological Psychology, Wm. C. Brown Co.
Associate Editor: Animal Learning and Behavior.
N.I.M.H. Psychological Science Fellowship Review Committee.

7. Other professional activities (cont.)

Norman, R. D. Consultant, Alcoholism Treatment Program.
Consultant, examiner, North Central Assoc.

Price, L. E. Consultant to Office of Child Development, Dallas, Texas; State Dept. of Education, Santa Fe, N. M.; New Mexico Educational Center, Albuquerque, N. M.

Rhodes, J. M. Accepted post as part-time director of EEG laboratories for BCMC.

Roll, S. Lecture Under the Stars at UNM.
Guidance Greats Lectures for the Albuquerque Public Schools.
Consultation and lectures for Programs for Children, Child Guidance Center and INdian Health Service.
Several other lectures to community groups.

Rosenblum, S. Child Study Center of Albuquerque.
Consultant in Psychology Programs for Children, UNM Medical School.
Consultant Univ. of Albuquerque, Nursing Needs Project, chairman, advisory board.
Univ. of Northern Arizona, Workshop, Behavior Modification in the Classroom

Ruebush, B. K. "Behavior Modification," talk at Programs for Children.
"Transactional Analysis in Education," talk to Junior League.
"School Phobia," talk to A.P.S. North Area Counselors.
"Marriage and Parenting," talk to Pi Phi Alumni.
"Behavior Modification," Albuq. Indian School.
"Clinical Evaluation of Children," talk to A.P.S. Counselors.

8. Non-teaching University service

Benedetti, D. T. Associate Dean, Acting Dean, Graduate School; Chairman, Graduate Committee; Member, Graduate School Fellowship Committee.

Feeney, D. M. UNM Radio Board.

Ellis, H. C. Graduate advisor.

Ferraro, D. P. Research Policy Committee; Graduate advisor.

Friden, T. P. A & S Dean's Advisory Committee.

Grice, G. R. Graduate advisor.

Harris, R. J. Chairman, UNM Computer Use Committee.

Irwin, M. H. Danforth Fellowship Committee; Human Subjects Committee for College of Education.

Koenig, K. P. Academic Freedom and Tenure Committee.

8. Non-teaching University service (cont.)

Logan, F. A. Chairman; Graduate advisor.

Norman, R. D. Associate Dean, A & S.

Offir, C. E. Linguistics Coordinating Committee.

Roll, S. Faculty advisor to Agora and Bahaii Student Association; Committees: Human Subjects, Library Training, Quito Project selection and scholarship.

Rosenblum, S. Board Member, Popejoy Hall; Asst. Chairman, Psychology; Treasurer, Phi Kappa Phi,

Ruebush, B. K. Children's Committee, Research Committee, and Chairman's Advisory Council in Dept. of Psychiatry; UNM Athletic Council; Manzanita Center Committee.

9. Public service

Ellis, H. C. Heights YMCA Swin Team, Advisor; Little League Soccor, Sponsor.

Gluck, J. P. Volunteer, Child Study Center.

Harris, R. J. Long distance running chairman, N.M.AAU.; Course surveyor, Albuquerque Roadrunners Club.

Rosenblum, S. Board Member: B'nai Israel Synagogue, Experiment in Jewish Learning, United Jewish Appeal.

The Report of the Department of Sociology
July 1, 1972 - June 30, 1973
Richard F. Tomasson, Chairman

1. General Departmental Information

> Things in the University are getting to be just like they used to be--or almost.
>
> ---A perceptive academic, 1973

This Annual Report must be seen as a conclusion to last year's Report. But it is more than that. As this is the Chairman's last report and he is now embarking on a well-deserved obscurity, he will take this final opportunity to dispense some of the academic wisdom he has gathered during the passionate and silly years that were his years of tenure. The Chairman does not mean to imply that his six years in office in any way caused the tumultuousness of this period, either locally or nationally, but only that they were coterminous.

The Chairman will try again to be reasonably objective while not inhibiting certain value judgements along the way, and he hopes the distinction is clear. The Chairman's orientation might be called benevolent detachment, at least most of the time, even though to some it might appear as malevolent detachment.

To sum up what has been the drama of the Sociology Department of the past two years and why he has written much of it down, the Chairman can do no better than quote from the Abstract of a paper in which he attempts to articulate and explain the experience of the past two years:

Analyses of departmental conflicts and cleavages are rare even though they are phenomena endemic to academia. . . . This account has the disadvantage of being written by one of the participants, but he had been the Chairman and had access to more information and was involved with all of the participants to a greater degree than anyone else.

The Department's conflict situation needs to be viewed as the combined product of the increased politicization of the academic climate (particularly in sociology) of recent years, certain structural factors (above all, a small tenured faculty relative to a large number of untenured assistant professors), and a particular mix of personalities. The specific issues which shaped and exacerbated the cleavage between the tenured and the untenured and resulted in our notoriety were:

(1) The firing of four graduate assistants during the 1971-1972 academic year for continued refusal to follow certain directives about grading.

(2) The failure to renew several contracts and a negative tenure decision which were energetically appealed.

(3) The reluctant defense by the tenured faculty of the conventional grading system against its opponents, together with the development of a self-conscious support for traditional academic values and purposes against those who advocate additional and different purposes for the University (and for Sociology).

A certain poignancy was given to our internecine struggles because

up to the time of Cambodia in the Spring of 1970, when there was a united front of sorts between academic liberals and radicals in opposition to the Vietnam War and other issues external to the University, the Department was commonly seen as the most "left" on campus. Increasingly from the Fall of 1971 when attention had turned to internal University issues, the tenured faculty came to be defined as the academic right and the untenured faculty as the academic left.

The Department and the Press

The Department received an extraordinary amount of publicity this past year, particularly during the first semester. Indeed, the Department was the biggest issue in The Lobo during this term--a distant second was Zionism, two not unworthy topics. Even the Letters to the Editor for many days dealt mainly with the terrible things that the tenured faculty and the Chairman were doing. The Albuquerque Journal ran a number of items about the Department. Most notable was a December 17 front page article of some 3,000 words with pictures of the Chairman and a faculty member who was appealing a negative tenure decision. When an appeal of his was denied, that was also on the front page,with his picture again. Then when he resigned and accepted a new position late in the year, there was that same picture, but not on the front page. Such a minor event as the Chairman's resignation in April occasioned his picture in the Journal--though not on the front page. This movement off the front page of late, together with the decline in attention by the Lobo to the Department during the second semester, the Chairman takes as hopeful signs that the Sociology Department is no longer hot news.

Particularly worthy of comment is the way The Lobo handled the Department.

Much of this must be attributed to Aaron Howard, the paper's editor for this past year. In fact, it is impossible to understand the Lobo of this period without consideration of this overage undergraduate. His intense involvement with the Sociology Department goes back to 1971 when he was the roommate of the most vociferous of the fired graduate assistants whose views on the reign of terror in the Sociology Department he had totally absorbed. This observation is based on a talk the Chairman had with him before he became Editor. His earliest written attack on the Chairman was in a letter to the Lobo published on November 19, 1971. Shortly after becoming Editor in the Spring of 1972, he told the Chairman that he was out to "get" him and a certain one of his colleagues. The nearly daily attention to the Department during November and December indicates that he is a man of his word. His persistence in his endeavor must at least be commended for its energy. He even attended the Chairman's Sociology 101 lecture on the October day he devoted all of pages 1 and 2 to the publication of the confidential Trowbridge Report (which incriminated no one) and a long editorial entitled "To Straighten Up the Sociology Department." Perhaps he thought the Chairman would talk to his class about it. On another occasion, he met the Chairman in the cafeteria of the Union at which time he startled him and the assembled eaters by yelling for a "round of applause for the famous Professor Tomasson." By the Chairman's reckoning about two-thirds of the eaters clapped and one-third hissed which indicated to the Chairman that he was at least doing better than the year before. On no fewer than three occasions Howard wrote editorials demanding that the Chairman be fired, as he once put it "in the name of justice." Such was Aaron Howard's passionate concern with the Sociology Department!

There are two fundamental criticisms that the Chairman must make of the

Lobo's handling of the Department and of himself. First, is the near total disregard of the facts which hopefully will be set right by this Report. Above all was this the case with Howard who confounded even the most public of facts. He described the Chairman as a "power-hungry little feudal dictator" while simple observation reveals that the Chairman is not "little." The epic distortion and careless fanaticism that characterized the writing of Aaron Howard about the Sociology Department (See Merkx's letter, Lobo, December 6) is highlighted by the writings of other Lobo staff reporters, most notably Rich Roberts, who managed to get most things pretty straight.

A second criticism is the publication of stolen documents in the Lobo (October 26, 1972, p. 1; November 1, p. 13). The Chairman does not believe that Howard was involved in the Little Watergate of the Sociology Department, but the Lobo has published such documents and Howard himself indicates knowledge of a totally private letter sent from one member of the Department to another (December 6, p. 8).

The Chairman's reaction to Howard's campaign varied. At first he was disturbed, then he found it entertaining. On the few days in November and December when there was nothing in the Lobo about the Department, not even a Letter to the Editor, he felt a pang of disappointment. Among the scores of editorials, articles, and letters, there were two particularly rich pieces. One was a long and rather garbled piece entitled "Tomasson Accused of Plagiarism" which dealt with a proposal for Men's Studies and was a parody of a proposal for Women's Studies the Chairman had published. This "news" was given to the Lobo by a woman filled with revolutionary fervor who did not take his parody lightly. This was in fact quite generally enjoyed. The second gem was a long letter from one Adelaide S. Gordon who claimed

to have been in high school with the Chairman. She was, in fact, in the twelfth grade when the Chairman was in the eighth grade. Her purpose was to present "a closer look at the qualifications behind the Chairman of Sociology." She wrote that "the head of the department of sociology at UNM appears to be the essence of the privileges that have fallen to our WASP society. . . . You may ask, what has public education got to do with R. Tonasson---my theory is--what has a privileged, despotic individual like Tonasson got to do with sociology in New Mexico?" This was no superficial evaluation of the Chairman, even his writings were examined and found wanting. She noted that "the dryness and uncreativeness of the content makes a case for the least grammatical but interest-sustaining account by any of the states' residents of one of the minority groups." One sure thing, she never learned much grammar in that high school of ours!

At one point the Chairman thought of responding to the oceans of nonsense and defamation written by Howard and a few dozen others. He even contemplated a column, perhaps it could have been called "One Goy's Ploy" in line with the ethnic orientation of The Lobo under Howard. After all, Howard himself sometimes wrote a column called "One Jew's View." But a certain wisdom prevailed and the Chairman abstained from any response. He has since found that some of his less knowledgeable colleagues have had their views influenced by the Lobo. This depressed the Chairman and some of his colleagues. But such is understandable in the light of the intensity of Howard's crusade. But it suddenly ended early in the second semester when Howard went on to other causes like advocating the right of students to hire professionals to write their papers. As he put it: "Buying a paper is like buying a service just as one hires a coach or takes private lessons to improve one's skill." (Lobo, February 15, 1973) He's better here because the issues are

simpler.

But things are looking up for the Lobo. Howard's successor has promised a new Lobo with "more news and less opinion" (Journal, April 30, 1973).

Trashing, Graffiti, and Intrigue

The amount of trashing and graffiti that have been in evidence in the sociology section of the Economics and Sociology Building this year have been so persistent as to deserve comment.

From early in the fall until the middle of the spring term there has been constant minor destruction in the mailroom to nameplates and the continual painting of Nazi swastikas next to several names. In one case, a faculty member's nameplate has been torn out at least a dozen times. What is particularly notable is not the severity of the damage, but the frequency with which it has occurred. If someone is trying to tell us something, the message is not clear, because there is some inconsistency in the persons whose mailboxes have been trashed. On December 7, the Chairman was honored by having "Pig" carved into his new office door. The beginnings of a swastika are also evident, but perhaps the carver stopped because he had second thoughts. Other minor trashing has been evident: some schedules were stolen from the lab, several doors have been marked-up, and in two substantiated cases mail has been removed from mailboxes. The locks were changed on the office doors to curtail the number of people with access to the Department Office. One more item: a faculty member arrived one spring morning to find a note on the door of his classroom saying that his class had been cancelled.

Then there is the graffiti. There is a common belief that the quality of

an institution or department can be guaged by the quality of the graffiti. If this is true, we come out badly. Nearly all of it is of the most vulgarly banal sort. For the most part, it deals with what in a more innocent age would be called unnatural acts. The objects are the tenured faculty and the Dean. But even this seems to have ceased except for an occasional crude inscription.

The life of the Department was not without intrigue during this year. First, there was the strange case of "The Fox." Just prior to the opening of the first semester Dean Wollman, President Heady, Vice President Travelstead, and perhaps others received a strange letter accompanied with four negative reviews of a book published by a faculty member several years ago. Here is the peculiar message that accompanied the four reviews:

> To: Dean H. Wollman, etc.
>
> From: A Concerned Citizen
>
> Subject: F. "Karl Marx" Smith
>
> I thought you might be interested in what sort of man was hired as a full professor with immediate tenure in a department whose mission is the upgrading of its capabilities in the teaching and research of academic sociology.
>
> The Fox

Even the battle-scarred Chairman was shocked by this grubby attempt at character-assassination. He then obtained from his colleague in question twelve or fifteen other reviews, including all those from the sociology journals, and distributed them. Indeed, these reveal very different impressions of the book.

Through the use of his intelligence network the Chairman came to discover

the identity of The Fox. To protect both parties, however, the Chairman shall not make public his identity. He has a signed statement from a mysterious person which states:

> On August 25, 1972 at approximately 11:30 a.m. while waiting in the corridor outside of the Sociology Department Office, I overheard a conversation between two individuals that began as follows:
>
> Individual A-- "Are you the fox?"
>
> Individual B-- "Yes"
>
> The two individuals then moved off to another part of the corridor and spoke in hushed tones. The only part of the remaining conversation I heard had to do with Individual A telling Individual B that the fox was causing problems for the graduate students.
>
> Several minutes later Prof. Tomasson returned to the office. I pointed both of the individuals in question out to him and noted which one admitted to being the fox.

The Department this year has even had its Little Watergate. The Chairman has incontrovertible proof that letters were removed from the Department Office, duplicated, and given to unauthorized persons. On two occasions there are references to such items in the Lobo (citations are on p.5). The Chairman has even had the suspicion that his desk has been rifled, but this remains only a suspicion . and all of the pilfered letters could have been taken from the office. But a few of the most confidential letters, while typed in the office, were never filed there, but in the Chairman's desk!

Is a Chairman's Censure Of a Faculty Member for his Grading Practices a Violation of his Academic Freedom: The Case History of a Controversy

In December the Chairman wrote a letter of censure to one of his untenured colleagues about his grading practices over a number of semesters. The professor in question, let us call him Professor A, came to regard this letter as a violation of his academic freedom and brought an appeal for relief before the University's Committee on Academic Freedom and Tenure (AF & T). Much publicity and controversy were generated by this letter, its appeal, and the consequent decision of the President. The history of this case can be largely told through four documents:

(1) Original letter of censure to Professor A (December 29, 1971)

(2) Report of the AF & T Committee on Appeal of Professor A (October 17, 1972)

(3) The Chairman's Brief Against the AF & T Report (November 1, 1972)

(4) The President's Response to the AF & T Report (November 21, 1972)

(1) "Letter of Censure Regarding Your Grading Practices" to Professor A.

This is a formal letter of censure of your grading practices, a subject which I have talked and appealed to you about, apparently without much effect.

During the first and second semester of last year (1970-1971) and during the summer term of 1971 you gave 100% A's (exclusive of I's) in your graduate courses and in "Problems" to your advanced undergraduate students. During the same period you gave 100% A's and B's with a preponderance of A's (exclusive of I's) in Sociology

421, an upper level undergraduate course. In Sociology 211, which you also taught three times, you never gave fewer than 90% A's and B's (exclusive of I's).

For the semester just concluded you gave two B's in a graduate seminar, and you increased somewhat the relative frequency of C's in Sociology 211 (11 of 76 enrolled) which, from the point of view of your grading practices, over the earlier year, indicates a token degree of progress. Still, in Sociology 421 you have again given 100% A's and B's with a marked preponderance of A's (exclusive of I's). This is at least the fifth time in a row that you have done this.

This kind of grading makes a mockery of the grading system and conflicts with the common sense statement on grading on page 150 of the most recent issue of the Catalog. More important, however, is that such grading gives many students a false impression of the quality of their performance and ability and makes it difficult for myself and others to tell much about your students from their grades. (I will not go into the interesting question here of what kind of students you attract with grading practices such as yours.)

Your practice of allowing students to determine their own grades, either individually or collectively, is an abdication of your responsibility as an instructor. It is you who must set the standards and do the difficult job of evaluating the students in your courses and you must do it in a way that has some relation to the general standards of your colleagues. If this is not the case, the grading in our Department will be meaningless-- a mixture of evaluative and nonevaluative systems, and of

different scales. In a word--anarchy.

I hope you will take to heart the contents of this letter.

All of the tenured members of the Department of Sociology concur in this letter.

(2) Report of AF&T Committee on Appeal of Professor A.

On Thursday, May 11, the faculty Committee on Academic Freedom and Tenure held formal hearings on Prof. A's appeal. The following constitutes the official report of the faculty Committee on Academic Freedom and Tenure regarding Prof. A's appeal for relief from the letter of censure because he asserts it is 'a violation of my prerogatives as an instructor, an attempt to persuade, or to otherwise coerce me into employing grading practices and standards which violate my professional judgment, and is, therefore, a violation of my academic freedom."

During the testimony the Committee requested that Chairman Tomasson provide the factual data upon which he based his allegations regarding Prof. A's grading practices. Subsequently, Chairman Tomasson furnished the Committee with printouts of grades recorded in the Department of Sociology during the school years 1970-71 and 1971-72. A perusal of Prof. A's grades during the past four semesters does, indeed, show a preponderance of A's and B's plus a fairly liberal use of the grade of I--as explained by Prof. A in his testimony. Other members of the Sociology Department, including Chairman Tomasson, also liberally utilized the grade of I and also (with two exceptions) assigned mainly A's and B's in 400- and 500-level courses.

The Faculty Handbook, pp. 104-106, includes the following pertinent information about "Grades and Grade Reporting" at the University of New Mexico:

> The relative value a faculty member assigns to any given evidence of class learning such as an examination, quiz, paper, etc., is a matter of the faculty member's choice. The selection of standards, whether relative to class performance on a distribution curve or to some absolute based on the subject matter itself, is also a matter of individual faculty determination. The only requirement is that whatever the relative weights or however standards are set, results should be given in letter grades expressing the levels of quality described in the General Catalog. . .
>
> The grade of I is given only when circumstances beyond the student's control have prevented his completing the work of a course within the official dates of a session.

Obviously, different interpretations of these statements and of the meaning of the grades themselves are held by the faculty at UNM. Within the Committee we discovered several interpretations of these and other administrative policies such as taking attendance and reporting excessive absences. The essential question is whether the Faculty Handbook=statement on grading, especially the statement with respect to the use of the grade of I, is a recommendation to the individual faculty member, or a hard and fast rule.

The Issues

1. Is it a proper function of a Department or its Chairman to attempt to enforce a uniform system of grading?
2. Is a liberal interpretation of the use of the Incomplete a violation of academic regulations?
3. Has the evidence shown that Professor A's grading practices lowered the academic standards of the Department of Sociology?
4. Is a letter of censure an appropriate way to deal with academic issues such as grading, and does Chairman Tomasson's letter dated December 20, 1971, constitute a violation of Professor A's academic freedom?

A Uniform System of Grading

The notion that a uniform system of grading should be enforced presupposes that uniform grading is indeed attainable, an assumption probably unsupported by the experience of university teachers or by a study of the grades given in the Department of Sociology and in the University generally during the past two years. As teaching philosophies, course materials, and course goals do and should differ from course to course and instructor to instructor, so should the systems used to evaluate performance. This situation is widely recognized and accepted in academic circles.

Furthermore, if uniform grading were possible, it would seem that imposition of it upon members of a department would, indeed, be a violation of the basic right of the teacher to determine his pedagogic techniques, including grading. Diversity of grading practices

throughout the University is a part of the overall diversity of educational experiences made available to the student. Far from being restricted, diversity should be encouraged insofar as it results from honestly held differing convictions of teachers.

The Use of the Incomplete

Although the Committee recognizes that the Faculty Handbook statement on the use of the Incomplete grade limits its use to "circumstances beyond the student's control," the Committee believes that this statement is meant to be a recommendation. Certainly, it is assumed that circumstances such as illness, accidents, and death would be "beyond the student's control"; but what else? Whether or not a student achieves defined goals within a fixed period of time certainly also depends on factors that may or may not be within "the student's control."

The Committee believes that interpretation of this regulation regarding the use of the Incomplete grade should be made within the context of a given instructor's teaching styles and goals, and the philosophy which he adheres to in accomplishing worthy educational goals. No evidence was presented showing that Professor A used the Incomplete grade in a loose way, a demoralizing way, a disruptive way, or in any way that affects adversely the educational function of this University. Undoubtedly he is guilty of creating more work for himself and the Records Office by allowing, even insisting, that certain students take extra time to meet course standards and objectives.

The Lowering of Standards

Undoubtedly the grading practices used by Prof. A, and many other members of the Department of Sociology during the past two years, have contributed to a higher grade point average for the Department than would otherwise obtain. . . .

If one could assume that lower grades result in higher standards, then one could assert with conviction that the quality of teaching and learning in the Department of Sociology underwent a remarkable improvement in a year's time. Unfortunately, there are many other factors at work. The Committee is unable to conclude with any conviction that better professors give lower grades--and that the quality of learning is improved by giving a higher percentage of C's, D's, and F's. Moreover, if Prof. A is contributing to a lowering of standards in the Department of Sociology, it is apparent that numerous other professors in the College of Arts and Sciences, in the departments mentioned, are similarly at fault.

We conclude that the quality of interaction between the professor and the student is the heart of the educational process. We believe that each professor has to develop his own style of interacting--and for evaluating the performance of learners with whom he works. It is possible, of course, to undermine the whole system by blanket grading and by assuring students of A's regardless of their performance. No evidence was presented to indicate that Prof. A was guilty of that, and indeed his assigned grades would disprove such a charge.

The Appropriateness of a Letter of Censure

The Committee recognizes the milieu within which this controversy

occurred. Chairman Tomasson, serving as Professor of the large introductory course for freshmen, was embroiled in a continuing conflict with teaching assistants who did not share his convictions about grading and who refused to assign grades according to his wishes. Prof. A, because he also disagreed with the attempts being made by Chairman Tomasson to lower the grades in the freshman course, became an open spokesman for the conflicting position. He wrote a letter to the Editor of the Lobo supporting the teaching assistants. He resisted attempts on the part of the Chairman to bring about a lowering of the grades he assigned in his own classes.

According to testimony provided by both persons, communication within the Department, especially across the ideological boundaries symbolized by the grading issue, was difficult, almost nonexistent, and certainly not conducive to the kind of atmosphere that a university should reflect. The Committee defends academic freedom and tenure at the University precisely because conflicting ideas about all kinds of things should be freely expressed and acted upon by University professors without fear, so long as responsible action based upon a position clearly stated and held is supported. The University should, in other words, be a place where positions and ideas are in conflict--and censure for having ideas that conflict with those of the person serving as Chairman of a department or the tenured members of a department cannot be supported. The Committee, therefore, holds that the letter of censure did constitute a violation of Prof. A's academic freedom.

Recommended Action

We urge both Prof. A. and Chairman Tomasson to recognize that the other person is entitled to his position regarding grading practices; and we urge all tenured members of the Department of Sociology to help build bridges across the gulf that has been created--not with the idea of changing the position of either person, but rather to agree to disagree more amicably on such issues as grading and to make sure that the University continues to be a place where differing and conflicting ideas are deliberately fostered.

We recommend that Chairman Tomasson officially withdraw the letter of censure. It seems to us not to be an appropriate response to a philosophical conflict concerning evaluation of student performance.

(3) The Chairman's Brief Against the AF & T Report.

On November 1, 1972 the Chairman wrote a critique of the AF & T Report which he never made public. In his statement he attempted:

to show that the decision of The Academic Freedom and Tenure Committee is technically deficient, marred by errors, and goes beyond the proper authority of the Committee.

1. The Committee's Statement of the Issues

The issues as defined in the Committee's decision are four:

"1. Is it a proper function of a Department or its Chairman to attempt to enforce a uniform system of grading?"

This issue is nullified because this was not an issue. Dispute issues are presented to the Committee by the parties: it is not within the authority of the Committee to restate or modify the issue. The issue is

whether a Department or Chairman can attempt to enforce an evaluation system that is in accord with the "statement on grading. . . of the Catalog" and "that has some relation to the general standards of (one's) colleagues" (italics added, from Tomasson's December 29, 1971 letter to Professor A.)

2. Is a liberal interpretation of the use of the Incomplete a violation of academic regulations?

The Faculty Handbook states: "The grade of I is given only when circumstances beyond the student's control have prevented his completing the work of a course within the official dates of a session." (p. 105) The Committee recognizes this, but then goes on, rather lamely, by noting that the Committee believes that this statement is meant to be a recommendation! No evidence is presented to substantiate this belief. There is no reference to historical usage, administrative interpretation, or, in fact, to any possible justification for the belief. What we have, thus, is an unwarranted conclusion from an untenable assumption.

The Committee argues that "No evidence was presented showing that Professor A used the Incomplete grade in a loose way, a demoralizing way, a disruptive way, or in any way that affects adversely the educational function of this University." I do not accept this contention. But, in any case, I was under no obligation to make such a showing. It was sufficient to show that A's practice was a de jure violation of the clear mandate expressed in the language of the Faculty Handbook. The language, incidentally, is not ambiguous. It clearly indicates that the burden of proof is on the student to show that circumstances beyond his control pre-

vented him from completing the work of a course. The language by no stretch of interpretation permits an instructor to use the grade of Incomplete for any purpose other than that specified in the Handbook. Through its interpretation the Committee has presumed to amend the Handbook. Amendment, of course, is only proper if done in accordance with the methods described in the Handbook. The Committee has clearly exceeded its authority and has, apparently, confused its role. It is not difficult to conclude that through its arguments, the Committee was acting as council for the plaintiff. By defining the Incomplete grade in a highly peculiar way, it established the basis for an equally peculiar conclusion. Clearly, the issue under debate is procedural. The Committee in the matter of the grade of Incomplete presumed to convert the dispute into one of substance by ascribing to itself authority of interpretation which is clearly beyond its mandate.

The Committee appears to be saying that every faculty member can choose to invent his own application of the grade of Incomplete. This makes a mockery of the Handbook rule and, in effect, stipulates that the language has no meaning at all. Such an interpretation is astounding in its novelty and requires some explanation from the Committee as to whether it regards all language in the Handbook as equally meaningless.

3. Has the evidence shown that Professor A's grading practices lowered the academic standards of the Department of Sociology?

This issue is nullified because it was <u>not</u> an issue with either of the parties.

4. Is a letter of censure an appropriate way to deal with academic

issues such as grading and does Chairman Tomasson's letter dated December 29, 1971, constitute a violation of Professor A's academic freedom?

The responsibilities of a chairman include overseeing the activities of his department. When a member of a department carries on practices that are in violation of both the Faculty Handbook and certain commonly understood norms, it is incumbent on a chairman to act to remedy the situation. This is more insistently the case when the behavior in question results in severe internal difficulties in a department. A letter of censure to A was most appropriate at the time when it was written. The havoc caused by those who wished to destructure the established and prescribed grading system was unambiguously clear to myself and the other tenured faculty of the Department. In addition, A had been spoken to about the impropriety of his grading practices in August or early September of 1971.

Unfortunately the Committee confounds academic freedom with deliberate failure to abide by certain academic regulations and what might be called the academic common law. Still, the Committee has articulated an acceptable, if somewhat clumsy, definition of academic freedom. It is that "conflicting ideas about all kinds of things should be freely expressed and acted upon by University professors without fear, so long as responsible action based upon a position clearly stated and upheld is supported." The phrase "responsible action" would preclude A's right to give only A's and B's (but mostly A's and sometimes a large number of I's) semester after semester in an undergraduate course. Similarly, it would preclude the awarding of only C's and D's semester after semester in an undergraduate course. This is because the Faculty Handbook refers to the statement on

grading in the General Catalog as the effective grading system to be used in this University. Its merits and demerits are not at issue here, but whether a faculty member can willfully and continually violate the system of grading presently in effect in this University. A does have the right to work to change this system· he does not have the right to act as though it does not exist.

All individuals who live and work in human groups are constrained to abide by some regulations and norms. In our case, many of these regulations and norms are prescribed by the Faculty Handbook. The rules that we as academics are responsible to adhere to are few and gentle. Indeed, they are so benign and unobtrusive that the Committee has made the enormous error of overlooking their existence. In effect, the Committee has sanctioned a state of grading anarchy.

II. Additional Criticisms

1. The Committee's decision is replete with obiter dicta. These are opinions extraneous to the issues which in this case act to support the case of the plaintiff. The most egregious of these opinions is that which points out that A is not alone in his grading practices. The Committee states that "it is apparent that numerous other professors in the College of Arts and Sciences. . .are similarly at fault." This case deals with the propriety of A's grading practices, not that of other professors." The only purpose of an irrelevancy of this sort is to improperly support the case of the plaintiff. Similarly, the observation about the liberal use of the Incomplete by other members of the Sociology Department is an improper observation. Several individuals in the Department were

written letters by me about their grading practices. But none has the long history of improper grading that A does. All of the discussion of uniform grading standards and academic standards is also irrelevant to the fundamental issues raised by both parties. On the other hand, the Committee did not deal with two of the issues raised by my letter to A: how a chairman should deal with a person intent on undermining the presently established grading system and the issue of the propriety of self-grading.

2. The Committee's description of my grading practices raises a question of willful misrepresentation. The decision states that "other members of the Sociology Department, including Professor Tomasson, also liberally used the grade of I and also (with two exceptions) assigned mainly A's and B's in 400 and 500-level courses." During the period from the Fall of 1970, I have taught only one 500-level course aside from the Sociology Teaching Practicum (533), in which the grading is CR-NC. (I was away during the 1970-71 year.) This course was 507 and was taught during the Fall semester of 1971. It is improper to compare my grade distribution in this one seminar with 11 (sic) students during the semester of havoc that was the fall of 1971 with the long-term practices of A in much larger predominately undergraduate courses (421 and 211). A historical study of my grading pattern will not reveal "liberal" use of the I, nor other improper grading patterns. Here, again we see the Committee acting as council for the plaintiff: in this case through the misrepresentation of my grading practices.

3. In the concluding section of the decision entitled "Recommended Action" the Committee makes unambiguously clear that it has chosen to

ignore the stipulations of the Faculty Handbook on grading. The decision states: "We urge both Professor A and Chairman Tomasson to recognize that the other person is entitled to his position regarding grading practices. . . and that the University. . .be a place where differing and conflicting ideas are deliberately fostered." Such a statement of the conventional academic wisdom is impossible to disagree with! Neither party would question these sentiments. But it totally escapes the main issue at hand: is it part of the academic freedom of A in his behavior to ignore the prescriptions of the Faculty Handbook in his grading practices? The Committee ignores this issue by the slight-of-hand of transforming the issue into one of tolerance of different grading philosophies.

III. Technical Issues

--omitted here--

IV. Conclusion

The decision of the AF & T Committee in the matter of A and Richard F. Tomasson is clearly incompetent, filled with judicial error, demonstrates an obvious bias, and cries for reversal. A Committee that by its nature is so engaged in questions of academic freedom has in its decision shown an amazing misunderstanding of the nature of academic freedom.

(4) The President's Response to the AF & T Report

As one of the addressees of your memorandum dated October 26, transmitting the report of the Committee on the appeal brought by Professor A, I feel that I should respond to the report. . . .

In its report, the Committee held that the letter of censure received by Professor A constituted a violation of his academic freedom, and it made

a recommendation to Chairman Tomasson of the Department of Sociology that he officially withdraw the letter of censure.

I do not accept what appears to be the Committee's underlying assumption that it is a violation of the academic freedom of a faculty member for him to be subjected to disciplinary action for grading practices in disregard of the official policies of the University with respect to grading. I agree that it would be unacceptable for censure or any other form of discipline to be imposed on a faculty member for holding a different philosophy as to grading from that held by his colleagues or from that adopted officially by the university faculty to which he belongs. However, I do not concur with the Committee's statement that imposition of a uniform system of grading would be "a violation of the basic right of the teacher to determine his pedagogic techniques, including grading," or with the view that the systems used to evaluate performance should differ from course to course and instructor to instructor. Honestly held differing convictions of teachers are not a sufficient basis for failure to conform to university-wide grading requirements adopted by the faculty.

In dealing with this case, the Committee also undertook to interpret the meaning of the University's grading policies as they appear in the Faculty Handbook. In doing so, it construed grading policy statements, particularly with regard to use of the Incomplete grade, in ways that do not conform, in my opinion, to the common sense meaning of plain language. Since the Committee on Academic Freedom & Tenure does not have any special competence or responsibility for interpreting these policy statements, I do not regard its construction of these policies as binding on the Depart-

ment Chairman concerned, or on others with responsibility for taking appropriate action for failure to observe the grading system that is currently in effect at the University of New Mexico.

For these reasons, I regard the recommendation of the Committee that Professor Tomasson officially withdraw the letter of censure as exactly that-- a recommendation, and nothing more.

The Chairman did not withdraw the letter of censure.

Probably no group in the University was more concerned about the laissez faire approach to grading articulated by the AF & T Committee Report than was the Committee on Entrance and Credits. This committee requested that the University faculty endorse a resolution which stated in effect that the regulations on grading in the General Catalog adopted by the faculty meant what they said. In the words of the Committee the regulations on grading "are not to be interpreted as mere recommendations; they are binding regulations upon all colleges, schools, and departments, individual members of the faculty, and students; and they will so remain until modified by vote of the Faculty." A rule is a rule is a rule. The General Faculty voted to table the resolution!

The Chairman must even now admit that he is really not fully clear on what "censure" means and just what its implications are. If he had used the phrase "letter of serious concern," perhaps no issue would have been made over the letter. But the Chairman and the tenured faculty did want to express strong disapproval of the persistent grading practices of Professor A. We may even have started a new academic fashion--here again we sociologists were in the forefront! After much publicity had been given to this letter, the faculty of the College of Education voted a "censure" on six of its senior faculty, the Academic Vice President wrote a

"letter of censure" to a faculty member whotold the President to "shut-up" in a general faculty meeting, and the College of Education voted a "censure" on the Academic Vice President which was later committed to a college committee and there quietly died.

For What Reasons May a Faculty Member Cancel Classes?, or The Most Despicable Thing the Chairman Ever Did

At least four members of the Sociology Department failed to meet their regularly scheduled classes in order to participate in various meetings and demonstrations to protest the mining of North Vietnamese ports in May of 1972. This disturbed the Chairman, particularly so because this was the last week of classes in the term. The Chairman did not keep his annoyance to himself, but it remained until Summer School for the issue of a faculty member's prerogative to cancel classes to be defined as a divisive issue. This became another one of these issues in which the tenured faculty were united in opposition to some (not all) of the untenured assistant professors. (The Chairman wishes to note here that he fully shared the sentiments of the protesters.)

This issue exploded after Professor B left Summer School in the middle of the seventh week of the eight week summer term. This was after the Chairman had refused him permission to leave early. The Chairman opposed Professor B's leaving early both because there was no suitable person to complete his courses for him and because the Chairman went out of his way to find funds to provide this person with the Summer School slot he so eagerly sought.

The Chairman's immediate reaction upon discovering that Professor B had left in the middle of the seventh week and did not provide for having all his classes

met was to propose to the Dean that his salary be docked. This was thought to be an utterly despicable act in some quarters and doing this did give the Chairman a feeling of discomfort, but he later came to accept it with tranquility. The details are explained in the Chairman's memo to the Dean:

July 27, 1972

To: Dean Wollman, Arts & Sciences

From: Richard F. Tomasson, Chairman, Sociology

Subject: Professor B's improper absences from his Summer School classes

Professor B asked me earlier during the summer school if he might leave a week early to go to Europe. I said no that he could not. Some days ago, I asked him when he would be leaving. He told me at the end of the seventh week. I told him again that he could not do this. He answered that his classes had taken special field trips and that _____ was going to meet his classes for the final week. I objected to this arrangement and thought it improper, but said nothing.

Yesterday I asked Professor B again when he was going to leave for Europe. (This was Wednesday of the seventh week.) I was shocked to hear that he was planning to leave the next morning. However, again, I said nothing because I did not want to spoil our last encounter, nor his trip. Today I discovered that neither of his classes were met, and later I found out that _____ was not going to begin meeting Professor B's classes until Monday, July 31, and that his classes had been so informed. This was too much.

I regard this as improper absence. I urge that his second check be docked 2/40th's (5 per cent) of his base summer school pay for failure to meet his classes on Thursday, July 27 and Friday, July 28. Any argument by

Professor B that he had held extra classes to make up for these classes is invalid because I was never so informed. (I might further note that yesterday, July 26, I saw Professor B walking out of our building when I came in about 8:40 a.m.-- a time I later realized he should have been in class).

The Dean and later the Academic Vice President agreed to the Chairman's proposal. To the credit of Professor B, he never seriously held it against the Chairman.

But another of the Assistant Professors was incensed at what the Chairman had done. The same day the Chairman wrote the above memo, he and Professor C entered into a discussion which made the walls shake. Professor C argued that what the Chairman had done was despicable, that he had greatly exceeded his proper authority, and that he, Professor C, would cancel classes at any time that he thought appropriate. The Chairman temporarily was outraged, to use the Department's favorite word from the 1971-72 year. He immediately wrote a rather intemperate memo to this ABD Assistant Professor on terminal contract. It read as follows:

July 27, 1972

To: Professor C

From: Richard F. Tomasson

Subject: Cancelling classes

This is to make explicit to you that you do not have the right to cancel any scheduled classes without specific permission from me. In the event that you are sick, you are to inform the office of this fact. Further, you are to inform me of any changes in the times of scheduled classes or of any peculiar arrangements with your classes.

Your assertion that it is fully your prerogative to cancel scheduled classes is not the case. I regard the cancelling of scheduled classes for other than sickness or professional reasons as, first of all, improper and, second of all, and perhaps more compelling to you, illegal. Your practice of cancelling all your classes when you have a mid-semester examination, as you told me today that you do, is improper and illegal. Your practice of sometimes cancelling classes to have students "go home and think" is also improper and illegal.

Let me state again that you do not have the right, as you so vehemently claim, to cancel any scheduled class without specific permission from me. Failure to do this will make you liable to having your pay docked.

Professor C's answer to the Chairman's prissy memo was the most stunning example of intelligent invective that he has ever received or ever seen. It was a three-page, single-spaced memo, and copies were sent to the immediate University community. It began:

The time has come, Professor Tomasson, Chairman Tomasson, for you to end your arrogant disregard for your faculty as professionals and as human beings. You have gone too far now, if not long ago, in depriving us of any control over our jobs. Your attempts to play god, to treat us, as you do the graduate assistants, like the "fingers of your hand," is abhorrent.

This program of self-aggrandizement, exhibited in your "history" of the department, started in August, 1971, when you arrogantly and without legitimate authority (see the Faculty Handbook, "Faculty Constitution,"

article II, section 4(a), page 23) overthrew all decisions regarding procedure in the department made by the faculty of the department during the year 1970-71. Furthermore. . . .

The memo then goes on to review the iniquitous rule of the Chairman during the previous year. He portrays a somewhat different view of the role of the Chairman than one might obtain from the Chairman's Annual Report for that year. He concluded:

> To recap and make clear how you have stripped me and others of practically all of their academic rights and job control:
>
> (1) you have unilaterally thrown out decisions we have made.
>
> (2) you have unilaterally imposed new conditions of employment.
>
> (3) you have taken away rights to discuss certain matters in departmental meetings.
>
> (4) you have tried to punish us for disagreeing with you by termination and/or withdrawal of employment.
>
> (5) you have tried to impose your standards of grading and take this responsibility from us.
>
> (6) you have harassed and intimidated us for disagreeing with you;
>
> (7) you have watered down or eliminated our voting rights.
>
> (8) you have neglected to convey to me information about important departmental affairs.
>
> (9) you now try to rob us of the right and responsibility to teach and conduct our classes as we see fit.
>
> What is next, god? Are we to receive memos next week informing us of what books to use, what authorities to cite, when to give tests, what

questions to ask? Are we to report to you when we arrive and depart? Is a time clock to be installed? Must we get your permission to go to the toilet?

We are not your fingers!

This tyranny must cease!

The Chairman was at a loss as to how to respond to so much about so much, but he acknowledged receipt of the memo with the following note, copies of which were also sent to the immediate University community.

August 1, 1972

To: Professor C. M. A.

From: god

Subject: Divine Solace

HE hopes you are feeling better.

cc: M. Wollman

C. Travelstead

F. Heady

H. Drummond

M. Cottrell

etc.

These events have a special historical significance. They represent the last public blow-up of the Sociology Department. After this time the Chairman became a paragon of judicious self-control. Even Professor C has not been known to raise his voice in public.

A Contested Negative Tenure Decision

The most publicized and most acrimoniously debated case of tenure denial and appeal in the recent history of The University of New Mexico occurred after the tenured faculty unanimously made a negative decision on a popular assistant professor in October. Nothing that has occurred in the Sociology Department over the past two years has made the tenured faculty less popular in some quarters of the faculty than this decision. Students were more upset at the firing of the graduate assistants last year, but the Chairman does not wish to discount the intensity of feeling among some graduate students in several departments.

The opposition to this decision was based on several commonly held beliefs:

(1) The decision was political, arising out of this assistant professor's vigorous defense of the fired graduate assistants last year and his opposition to the tenured faculty in general. They would not tolerate anyone of different orientation, someone with a different philosophy of grading, a proponent of radical sociology.

(2) He was a charismatic, popular, and innovative teacher who really "turned-on" his students.

(3) He was a publisher. In fact he had co-authored a book and four articles more, it was alleged, than most of the tenured faculty over the same time period.

These, then, were the elements, sometimes expressed in utterly hyperbolic form, that constituted the popular opposition to this tenure denial. This case received an enormous amount of publicity and several faculty and a number of students wrote letters opposing the action of the tenured faculty. A number of graduate students in American Studies wrote letters to the Dean, the President, and the

President of the Board of Regents opposing the decision. The graduate assistants in Sociology wrote a thoughtful collective letter against the decision to the Dean and the Academic Vice President. So, probably, did others of whom the Chairman is not aware. The Graduate Student ASsociation passed a motion deploring the decision. The Chairman must note here that there was also much quiet support for the tenured faculty's decision!

This Assistant Professor requested reasons for the decision. The Chairman reluctantly complied. The much publicized and bitterly discussed letter giving the reasons for the decision read as follows:

> The reasons for which the tenured faculty of the Department of Sociology unanimously voted to deny you tenure are:
>
> 1. that we believe your research and publications and scholarly commitment do not show sufficient promise for your retention as a sociologist to be in the best interests of the Department.
>
> 2. that we regard your consistent pattern of non-adherence to the grading policies specified in the University Catalog and the Faculty Handbook, and reaffirmed by the Chairman and tenured faculty of the Department, to be detrimental to the best interests of the Department.

The Chairman in no way wishes to deny the positive attributes of his colleague in question, but he wishes to put on record that the action was not capricious and was arrived at after careful deliberation. Of central importance to the tenured faculty was that the assistant professor in question showed no evidence--none--of any research involvement in sociology during the several years he was here. The book and articles of which he was co-author and about which so much was written were directly from his dissertation. This is indeed commendable, but the point is

that he demonstrated no research activity of any kind beyond his dissertation. The Chairman would in fact put this in the form of a principle that should have general applicability in this University: Tenure is to be granted only to those who have demonstrated research or scholarly involvement over and above the dissertation. The Chairman would---and already has---argued that this should be a necessary, if not sufficient, criterion for tenure in most cases. The Chairman is not unaware of how frequently this principle has been violated in the past, but this is beside the point.

The microenvironments of the many departments in this university differ enormously. Some have long maintained certain scholarly standards for tenure; others have not. A few have sharply upgraded themselves in recent years. Here are examples of all three from the College of Arts and Sciences. One department in the humanities has for many years maintained certain scholarly requirements for tenure that have been clearly understood by all members of the Department. Hardly anyone in the tenured ranks here is not something of a scholar. The Chairman clearly wishes the Sociology Department to develop in the direction of this department. Another humanities department, by contrast, has not developed a departmental environment with such expectations for scholarly endeavor. Here, in the past, if one had completed his dissertation and showed signs of life one expected tenure, and it was usually forthcoming. No department equals this one in the number of people with virtually vireinal vitae. No department has so many attractive and intelligent people who apparently ended their scholarly careers when they finished their dissertations. No department has so many members who opposed the tenure decision here discussed!

A third example is that of a social science which has apparently greatly upgraded the scholarly criteria for tenure. In the 1971-1972 academic year, a

faculty member was denied tenure on the basis of the quality of his publication. There was much opposition to this decision, too. He had a reputation for being a very good and concientious teacher. Had this Assistant Professor come up for tenure several years earlier, there is little likelihood that he would have been denied tenure. The effects of this case were indeed remarkable: the resignations of no fewer than three assistant professors in one year are attributed to this one negative decision. If he could not get tenure, they perhaps thought, how could I!

It is perhaps a trifle indelicate to talk about the lax standards by which some of one's colleagues in the University obtained tenure, but these are being increasingly challenged. This issue has in fact become one of central importance in a number of Departments, and it can lead to serious division and conflict within departments, and sometimes beyond.

The Chairman would like to commend both the Dean of the College of Arts & Sciences and the Academic Vice President for the absolute objectivity with which they carried out the appeals of Professor D. Still, the Chairman believes that their extensive efforts were a waste of administrative energy. He would argue that even if they believed the decision to have been a wrong one--and the Chairman has no reason to believe they do, they could hardly have reversed the decision without fundamental damage to the tenure system as it is commonly understood. But this does not mean that a Dean or the Administration should never reverse a Department's tenure decision. The Chairman's view will be clear from the following discussion.

There are three ideal typical kinds of tenure decisions: (1) the case where there is a unanimous or near unanimous negative decision (as in the case under discussion), (2) where there is a unanimous or near-unanimous positive decision, and (3) where there is a mixed decision, the 7 to 6 or 4 to 5 kinds of decisions, either

positive or negative.

There is difficulty in conceiving a case where a Dean or the Administration could justifiably reverse the first type of negative decision. The consequences for the internal environment of the department concerned, the hostility it would engender toward the administration, and the implications for other negative tenure cases would generally make such an administrative reversal not a real alternative on purely pragmatic grounds. The second type where there is a unanimous or nearly unanimous positive tenure decision also places powerful constraints on a Dean or the Administration. However, here a defensible case might sometimes be made for administrative reversal on the basis of insufficient academic merit of the individual in question. This would seem to be most often the case in less strong departments where the tenured faculty are unable to make "hard" decisions. The incidence of such decisions should not be underestimated. There are, in fact, many academics who for a variety of reasons cannot make negative tenure decisions. The Chairman belonged in this category a few years ago. Here private virtues are often university sins.

The third type of mixed decisions is where the administration has real opportunity to help upgrade weak departments. Deans and the administration should not refrain from reversing marginally positive decisions when there are substantial academic grounds for so doing. On the other hand, rarely should a marginally negative decision be reversed. The marginally positive decisions, it is reasonable to conjecture, most often involve individuals who are not academically strong or academically involved. These are the individuals who will remain with the University for ever more, the lifeless timber of the future.

There are two basic kinds of tenure error that can be made. First, an

individual can be given tenure who should not have received it in light of his future performance. Second, an individual can be denied tenure who should have been granted it based on his subsequent performance. From the point of view of the University, the first is the more serious error and what the University must avoid letting happen too often. The Chairman does not mean to sound perverse, but he believes a negative decision often has a stimulating effect on the individual and forces him into a more productive academic existence.

Writing these comments has given the Chairman some doubts about the tenure system, as it now operates.

The Ph.D. Program is Turned Down

The Department's Ph.D. program was turned down by the States" Board of Educational Finance in September. The reason for this was clearly the negative recommendation of the Staff of the BEF. The reason, according to William McConnell, the Chairman of the staff of the BEF, was clearly their strong predisposition against approving new programs, particularly at the graduate level. He told the Chairman that any Ph.D. program would have been turned down by the BEF at the time. Further, he did not believe the publicity given to our departmental controversy, nor the particularly nasty and ill-informed letter of the President of the Graduate Student Association opposing the Ph.D. program had any effect on the decision. The Chairman believes that the substance of our proposal was good and that we will not in the future alter the enphasis on macrosociology with a particular substantive concern with the American Southwest and Latin America.

In Conclusion

The Chairman has more to say in this Report, but because of his imminent departure for northern places, he cannot continue. Above all, he would like to

have written something of the positive developments in the Department. But he can at least note some of them.

In spite of all the publiicity we received this year, the Department itself was internally calm compared to the previous year. As far as the Chairman knows, no one takes tranquilizers anymore because of department-related anxieties. Our constitution seems to be a workable document and our committees seem to be effective. We are perhaps even approaching a new tranquility. The tenured faculty, the graduate assistants, the secretaries, and the work-study people all seem to be reasonably content, a number seem even happy. This, however, cannot be said of the assistant professors, a number of whom are leaving the Department this year or next.

The upcoming chairman of the Department Pedro David is of calm temperament and listens with patience and good humor to everyone. He is not well-known on campus and this will help lower the public profile of the Department. That this is an appropriate time for the Chairman to step-down and become the Professor is not denied by anyone.

The prognosis for the future of the Department is good because there is basic consensus on the part of the tenured faculty on general academic issues and the Department has a number of openings, because of departing assistant professors.

Before finally closing this inflated Annual Report, the Chairman would like to be defensive for a moment. He wishes to answer the charge that we have systematically purged our Department of radicals. As it was put in the first sentence of a letter in the May 1973 Footnotes, a publication of the American Sociological Association: "We are in the midst of wideapread 'purges' of radical and Marxian sociologists on campuses across the country--at the University of Detroit,

Washington University, University of New Mexico, among others."

There is no question that radicals have frequently been "purged" from American Universities. Still, radicalism can sometimes be a substitute for academic endeavor and as such deserves short shrift in the University. In some of its forms the New Radicalism is simply a new form of populist philistinism which mixes with the academic purposes of the University as molten lead does with cold water. One of the latent purposes of this and last year's Annual Report was to document this.

Department of Sociology

Richard F. Tomasson, Chairman
7/1/72 - 6/30/73

I. GENERAL DEPARTMENTAL INFORMATION.

C. Appointments to Staff (all effective Semester I, 1973-74)

(1) Kai Erikson (Scholar in Residence)
(2) Arthur St. George
(3) Ezequiel Antonio Lopez

D. Separations from Staff (effective after Semester II- 1972-73)

(1) David Alvirez- to become Associate Professor and Acting Chairman of Sociology, Pan American University, Edinburg, Texas.
(2) Joseph J. Fashing- to become Assistant Professor, Sociology Department, State University of New York
(3) JoAnn Godfrey- accepted position at Indiana University, Bloomington, Ind.
(4) H. Gilman McCann- to complete dissertation for Ph.D.

II. COMPOSITE OF INFORMATION REQUESTED ON INDIVIDUAL BIOGRAPHICAL SUPPLEMENTS.

(1) Advanced study:
James W. Michaels- received Ph.D. degree from the University of North Carolina, Chapel Hill, N. C. Dissertation Title: The Effects of Joint Dependency and Dependency Asymmetry On the Frequencey of Exchange in the Dyad.

(2) Sabbaticals, leaves of absence, etc.
Pedro R. David- Summer teaching. University of Buenos Aires, Argentina
University of J. F. Kennedy, Argentina

Gilbert W. Merkx- Leave of absence during Spring Term, 1972, in order to take up a position as Visiting Associate Professor (Bitraedande Professor) at the University of Gothenburg, Sweden, in the Institute of Sociology.

David Stratman- Visiting Professor at University of Hawaii, Honolulu

Charles E. Woodhouse- Sabbatical Semester I, 1972-73. Research at University of Oklahoma, Norman, Okla., and in New Orleans, La.

(3) Scholastic Honors, fellowships, etc.

Pedro R. David- Honorary President at the First Venezualan

Meeting of Criminology

Joseph Fashing- Lifetime appointment as Danforth Associate (Teaching honor)

Richard F. Tomasson- Became Associate Editor of new journal to begin publication in Spring of 1973: Journal of Military and Political Sociology.

(4) Publications

Pedro R. David

a. Books: LIfe Of Crime/Five Case Histories with Mr. Nestor Baca, Criminal Justice Program of the U.N.M. 350 pages, December, 1972, Albuquerque, N. M.
Articles: (1) Ideologia y Criminologia en America Latina. (Ideology and Criminology in Latin America) in CRIME AND THE INTERNATIONAL SCENE. Ed. North-South, Puerto Rico, October, 1972.

b. Juridicial Legal Sociology of Minors in Latin America. Proceedings Inter-American Congress of Criminology, Caracas, Venezuala, November, 1972.

c. El Integrativismo y Las Ciencias Sociales. (Integrativism and the Social Science.) Proceedings VII Inter-American Congress of Philosophy, Brazilia, Brazil, November, 1972.

d. Contribucion del Integrativismo a la Modernizacion de los Sistemas Socio-Juridicios. (Contribution of the Integrative Perspective to the Modernization of Socio-Legal Systems) Revista de la Asociacion de Magistrados, Santa Fe, Argentina, July, 1972, second year, number 5, page 15.

e. A Cross Cultural Comparison of Juvenile Offenses, Due Process and Societies. (in print), Criminology, Journal of the American Academy of Criminology.

f. The Criminal Justice Program of the University of New Mexico. XII Seminar of Higher Education of the Americas - The University of New Mexico, 1972.

Joseph Fashing

a. "Experimental Colleges: Their Impact on Curriculum," Educational Record, Fall 1972 pp. 327-330 with Steven E. Deutsch

Harold C. Meier

a. "Mother-Centeredness and College Youths' Attitudes Toward Social Equality for Women: Some Empirical Findings." Journal of Marriage and the Family, 34 (February 1972): 115-121. (with Stephany S. Wilson and William S. Peters), Police/Community Cooperation and

Understanding Evaluation Project: Final Report, Volume I. Survey Findings. A Report of the Criminal Justice Program, Institute for Social Research & Development, Univ. of New Mexico (August 1972)

Gilbert W. Merkx

(1) " Revolution in America?" Monthly Review, Vol. 23, No. 8 (January 1972), pp. 28-42.
(2) "Revolution, Consciousness, and Class: Cuba and Argentina," (with Nelson P. Valdes) in Rolando Bonachea and Nelson P. Valdes, eds. Cuba in Revolution (Anchor Books), pp. 82-109.
(3) "Rejoinder to Herbert Gamberg's Response", Monthly Review, Vol. 24, No. 4 (Sept. 1972, pp. 59-64.
(4) "Revoluzione in America" Monthly Review--Edizione Italiana, Anno V, Numero 3 (Marzo, 1972), pp. 6-11. (This is an Italian translation of the above listed article.)
(5) "Los conflictos politicos de la Argentina postperonista," in J.F. Marsal, ed., Argentina Conflictiva (Buenes Aires: Editorial Paidos), pp. 136-169.
(6) "The Community", in Crime and Justice in Metropolitan Albuquerque (Albuquerque: Criminal Justice Program, Institute for Social Research and Development), pp. 3-8.

James W. Michaels

(1) "Inequity and Interpersonal Conflict: Reward Allocation and Secrecy About Reward As Methods of Preventing Conflict" (with G. S. Leventhal) Journal of Personality and Social Psychology, Vol. 23 (1972), 88-102.
(2) Book Review: B. Mausner and Ellen Platt, "Smoking: A Behavioral Analysis," in Social Forces (forthcoming)

Patrick H. McNamara

(1) Prostitution in Border City: An Empirical Study, " Archives of Sexual Behavior (co-authored with Prof. Julian S. Roebuck (forthcoming)
(2) "Catholicism, Assimilation and the Chicano Movement: Los Angeles as a Case Study," forthcoming, tentatively by U. of Texas Press, in volume ed. by Prof. A. Kruzowski.

Richard F. Tomasson

(1) "Iceland on the Brain", Atlantica and Iceland Review, Vol. 10 (No. 1, 1972), pp. 42-49. Also to be reprinted in OxScan, the newsletter of the Oxford University Scandinavian Society. An expanded version will appear in the Winter 1972-73 American Scandinavian Review (not yet out):

(2) "Men's Studies, Why Not?" Change, Vol. 4 (No. 6, Summer 1972): pp/ 6-7; review of Louis Bultena, Deviant Behavior in Sweden in Contemporary Sociology, Vol. 1, #6, 11/72.

(5) Other Research Projects, etc.

(a) Pedro R. David, The Study of Five Criminals. Criminal Justice Program, U.N.M.

(b) Joseph Fashing- Working on study of mobility , education, and job market activity.

(c) George A. Huaco- In progress: article on "Ideology and LIterature", requested by New Literary History, due Dec. 31.
In progress: work toward a book on contemporary sociological theory

(d) Patrick H. McNamara- Principal Investigator, Social Indicators Project, Albuquerque Urban Observatory
Editor, textbook on religion and American society, to be published in 1973 by Harper & Row

(e) Chukwuemeka Onwubu- received grant from Research Allocation Committee to complete on giving Research on "Black Protest Since 1900". Project to be completed January 1973.

(f) Richard F. Tomasson- continuing work on my study of the modernization of Icelandic society.

(g) Charles E. Woodhouse- In collaboration with Henry J. Tobias, (Dept. of History, U. of Okla.), a study of the effect of political reaction on revolutionary careers (Russia, 1907-10)

Continuing work on the analysis of black political organizations in New Orleans, La.

(6) Activities in learned and professional societies.

(a) Pedro R. David

(1) Meeting of the Rocky Mountain Chapter- Latin American Studies Association- Boulder, Colorado, April 1972. Panelist on the LATIN AMERICAN CITY.

(2) Associate Director, XII Seminar on Higher Education in the Americas, The University of New Mexico, March 10, 1972.

(3) President of Honor of the First International Meeting of Venezualan Criminology- Valencia, Venezuala, July 25-29, 1972.

(4) Meeting of the Argentine Society of Sociology, Cordoba, Argentina, August, 1972. Presented paper on Ideology and Society.

(5) Lecture on New Methodology in the Reform of Criminal Justice Criminology. Buenos Aires, Argentina, August 4, 1972.

(6) Lecture at the Argentine National War School on Present Aspects of the Argentine Nation. Buenos Aires, Argentina, August 27, 1972.

(7) Lecturer and Participant in the First Meeting of Judges of Minors of Latin America. Sponsored by the Organization of American States Children's Institute and the Venezualan Council of Minors- Caracas, Venezuala, October 22-28, 1972. Special lecture given on Sociological Prerequisites of the Laws of Minors.

(8) First Congress of Political Sociology of the Mexican Association of Sociology, Oaxaca, Mexico, October 1972. Paper presented: A New Social Consciousness in the Americas/

(9) Secretary of the Section of Legal Philosophy. VII Congress of InterAmerican Philosophy, Brazilia, Brazil, November 1972. Paper presented.

(10) First International Meeting of the InterAmerican Association of Criminology and the American Academy of Criminology. Special general address given on Socio-Juridicial Sociology of Minors in Latin America, Caracas, Venezuala, November 1972.

(11) XXIII International Meeting of Sociology of the Institut International de Sociologie, Caracas, Venezuala, November 1972. Presented paper.

(12) Lecture at the Department of State, Washington, March 1972, to Fulbright Scholars group to South America.

(b) Joseph Fashing

(1) Chairperson, Pacific Sociological Association Meetings, Section on Sociology of Education (organized two sessions and chaired one).

(2) "Vietnam and Electoral Politics" Address to Law Students Civil Rights Research Council National Convention. VP campus chapter AAUP.

(c) Frieda L. Gehlen

(1) Read paper for the Southwestern Social Science Meetings, San Antonio, March 1972 "Women in Congress: A Distinctive Role?"

(d) Patrick H. McNamara

(1) Have attended 3 meetings of social indicators researchers in the past year, April: Nashville; July: Denver; September: Washington, D. C.

(e) Harold C. Meier

(1) Chairman for session on "Social Movements and Collective Behavior" Annual Meetings of The Rocky Moun tain Social Science Association, Salt Lake City, Utah, April 29, 1972.

(f) Gilbert W. Merkx

(1) Paper presented: "Structural Indicators and Macro Change". VII Nordic Sociological Congress, June, 1972, Helsinger, Denmark.

(2) Nominated as an official candidate for the office of Vice-President- President-Elect of the Latin American Studies Assn.

(g) Chukwuemeka Onwubu

(1) Presanted a paper at the 5th Annual Conference of African and African-American Studies, at Atlanta University December 7-9, 1972.

(h) Richard F. Tomasson

(1) Advisory Editor, Contemporary Sociology:

(2) Associate Editor, Journal of Military and Political Sociology;

(3) Section Chairman, Society for the Advancement of Scandinavian Studies, Meetings New York, May 4-6;

(4) Read paper on "The Literacy of the Icelanders" American Sociological Association Meetings, New Orleans, August 28-31.

(7) Other Professional Activities:

(a) Joseph Fashing

(1) "Human Relations" USDA Soil Conservation Service (Continental Divide)

(2) "Revolutionary Rhetoric and Personal Style" address at NM Highlands Univ.

(3) "Searching For Meaning in American Education" Albuquerque Unitarian Church

(4) " In Defense of Anarchy" UNM Faculty Lecture Series: "Taking Yourself Too Seriously"- Sandia High School

(5) 8 performances in America Hurrah Old Town Oppenheimer Corrales Adobe

(c) Patrick H. McNamara

(1) Address to Church group, Presbyterian Church in Downtown Albuquerque, in early spring, 1972 on "Church in a Changing Society"

(2) Address to 4-H group. March 1972 on Minority Problems in New Mexico

(3) Address to Albuquerque Public Schools workshop, April 1972 on "Middle-Class Values & The Public School Teacher"

(4) Police training seminar, March, 1972.

(d) Harold C. Meier

(1) Consultant for Criminal Justice Program, ISRAD, University of New Mexico

(e) Gilbert W. Merkx

(1) Guest lecture at Uppsala University, Uppsala, Sweden, on "Recent Developments in the Theory of Imperialism and National Development."

(f) Richard F. Tomasson

(1) Referee for Demography, Sociology of Education, and Journal of Military and Political Sociology.

(8) Non-teaching University Service.

(a) Pedro R. David

(1) Associate Director. XII Seminar of Higher Education in the Americas- U.N.M. March, 1972

(b) Joseph Fashing

(1) Faculty Advisor: Child Daycare Ctr., Rugby Club and Gay Lib.

(2) Secretary of Athletic Council

(3) Member of COE committees of Faculty Salary and of College Governance, A & S Comm. on 4-course plan.

(c) George A. Huaco

(1) Did most of the work on the sociology Ph.D. program proposal.

(2) Department Graduate Advisor for 1972.

(d) Patrick H. McNamara

(1) Honors Committee; evaluation of proposed USP courses

(e) Harold C. Meier

(1) Undergraduate Student Advisor , Department of Sociology

(2) Dean's Advisory Committee on Promotions (College of Arts & Sciences)

(3) Curriculum Committee; Ad Hoc Committee on Governance, Department of Sociology

(f) Gilbert W. Merkx

(1) Member of the UNM Faculty Curricula Committee.
(2) Faculty advisor to the UNM Zia Flying Club.
(3) Member, Advisory Committee: Special Services for Disadvantaged Students.

(g) Richard F. Tomasson

(1) Member of Graduate Committee
(2) Graduate Committee subcommittees on evaluation and grading
(3) Policy Committee of Public Administration Program

(h) Charles E. Woodhouse

(1) Member, ISRAD Executive Committee
(2) Chairman, Committee on Governance, Dept. of Sociology

(9) Public Service

(a) Joseph Fashing- Chaired one completed Ph.D. and four completed M.A.'s and served on five other completed Ph;D. and several M.A. committees, as well as appearing in several other dept'l seminars as guest lecture

(10) Personal Information

(a) Pedro R. David

(1) A daughter, Maria Sofia was born October 9, 1972.

(b) Gilbert W. Merkx

(1) Divorced January 1972

(c) Richard F. Tomasson

(1) Separated as of June 1, 1972

THE REPORT OF THE DEPARTMENT OF SPEECH COMMUNICATION
July 1, 1972 - June 30, 1973
R. Wayne Pace, Chairman

I. General Departmental Information and Accomplishments

A. Departmental Administraction, Structure, and Direction

For twenty-three years, the Department of Speech (now Speech Communication) was administered by Dr. Wayne C. Eubank. During that time courses in rhetoric and public speaking expressed the dominant theme of the program, although offerings in speech pathology and clinical audiology, oral interpretation, radio and television, and interpersonal and organization communication were prominent in differing degrees depending upon the persistence of given faculty members. The department experienced continuous growth in numbers of students, faculty, courses, and service to the university and community. Dr. Eubank's tenure as Chairman was marked by significant achievements; the progress of the department illustrates well the observation that organizations are but the lengthened shadow of a single individual. Without diminishing the important contributions of other faculty, the Department of Speech Communication reflected, on June 30, 1972, the foresight, planning, and creative expression of Dr. Eubank. His distinguished career at the University of New Mexico is recorded in the annual reports spanning over two decades.

On July 1, 1972, a new chairman of the department was appointed (Dr. R. Wayne Pace) and a new Department of Communicative Disorders was created. Faculty members associated with the Speech Pathology and Audiology Clinic were absorbed by the new department. Remaining in Speech Communication were faculty who taught and managed the forensics, rhetoric and public address, speech education, radio and television,

organizational and interpersonal communication, oral interpretation, and intercultural communication courses and programs. It appeared not only appropriate but imperative that a review of departmental policies, procedures, and directions be made at an early time. Thus, arrangements were made for a pre-school planning conference to which all faculty and graduate assistants were invited. Approximately seventeen individuals met for two days at the Pace residence and reviewed the status of the department. It was agreed that a balanced departmental program be developed around the unifying concepts of interpersonal and public communication, with specific focus on information processing, dyadic relationships, small group interaction, rhetorical and communication theory, public address, organizational communication, and telemediated communication, including both production and process/diffusion tracks. In addition, it was agreed that the theory and practice of those specific focuses should be related to education, intercultural/trans-racial relationships, social institutions, and formal organizations. Finally, it was agreed that curricular and extra-curricular efforts should be devoted to research and instruction about theory, strategies, teaching, scholarship, and history of these areas.

In view of the high level of faculty involvement and intense interest of students in the departmental program, the Chairman created a departmental advisory committee consisting of the Director of Forensics, Coordinator of the Rhetoric area, Coordinator of Telecommunication, Coordinator of the Interpersonal/Organizational Communication area, and two students (one undergraduate and one graduate). A Graduate Committee was appointed to review applications and recommend procedures for handling the graduate program. Undergraduate students elected two representatives and graduate students elected two representatives

who were given voting privileges in regular faculty meetings. Faculty meetings were held once a week during fall semester in which decisions were made by majority vote where necessary and by consensus where possible. Seventeen ballots were certified, including thirteen faculty members and four students. Departmental decisions in faculty meetings were made on that basis until curriculum changes were proposed and approved. At that time, the tenured faculty (Professors, Eubank, Owens, and Dick) protested the inclusion of students as voting members in faculty meetings. Dean Wollman and Vice President Travelstead were petitioned by the tenured faculty, and they advised the Chairman that all decisions made in faculty meetings in which students voted were to be considered invalid. Dean Wollman specifically requested that balloting on curriculum changes be executed again, but excluding students. All curriculum changes were reviewed once more and ballots taken course-by-course. The curriculum was approved esentially as voted upon earlier. The direction of the department appeared to be established with the adoption of the curriculum changes.

B. Faculty, Staff, and Graduate Assistants

In July 1972, the department consisted of thirteen faculty, six graduate assistants, and one departmental secretary. In August, Professor Harold Ried was granted a leave of absence with pay and Ms. Barbara Barsky was employed part time to teach sections of courses left uncovered. Although Professor Ried had been assigned to teach courses in public speaking, the enrollment demand was in interpersonal communication, thus Ms. Barsky taught beginning courses in that area. Subsequently, Professor Ried retired at the end of Semester I and Ms. Barsky was given an appointment as a non-tenured Instructor for Semester II. Approval was received from the Dean to replace the Ried-Barsky

position, and Ms. Jean Civikly, doctoral candidate at Florida State University, was employed in that position for the 1973-74 academic year.

Mid-way into Semester I, we were officially informed that Professor Cullen Owens would be retiring at the end of the current academic year. An analysis of staffing needs was made and the entire faculty concurred that Professor Owens' replacement should have expertise in the area of telecommunication. With some significant curriculum changes in that area and increasing student enrollments, an additional faculty member was essential. Shortly after an announcement concerning the opening was made available to national placement centers and to Chairmen of departments across the country, it became apparent that Legislative funding might be restrictive, thus prohibiting us from replacing Professor Osens with a faculty member in telecommunication. Because of the urgent need for a faculty member in that area, the Dean agreed to the termination of a first-year instructor (Mr. Patrick Neal, Director of Forensics) who occupied a tenured probationary line, with that position to be filled by a professorial-level faculty member in the area of telecommunication. Mr. Neal's duties would be assumed by Ms. Sandra Corless, Director of Debate (a position which to some faculty seemed to duplicate that of Mr. Neal's anyway). Once again, the three tenured faculty unanimously protested the action of the Chairman in recommending termination of Mr. Neal. The decision, nevertheless, was supported by the Dean. Immediately, a freeze was placed on replacing faculty vacancies. The consequence was two vacancies (Owens and Neal) in the department. Ultimately, both positions were lost to the department. The Dean acknowledged that he had agreed to replacing Mr. Neal but regretted that it was necessary to renege on the promise.

The department continued to build plans for the fall with the prospects of having two fewer positions and no additional assistance in telecommunication. Suddenly, and at the surprise of the entire faculty, Professor Eubank announced that he would take an early retirement and leave at the end of the current academic year. Retirement was approved, resulting in an opening, and the retirement in one year of three of the department's four tenured faculty (only Associate Professor Dick remaining). Although the University budget had been firmed up and final decisions concerning numbers of FTE allocated to each department, the Dean authorized us to replace Professor Eubank with only a visiting appointment. Due to earlier negotiations with applicants for the telecommunication opening, we were able to quickly identify Dr. Estelle Zannes as a replacement for Dr. Eubank. Professor Zannes completed her doctorate in the area of rhetoric and public address but had also worked professionally in the telecommunication area (and was teaching some courses in that area in her present position). She accepted our offer to teach in both the public address and the telecommunication areas.

On May 25, Professor Ronald Snell submitted his resignation from the faculty to take a position at the University of Wisconsin at River Falls. The decision concerning who will replace Dr. Snell is pending at this time.

Staff changes during the year may be summarized as follows:

Professors

Dr. Wayne C. Eubank (retired)	replaced by Dr. Estelle Zannes, Associate Professor
Dr. R. Wayne Pace, Chairman	
Dr. Harold Ried (retired)	replaced by Dr. Jean Civikly, Assistant Professor

Associate Professors

Dr. Robert Dick	
Dr. Cullen B. Owens (retired)	position lost

Assistant Professors

Dr. James Hoban

Dr. Gerald Goldhaber

Mr. Richard Krause

Dr. Ronald Snell (resigned) replaced by Assistant Professor

Dr. Lawrence Rosenfeld

Instructors

Mr. Patrick Neal (terminated) position lost

Mr. Hilary Horan

Ms. Sandra Corless

During the past year we have had the assistance of approximately six graduate assistants: Val Ray Smith (Weber State College), research and external relations; Michael Bassow (Ohio University), teaching interpersonal communication; Michael Nicolai (Wisconsin State at Eau Claire), teaching public speaking; Vickie Christie (University of Montana), forensics; Blair Friedman (University of Nevada at Las Vegas), telecommunication; Elizabeth Halligan (Saint Johns University), teaching interpersonal communication (fall semester only).

The department has had the services of Mrs. May Granaas for several years as Departmental Secretary. In the fall, May remarried and became Mrs. Polivka. With the retirement of Dr. Ried, funds were made available to the department for acquiring the services of Mrs. Cathy Retzlaff as Staff Secretary. Janice Arnold and Deborah Thordsen have worked throughout the year as secretarial assistants in the department.

C. Students, Curriculum and Extra-Curricular Activities

1. Enrollments in Courses

Since this is the first year in which enrollments in this department do not include speech pathology courses, comparative data does not exist. Nevertheless, during Semester I, this department enrolled a total of 1,519 students and during Semester II, a total of 1,270 students. During this time one faculty member was on sabbatical leave in the fall (Professor Eubank) and one was on sabbatical leave in the spring (Professor Dick).

2. Majors in the Department

Majors in this departmental program of study are reported from four different schools or colleges: Arts and Sciences, University Studies, Education, and Graduate. Sixty-five (65) undergraduate students reported having majors in this program. Of that number, 12 graduated during one of the three commencement periods.

Seventeen (17) graduate students reported having majors in this program. Of that number, 11 graduated during one of the three commencement periods.

3. Curriculum Changes

Through a herculean effort on the part of all faculty, the entire curriculum was analyzed and revised. Several courses were changed in minor ways to reflect a more accurate and contemporary direction, but eighteen (18) new courses were added to departmental offerings. In comparison to major departments across the country, Speech Communication at the University of New Mexico ranks among the very top in curricular offerings. The loss of two key faculty positions will seriously impair our efforts to bring a strong and current program to students.

4. Internship Program

In order to bring students into contact with work situations in which they might profitably make applications fo principles and skills learned in departmental courses, an internship program was designed. Guidelines were created for the program as a whole and for four specific communication applications: Public (information diffusion and persuasion), Instructional (industrial and governmental training, and vocational and continuing education), Organizational (analysis and improvement of management relations), and Tele-mediated (professional broadcasting, use of video film in business and government communication). We hope to have students prepared for placement during the coming year.

5. Forensic Program

University Forensics provides the opportunity for students throughout the university, whether they are majors in Speech Communication or not, to participate in intercollegiate competition in debating and other intellectual activities. The tradition of strong and successful competition at the University of New Mexico is well established and reputable.

Twenty-one (21) students actively participated in the program and traveled to other schools for competition. The squad participated in eighteen (18) tournaments on a local, regional, and national basis. Teams qualified for final elimination rounds at over half of the tournaments and compiled a seventy-two per cent (72%) win-loss record in the varsity division. Two faculty members (Patrick Neal and Sandra Corless) and one graduate assistant (Vickie Christie) managed the program and coached participants.

In October, University Forensics sponsored the Thirteenth Annual Lobo Forensic Tournament. Approximately one hundred twenty (120) debaters and coaches representing twenty four (24) schools from eight (8) states participated in the tournament.

The intercollegiate debate topic concerned the nationalization of the health care industry. Individual debaters averaged approximately 40 hours per week on research, analysis, writing, and participating in competition. While doing research in the University Law and Medical Libraries, the debaters located a number of supposedly lost volumes which were merely misplaced in the stacks.

This year, the forensics program actively participated in the Rocky Mountain Forensics League, an association with membership in Colorado, Wyoming, Utah, Arizona, and New Mexico. The forensics team also participated in the newly organized qualifying District IX of the National Debate Tournament. As in the past, team members attended the national convention and tournament of the national forensic honorary, Delta Sigma Rho-Tau Kappa Alpha. Six new members from the University of New Mexico were initiated into the society.

In an effort to provide assistance to local high schools, during October, Forensics sponsored a debate and discussion workshop. Later in the year, debaters and coaches organized and conducted six mini-workshops on debate techniques for area high schools. Letters from high school teachers indicated that the workshops were of high quality and extremely beneficial to students. Debaters served as judges for the Optimists Club oratorical contest and local high school debate tournaments. Several debaters participated in the organization of the Sophist Society, a local community discussion and reading group.

D. Research and Writing

Although individual contributions will be identified in information from biographical supplements, a summary of faculty research and writing may indicate the way in which faculty members have cooperated on projects. Since nearly all efforts that go into the design and writing of grant proposals, position papers, convention papers, textbooks and creative projects are in addition to teaching, thesis direction, and departmental, college and university committee and administrative responsibilities, such activities represent extra time and effort.

1. Faculty members presented eight different papers at four different conventions.
2. Faculty members published three textbooks during the year.
3. Faculty members have four textbooks and one novel in the final stages of writing, all under contract to be published next year.
4. Faculty members wrote three research grants in the sums of $2,018,000, $225,000 and $75,000. Although funding is uncertain at this time, the writing tasks were immense.
5. Faculty members wrote 10 articles for submission for publication.

E. Activity in Professional Organizations

Throughout this year, faculty of the department have been heavily involved in making plans for the annual convention of the Western Speech Communication Convention to be held at the Four Seasons Motor Hotel in November of 1973. Each faculty member is responsible for some aspect of local arrangements. In addition, several faculty members will be presenting papers and organizing programs as officers in interest groups.

Several faculty members hold memberships in and are officers of the Speech Communication Association, the International Communication Association, the International Transactional Analysis Association, the International Society for General Semantics, and other professional associations.

In the fall of 1972, faculty of the department supported Professor Pace in the organization of the New Mexico Communication Association. Membership consists of individuals who are faculty members of New Mexico colleges and universities and who work in one of the communication disciplines (journalism, speech, etc.). Professor Pace has served as President throughout this initial year.

F. Course Enrichment Activities

The Department of Speech Communication was one of not the first department on campus to acquire and make extensive use of a portable tele-conference unit. Through the use of that equipment, students were able to listen and talk to key professionals in the field about current issues. For example, tele-lectures were held with Tracy Westen of the Stern Community law firm in Washington, D.C. that has challenged the legal efforts of the Alianza in Albuquerque in action against local television stations; Evelyn Sarson, Executive Director, Action for Children's Television of Newton, Massachusetts; and with the University of Minnesota debate team.

Faculty of the department have made use of our own television teaching studio, the audio laboratory of the Department of Modern and Classical Languages, and the University Instructional Media Services.

II. Recommendations for the Near Future

A. Personnel

The Department of Speech Communication was stunned by the loss of two faculty positions this year. Just at a time when the department was gaining strength through increased enrollments, interest in courses by other departments, increased numbers of majors, and greater exposure on the campus, the loss of faculty positions is particularly devastating. We are in critical need of a faculty member to strengthen course offerings and alleviate the heavy pressures of enrollment in courses in telecommunication. In addition, we are especially concerned about acquiring a faculty member to work in the area of intercultural communication. We could improve our relationships with ethnic studies and contribute more to student understanding of communication across cultural boundaries with a specialist in that area.

Of equal importance to us at the present time is increasing the number of graduate assistants in the department. We currently have six (6) lower division courses in which we could make excellent use of graduate assistants--Interpersonal Communication, Telecommunication, Public Speaking, Communication for Teachers, Telecommunication Production, and Oral Interpretation. Our basic course, Introduction to Speech Communication, will be taught with large numbers of students (150-200) and will necessitate the assistance of graduate readers and facilitators.

B. Curriculum

With changes made in both the undergraduate and graduate curricula, we have established a theoretically sound and pedagogically balanced program of study. Few changes will be necessary in the near future.

C. Facilities

Although a detailed analysis of space needs has been submitted to the administration, we should emphasize here that offices of faculty in Speech Communication are currently spread across three buildings. Although the central administrative area of the department located in 1801 Roma, N.E. is reasonably adequate, the total needs of departmental faculty are not being met. The department is located too far, for example, from the new lecture hall for reasonable use of those facilities. At the same time, we need greater access to laboratory equipment with both audio and video capabilities. We need areas in which classes can be divided into small group discussion sessions and which can double as small group research laboratories. Plans should begin for a new and permanent Speech Communication building.

D. Students

With the plans completed now, the department intends to implement an internship program during the coming year. The department is in the process of designing special programs for members of the dominant ethnic-cultural groups in New Mexico. We would like to offer special preparation in telecommunication, for example, for both Chicano and Indian students; we would like to offer courses in interpersonal communication and public speaking in Spanish and with bilingual instructors. We plan to attract greater numbers of minority students as majors in the department. At the same time, we intend to provide exposure to our basic courses for larger numbers of students. The need to work on communication problems is immense. We will be involving larger and larger numbers of students in our courses and extra-curricular programs such as forensics.

II. Composite of Information Requested on Individual Biographical Supplements

1. Advanced Study

a. Sandra L. Corless
Master of Arts in Speech Communication, University of New Mexico, August, 1972.

b. Hilary Horan
Master of Arts in Speech Communication, University of New Mexico, December, 1972.

c. Richard M. Krause
Continuing work on doctoral dissertation, "Broadcast License Challenge and the Citizen Group: The Detroit Challenge (1970).

d. Ronald D. Snell
Doctor of Philosophy from Indiana University, Bloomington, August 31, 1972. Dissertation title: Indiana's Black Representatives: The Rhetoric of the Black Republican Legislators from 1880 to 1896.

2. Sabbaticals, leaves of absence, travel, etc.

a. Robert C. Dick
Conducted research on black rhetoric at: (1) Huntington Library, San Marino, Calif., Jan. 2-7, 1972; (2) Schomburg Collection at the Harlem Branch of New York Public Library, June 1-14, 1972; and (3) Moorland-Spingarn Collection of Howard University Library, Washington, D.C., June 15-30, 1972.

b. Wayne C. Eubank
On sabbatical leave Semester I, 1972-73.

c. James L. Hoban, Jr.
Research in British Museum, London.

d. R. Wayne Pace
Visiting Professor, Sacramento State University (Summer 1972).

e. Harold O. Ried
On sick leave Semester I, 1972-73; retired at end of semester.

3. New scholastic honors, fellowships, etc.

a. Robert C. Dick
To be listed in forthcoming edition of Contemporary Authors. To be listed in Dictionary of International Biography (scheduled for publication, September 1973), Vol. X.

b. Wayne C. Eubank
Recipient of Distinguished Alumni Award from Delta Sigma Rho-Tau Kappa Alpha, forensic society, September, 1972.

c. Gerald M. Goldhaber
Appointed Life Fellow, Institute for International Sociological Research.

4. Publications

a. Robert C. Dick

Review: COMMUNICATION AND CONSENSUS: AN INTRODUCTION TO RHETORICAL DISCOURSE by Howard Martin and C. William Colburn. SPEECH: A TEXTBOOK WITH ADAPTED READINGS by Robert Jeffrey and Owen Peterson, and THE RHETORICAL DIALOGUE: CONTEMPORARY CONCEPTS AND CASES by John Makay and William Brown, for Quarterly Journal of Speech, LVIII, 4 (December 1972).

b. Wayne C. Eubank

Case study on "Second-Class Citizenship" (an address by Tom L. Popejoy at State Convention of the American Legion, Carlsbad, New Mexico, July 15, 1962). Accepted for publication in a volume of case studies published by the Western Speech Communication Association and dedicated to Dr. Bower Aly, a monumental figure in the field of rhetoric and public address. (32 pp.) (with Cullen B. Owens)

c. Gerald M. Goldhaber

"College Student and State Police Attitudes and Attitude Perceptions of Each Other," Law and Order 20: 101-106, April, 1972.

"Effects of Videotape on Attendance and Attitude in the Fundamentals of Speech Communication Course," Speech Teacher 21: 93-98, March, 1972.

"Communication at the University," Western Speech 36: 169-180, Summer, 1972.

"Speech Compression Training" in Time-Compressed Speech by Sam Duker (Scarecrow Press, 1972).

"Improving University Communication," College and University Business, December, 1972

d. Lawrence B. Rosenfeld

"Compatibility and Interaction in the Small Group: Validation of Schutz's FIRO-B Using a Modified Version of Lashbrook's PROANA 5," Western Speech, 36 (1972), 31-40.

e. Cullen B. Owens

Case study on "Second-Class Citizenship" (an address by Tom L. Popejoy at State Convention of the American Legion, Carlsbad, New Mexico, July 15, 1962). Accepted for publication in a volume of case studies published by the Western Speech Communication Association and dedicated to Dr. Bower Aly, a monumental figure in the field of rhetoric and public address. (32 pp.) With Wayne C. Eubank.

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

a. Sandra L. Corless

Two articles submitted to Speech Communication journals (not yet accepted for publication).

b. Robert C. Dick

Completed research for RHETORIC OF THE NEGRO ANTE-BELLUM PROTEST MOVEMENT, a book being prepared for the Greenwood Publishing Corporation of Westport, Conn.

c. Wayne C. Eubank
Continued research on Benjamin Morgan Palmer.

d. Gerald M. Goldhaber
Communication and Student Unrest: Part II (A Report to the President of the University of New Mexico, September, 1972).
A Communication System Audit of the UNM College of Education, A Report to the Dean of COE, December, 1972.
Work on grant ($1,500) research in compressed speech.
Completed two years of training in transactional analysis under D. Jongeward and M. Groder.
Completed textbook on organizational communication.

e. James L. Hoban, Jr.
Research on Alexander Solzhenitsyn: The Dissenting Novelist.

f. R. Wayne Pace
Completed work on Communicating Interpersonally: A Reader (R. Wayne Pace, Brent D. Peterson, Terrence R. Radcliffe, Eds.) Charles E. Merrill Publishing Co., 1973.
Finishing work on The Human Transaction: Facets, Functions, and Forms of Interpersonal Communication (R. Wayne Pace and Robert R. Boren) Scott, Foresman and Company, 1973.

g. Lawrence B. Rosenfeld
Completed: Human Interaction in the Small Group Setting, a textbook (hardback) to be published January, 1973 by Charles E. Merrill Publishers, Columbus, Ohio.
In progress: A series of articles on the effects of environment in the classroom on interaction: a movie script for the Audio-Visual Department at UNM; a textbook (1974 projected publication by Charles E. Merrill), An Introduction to Empirical Research in Speech Communication.

h. Ronald D. Snell
In progress: publication of entire dissertation by the Indiana Historical Bureau or a series of four articles for the Indiana Magazine of History.

6. Activities in learned and professional societies

a. Sandra L. Corless
Attended 1972 Delta Sigma Rho National Convention. Attended two District Nine National Debate Tournaments (a sub-organization of the Speech Communication Association meetings. Office of Activities Coordinator of the Rocky Mountain Forensics League.

b. Robert C. Dick
Presented "A Critique of Craig Smith's 'Theory of Issues'." in a panel entitled RHETORIC AND ARGUMENT, NEW PERSPECTIVES, jointly sponsored by the Western Forensic Association and the Rhetoric and Public Address Interest Group of the WSCA at the Western Speech Association Convention, Honolulu, November 21, 1972.
Presented position paper and coordinated Session 1, "The Status of Current Research in the Field of Black Rhetoric and Black Dramaturgy," in an ACTION CAUCUS ON BLACK RHETORIC AND DRAMATURGY at the Speech Communication Association Convention in Chicago, December 27-31, 1972.

b. Robert C. Dick (cont'd)

New Mexico Coordinator for Education Resource Information Center's Clearinghouse on Reading and Communication Skills for 1972-73 (appointed by the national office of SCA).

Served as referee of submitted manuscripts for Western Speech: Journal of the Western Speech Communication Association, Summer, 1972.

Member of Speech Communication Association's Bicentennial Community of Interest (national appointment).

c. Wayne C. Eubank

Conference Director for the 9th annual Delta Sigma Rho-Tau Kappa Alpha Conference, held at UNM, March 29-April 1, 1972.

d. Gerald M. Goldhaber

International Communication Association: Advertising Manager for Journal of Communication; Director, National Task Force on Communication Audits. Atlanta, 1972 meeting: delivered paper on systems analysis; delivered paper on compressed speech; chairman of keynote convention program.

Western Speech Communication Association: Chairman, Organizational-Interpersonal Communication Interest Group; Member, Legislative Assembly; Member, Nominating Committee; Honolulu meeting: delivered paper on compressed speech.

Speech Communication Association: delivered paper on student unrest at the Chicago meeting and conducted workshop on T.A. at Chicago meeting.

International Transactional Analysis Association: completed requirements for Special membership (SM) and began requirements for Teaching Membership (TM).

e. James L. Hoban, Jr.

DSR-TKA National Tournament: Co-director of Persuasive Speaking contest and coordinator of transportation.

f. William Patrick Neal

Attended Eastern States Speech Association Convention.

Participated in Organizational Meeting of New Mexico Communication Association.

g. R. Wayne Pace

Attended International Communication Association meeting, Atlanta, Georgia, April, 1972, as Past President.

Attended Western Speech Communication Association meeting, Honolulu, Hawaii, November, 1972, and presented a paper entitled "Teaching Interpersonal Communication: A Lesson."

Appointed at the WSCA meeting as local arrangement coordinator for the 1973 meeting to be held in Albuquerque. Served as delegate to the legislative assembly of WSCA.

h. Lawrence B. Rosenfeld

Elected to the vice-chairman position of the Organizational and Interpersonal Interest Group, Western Speech Communication Association.

Chaired a program at the Western Speech Communication Association meeting in Honolulu.

Presented a paper on another WSCA program titled: "A Working Model of a Conversant Program."

i. Ronald D. Snell

Attended Speech Communication Association annual convention in Chicago, Illinois.

Attended DSR-TKA National Fournsic Tournament

Attended the New Mexico Communication Association meeting

Attended the meeting of the New Mexico High School Forensic League.

7. Other professional activities

a. Sandra L. Corless

Guest judge in debate tournament in Los Angeles, California at the National Phi Rho Pi Debate Tournament.

One hour T.V. appearance to promote Delta Sigma Rho-Tau Kappa Alpha National Debate Tournament held in Albuquerque.

b. Robert C. Dick

Associate Director of Ninth Annual National Delta Sigma Rho-Tau Kappa Alpha Forensic Conference (some 400 participants from over 60 colleges and universities from 33 states) held at the University of New Mexico, March 30-April 1, 1972.

Served as a debate judge for the City Speech Tournament at Albuquerque High School, January 8, 1972.

Served as a judge in cross examination debate, extemporaneous speaking, and original oratory at the Manzano High School Speech Tournament, February 4-5, 1972.

Served as a judge in cross-examination debate and original oratory at the Central District Speech Tournament, West Mesa High School, February 19, 1972.

c. Wayne C. Eubank

Member National Council, Delta Sigma Rho-Tau Kappa Alpha. Trustee, Delta Sigma Rho-Tau Kappa Alpha.

Two seminars on communication breakdowns and several off-campus addresses before various professional groups.

d. Gerald M. Goldhaber

Director, Southwest Institute for Transactional Analysis.

Individual consultancies completed for: Atomic Energy Commission; New Mexico Criminal Justice Program; New Mexico School Lunchroom Association; Albuquerque Savings and Loan Association; U. S. Forest Service; Phi Mu Sorority; UNM Personnel Department; U. S. Army.

Delivered over 30 off-campus talks for the Speakers' Bureau and other organizations.

Telelecture delivered December, 1972 to University of Montana on Transactional Analysis.

e. Richard M. Krause

Member National Association of Educational Broadcasters and Speech Communication Association.

Attended New Mexico Communication Association meeting.

f. William Patrick Neal

Coached Forensic Team. Attended two forensic tournaments. Tournament Director--1972 Lobo Forensic Tournament. Director--1972 UNM High School Debate-Discussion Day.

f. William Patrick Neal (cont'd)

Spoke before the Albuquerque High Schools Forensic Directors Association. Consulted with High School coaches on the possibilities for competitive discussion programs in the high schools.

g. R. Wayne Pace

Consultant, U. S. Army Management Engineering Training Agency, Rock Island, Illinois; conducted session on Human Communication in Organizations (June 1972).

Consultant-trainer, U. S. Forest Service, Region 1; conducted sessions on Leadership, Creativity and Problem Solving, and Management during February, March, and April, 1972.

Consultant-trainer, State of Montana; conducted sessions on Attitude Change and Management during February and March, 1972.

Consultant, U. S. Forest Service, Region 3; conducted session on Feedback and Relevant Listening, November, 1972.

h. Lawrence B. Rosenfeld

Referee for Western Speech manuscripts during 1972.

i. Ronald D. Snell

Co-director of Two Man Debate at DSR-TKA National Tournament.

Directed the annual UNM Speech Festival for New Mexico high schools.

Judged at several high school speech tournaments.

Observed student teachers in Speech Communication.

8. Non-teaching University service

a. Sandra L. Corless

Director of Debate (administrative). Responsible for working with a graduate assistant.

b. Robert C. Dick

Ex-Officio member of University Speakers Committee, Sept-Dec., 1972. Regular member of Speakers Committee, Jan.-Aug., 1972.

Served as a Speech Communication Department Academic Advisor for Spring Semester on January 17 and 18, 1972.

Initiated new course for Speech Communication--#491: Forensic Practicum. (This is a summer workshop for high school forensic students and coaches, and upper division-graduate college students, to be offered in July. This summer, 1972, there were 42 high school student participants, and 12 enrolled graduate students, July 10-28.)

Served as advisor for the College of Arts and Sciences for Spring Semester, 1972.

Parliamentarian at meetings of UNM Faculty May 9, May 17, Nov. 30 and Dec. 12, 1972.

Served as Speech Communication Advisor for New Student Orientation, July 14, 1972.

Sectioner and advisor at fall registration, Johnson Gymnasium, August 25, 1972.

c. Robert C. Dick (cont'd)

Member of Speech Communication Department Advisory Committee.

Member of Public Communication Curriculum Committee for Department of Speech Communication.

Parliamentarian for special meeting of ASUNM Senate, October 12, 1972.

Presented speech to Executive Program of B & AS on "The Significance of Speech Communication in Business and the Professions," October 20.

Chairman of Committee on Recommending Tenure for Department Chairman, R. Wayne Pace, November 1972.

Served as judge in preliminary and elimination rounds in debate at the Lobo Intercollegiate Invitational Tournament, October 27, 28, and 29, 1972.

d. Wayne C. Eubank

Served as parliamentarian for UNM faculty meetings.

e. Gerald M. Goldhaber

Member, University Student Standards Committee
Moderator of KUNM Talk Show
Faculty Advisor to Graduate Student Association
Faculty advisor to GRADE
Member, A & S Dean's Advisory Committee
Coordinator of monthly faculty meetings with Governor King
Member or chairman of seven departmental committees.

f. James L. Hoban, Jr.

Member, Dean's Faculty Advisory Committee
Member, Graduate Committee of the Speech Communication Dept.

g. William Patrick Neal

Advisor--Debate Council.

h. R. Wayne Pace

Chairman, Department of Speech Communication

i. Lawrence B. Rosenfeld

Chairman, Graduate Committee, Department of Speech Communication.

Member, Speech Communiction Research Methodology Curriculum Committee.

Member, Promotion Advisory Committee in the Social Sciences.

j. Ronald D. Snell

Member of Graduate Committee in Speech Communication Department and of many other departmental committees.

9. Public service

a. Sandra L. Corless

Assistant Girl Scout Leader.

Public speaking at numerous service organizations in the community.

b. Robert C. Dick

Vice Chairman of Ward 15A of Democratic Party, Jan-Dec. 1972.

New Mexico College and University Coordinator of Hubert Humphrey for President Campaign, May 1-June 7, 1972.

b. Robert C. Dick (cont'd)

Faculty Advisor to "UNM Students for Jack Daniels," March 20--

Democratic Delegate to following meetings and conventions: Resolutions Committee Meeting, March 16, 1972; Bernalillo County Democratic Convention, March 17, 1972; New Mexico State Democratic Convention, April 1, 1972.

Member of Bernalillo County Central Committee of the Democratic Party.

Organizer and M.C. of Pre-Primary Democratic Rally at McKinley Junior High School, May 11, 1972.

c. Wayne C. Eubank

Occasional lay pastor at First Methodist Church, Albuquerque.
Work with Boys' Club through Downtown Kiwanis Club.

d. Gerald M. Goldhaber

Advisor to B'Nai Brith AZA Youth Group
Conducted workshops for: SWCL; Campfire Girls; Family Counseling Service.
UNM Faculty Coordinator for McGovern Campaign;
Wrote Ad Copy for McGovern Ads Statewide.

e. R. Wayne Pace

Ward Director of Teaching Development, Latter Day Saints Church.
Listed in Community Leaders of America (1972)

f. Ronald D. Snell

Teaching Lamaze classes to expecting parents.
Member of the Albuquerque Childbirth Education Association.

10. Personal information

a. James L. Hoban, Jr.

Married Mary Montgomery Saunders on April 15, 1972.

b. R. Wayne Pace

Daughter Lavinia (sixth child) born December 11, 1972.

c. Lawrence B. Rosenfeld

Daughter, Laura Michelle, born May, 1972.

d. Ronald D. Snell

Daughter, Erica Anne, born on April 14, 1972.

The Report of the Division of Inter-American Affairs
July 1, 1972 - June 30, 1973
Martin C. Needler, Director

A. Significant Developments

1. The following numbers of degrees were awarded during the report period:

B.A. 9 M.A. 9

2. Enrolment during the report period reached the number of 28 graduates and 24 undergraduates.

3. After six years of hitherto fruitless negotiations with Washington and Santa Fe, culminating with negotiations in Washington in September, 1972, the director was successful in securing the admission of New Mexico to the Partners of the Alliance Program. New Mexico was assigned the partner-state of Chiapas in Mexico and Bob Toberman, an M.A. from the division, was appointed director of the program. Rural health clinics in Chiapas have already been supplied with surplus equipment from the Bernalillo County Medical Center, and visits in both directions looking to further cooperation between the two partner states have taken place.

4. Other activities of the director during the report period included the chairmanship of the program committee

for the fourth national meeting of the Latin American Studies Association, which took place in Madison in May of 1973, and a trip to Quito to inspect the University's Andean Study and Research Center.

5. The Division served as host for visits of Dr. José Ignacio Albuja of Ecuador, Dr. Alfonso Moreno Martínez of the Dominican Republic, and Dr. Antonio López Pina of Spain. The division sponsored a lecture by Dr. López Pina on April 30th, with funds supplied by the Graduate School and the Latin American Center.

6. The placement situation for graduates of the program improved somewhat, with graduates entering the foreign service and other government agencies, as well as going into teaching and further graduate study.

B. Problems, Plans, Prospects

1. Retrenchment in funds available for financial assistance may present serious problems for the maintenance of the graduate program. The assignment of only one graduate assistantship to the department means that those enrolling for the M.A. in Latin American studies have a smaller possibility of securing financial aid than those enrolling in other divisions of the University. This problem has partly been met in the past by the earmarking of scholarship funds specifically for students in Latin American studies program. These special grants, established originally by

President Popejoy as nine waivers of tuition, were translated to a fixed dollar amount some years ago. As tuition charges have risen, this amount becomes steadily less adequate and the Financial Aids office is attempting to abolish the allocation completely. The Division has made representations to the academic vice-president requesting the assignment of additional graduate assistantships to the department. If this recommendation is not accepted and if the earmarked scholarship funds are abolished, it will be necessary to recommend that prospective students apply to other programs where they will have some opportunity to receive financial assistance. Although the quality of those applying to do graduate work in Latin American studies is generally higher than the average level of graduate applicants to UNM, the possibilities of financial aid for these students has steadily deteriorated, first with abolition of the Peace Corps Preferential Fellowships, then with the abolition of scholarships for out-of-state students.

2. In negotiations with officials of the Instituto de Cultura Hispánica of Madrid, the director has secured acceptance of the principle that New Mexico will be considered on a par with Spanish-speaking countries of the Western Hemisphere, thus making students from New Mexico eligible for scholarships from the Instituto for study in Spain.

3. Preliminary discussions have begun with the University of Warwick (England) over the possibility of an exchange program under which Warwick students would come to UNM to study in the Latin American field. If these discussions come to fruition, operational arrangements will be transferred to the Office of International Programs and Services and other appropriate University authorities.

C. Appointments and Separations

1. Barry Ames, assistant director of the division, resigned his position toward the end of the report period. As of the middle of May he had not been replaced.

2. Thomas W. Walker, associate in political science, served as acting director of the division for the summer session of 1972, and Carl Herbold, assistant professor in history, accepted designation as acting director for the summer of 1973.

D. Publications and Professional Activities

The professional activities of the Division's two faculty members, Martin Needler and Barry Ames, have been reported through the political science department.

The Report of the Latin American Center
July 1, 1972 - July 1, 1973
Marshall R. Nason, Director

I. Introduction.

Since this report describes, in a large part, the functions of an administrative entity, it will depart somewhat from the established guidelines for academic departments.

Though budgetary details are normally precluded from such reportage, it will be necessary to make at least some brief allusion to general problems of funding, especially as they relate to outside sources, in discussing the present scope and future status of the program.

Fiscal Year 1972-73, in terms of federal support, saw the levels of funding (which had been cut the previous year) restored to former levels, which meant an aggregate budget of $62,047 from all sources. Though fellowship support for students in the Latin American Area disciplines did not fully recover, at least it can be said that the University of New Mexico's quota was the only one among the sixteen federally supported centers to register any increase. The economic relief, however, was short-lived. President Nixon's emasculation of Title VI NDFL, despite congressional dissent as yet insufficiently defined, seems to ring down the curtain on all area studies centers throughout the nation. This action, if allowed to stand, will cost the University approximately $43,000 in program support and something over $20,000 in graduate student subvention. Should the Congress restore all, or part, of the Title VI funds, there yet remains the likelihood of presidential impounding, and in any case there is small probability that the project proposals submitted for FY 73-74

would have any v alidity. Hence, the only realistic view is a pessimistic one, namely, that the Latin American Center will be forced to operate exclusively on State appropriated funds which, at this point, are budgeted in the amount of $21,400, for a total drop in revenue, exclusive of fellowship assistance, of almost $38,000. It requires little imagination to see that the Center's scope of activities will be sharply curtailed. Through this year, the Center has been able to assist departments under its purview with partial salary assistance aimed at augmenting the reservoir of professional expertise in academic fields of its concern, including several in the social sciences and in languages. Fields such as history, sociology, political science, Spanish, Brazilian Portuguese, and Quechua have been recipients of funding, though during academic year 1972-73, a larger proportion of federal monies was channeled into library acquisitions, instructional support being limited largely to Portuguese and Quechua, one of the principal indigenous languages of South America. Fortunately the passage of the library bond issue will help compensate for the Center's future incapability in the matter of acquisitions, but for other aspects of the program, such as lecture series and symposia, domestic and foreign faculty travel, etc., there will be little relief.

A. Significant developments during the academic year 1972-73.

Unfortunately, many of the significant developments during 1972-73 took the form of planning and projections based on the assumption that federal assistance would still be available. In anticipation of satisfying revised proposal criteria, which called for increased internationalization of student experience,

site explorations were conducted by UNM specialists with a view towards instituting anthropological and archaeological fieldwork in the Ecuadorean uplands, and towards setting up a community design center in conjunction with the Central University of Ecuador. Additionally, plans were formulated for collaboration with the College of Business and Administrative Sciences for Latin American experience for foreign trade majors in Mexico and Central America, and with the College of Education for graduate minors with Latin American area emphasis. Such formulations were submitted with the Center's project proposal for 1973-74 shortly prior to the demise of Title VI, NDEA. Whether any of these may be reactivated at some future time is now purely a matter of speculation, while the effort and seed money invested appears for the time being to be a loss.

On the positive side of the ledger, the Center, through federal funding, was able to provide the services of a Teaching Assistant in Portuguese, a one semester visiting appointment for a Brazilian professor of literature, and a native informant for the program of instruction in Quechua on a one third time basis. The individuals concerned were, respectively, Mr. David Turpin, and Professors Adao Ventura, and Oscar Altamirano.

Center funding, combined federal and state, accounted for $10,043 in library acquisitions relating to Latin American fields. The Center director set up the negotiations, now in progress, for the acquisiton of the T. Lynn Smith collection in Latin American sociology and related social sciences. This collection, if successfully negotiated, will provide much needed

research material some of which is virtually unobtainable elsewhere, and should greatly enhance the projected doctoral program in Latin American and Southwestern sociology at such time as BEF approval is forthcoming.

The Latin American Center's contribution to intellectual and cultural programs related to its area of world interest remained approximately equal to those of previous years. Speakers included a team of anthropologists from the Instituto Otavaleño de Antropología of Ecuador, Professor Doris Heyden of the Museo Nacional de Antropología of Mexico, Dr. Miguel León Portilla, Director of the Instituto de Investigaciones Históricas of the National University of Mexico, Dr. Antonio López Pina of the Universidad Autónoma de Madrid in the field of political science, and the renowned Ecuadorean novelist, Jorge Icaza for whom a nationwide series of lectures at 28 universities and colleges was arranged by the Center. Señor Icaza, until his recent appointment as Ecuadorean ambassador to Moscow, had been for five years a member of the teaching staff at the Andean Center, Quito.

As will be seen in a subsequent section of this report, the Latin American Center was asked by the Conference Board of Associated Research Councils, the National Science Foundation (its fiscal agent), and the U.S. Department of State, CU/ARA, to assume full responsibility for the Thirteenth Seminar on Higher Education in the Americas.

Staff changes were as follows: Mr. Robert S. Landmann was separated from his position of Special Assistant to the Director of the Latin American Center on July 1, 1972 in order to assume

new duties as resident director of the Andean Study and Research Center at Quito, Ecuador. He was replaced on the same date by Mr. Garth M. Hansen who has now served in that capacity for one year and has been reappointed for fiscal year 1973-74. Dr. Nick Dean Mills, Jr., a 1972 recipient of the Ph. D. in Ibero-American Studies at UNM and for four years a member of the University of Oklahoma faculty, has been appointed Resident Director of the Andean Study and Research Center for Academic Year 1973-74.

Mrs. Olivia Athens, bilingual secretary of the Latin American Center, resigned effective December 18, 1972 in order to undertake a degree program and was replaced on the same date by Mrs. Elena Gangotena.

B. Other programs and activities within the scope of the Latin American Center:

These include:

1) THE ANDEAN STUDY AND RESEARCH CENTER, QUITO, ECUADOR

The Andean Center has just concluded the fifth academic year of successful operation in Quito, Ecuador. Enrollments appear to have stabilized to the extent that the per capita cost per student is comparable with that of on-campus instruction or even lower. New fees have been imposed to implement stricter screening of prospective students as the result of the narcotics episode of 1970-71, and some additional income is derived from Northern Illinois University students who, under the terms of a collaborative arrangement with that institution, pay a set fee per semester for instructional services. The Andean Center Budget for 1973-74, under existing fiscal pressures, has been trimmed by almost $3,000 through the expedient (to some extent experimental) of

eliminating student in-country study tours and certain consultation trips by the administrative staff. Considerable economies have been realized through the utilization of host-country teaching personnel, though there is some doubt whether, in the face of worldwide inflationary trends, the budget will prove entirely adequate. The exact number of enrollees for Fall, 1973, has not yet been definitively determined, but it seems likely that there will be at least the fifty necessary to provide the required level fiscal input.

By the end of academic year 1972-73 some two hundred and fifty students had been able to take advantage of the special opportunities offered by the Andean Center, and it can be said that the enthusiasm of returnees has been largely responsible for the sustained interest in the program. Over the years the Latin American Center has invited objective appraisal of the Quito operation by impartial evaluators, largely departmental chairmen whose students are most directly involved, such as Modern Languages, Latin American Studies, Journalism, etc. Though the difficulties in maintaining academic quality controls and adequate instructional resources are somewhat more acute at an overseas site, all of the evaluators have considered the program highly successful and recommend its continuation. It has been their estimate that whatever deficiencies may develop from time to time in the instructional fare are more than compensated for by the value of the cross-cultural experience, the exposure to new points of view and the invaluable linguistic experience. Since course offerings are in consonance with the UNM catalogue, the program allows the student to continue his academic pursuits

uninterruptedly, accumulating credits for normal progress towards his degree objectives.

The Andean Center for three years has operated almost entirely without federal assistance except for work-study assignments, students loans and arrangements which are of exclusive benefit to the enrollee.

2) THE IBERO-AMERICAN STUDIES DOCTORAL PROGRAM

An interdepartmental doctoral curriculum instituted by the departments of History and Modern and Classical Languages, the Ibero-American Studies program continues to remain a principal responsibility of the Latin American Center, being directed by Dr. Marshall R. Nason, whose chief collaborator in the Department of History is Dr. Edwin Lieuwen.

Academic year 1972-73 has been one of the most productive in the history of the program in terms of degrees awarded. During the year, six candidates, Djelal Kadir, Martha Loustaunau, Floyd Merrell, Darby Strong, Donnell Whitmore and Arthur Voudouris, completed all requirements and were awarded the degree. All but one of the recipients are now employed in university teaching assignments; the other has entered an investment field in which his language and area training is somewhat germane to his work.

The anticipated drop in enrollments, predicated on elimination of Title VI awards and overproduction of expertise in the fields of language and history, has apparently failed to materialize, at least for the forthcoming year. Enrollments stand at 17 candidates, plus three additional admissions who have yet to enroll but will likely do so in August of this year. In

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accordance with revised Graduate School policy, the latter have been subject to closer scrutiny than in previous years.

Professional staff contributing to the program were as follows: (a) for the Department of History, Professors Lieuwen, Floyd, Cutter, Kern, Herbold and Slenes; (b) for the Department of Modern and Classical Languages, Professors Nason, Roberts, Brower, T. Holzapfel, Tomlins, Herron and Ulibarrí; (c) for other departments, Professor Schwerin of Anthropology, Professor Needler of Political Science, and Professor Merkx of Sociology.

All administrative and clerical functions for the Ibero-American doctoral program are carried out by the Latin American Center.

3) THE SEMINARS ON HIGHER EDUCATION IN THE AMERICAS

For seven years the University of New Mexico has been collaborating with the University of Kansas and Latin American institutions in the conduct of the international Seminars on Higher Education in the Americas. For the first time the Latin American Center, through its director, was asked to accept general responsibility for the XIII Seminar (March 17-April 18, 1973) in all of its phases. The request came from the U.S. Department of State, the Conference Board of Research Councils and the fiscal agent of the latter, the National Science Foundation, all of Washington. Discharge of such responsibilities involved coordination of programming at three participating universities, the Pontificia Javeriana of Bogotá, Colombia, (site of the inaugural sessions), the University of New Mexico, and the University of Kansas and to a lesser extent, for the closing sessions at the National Academy of Science at Washington. It likewise entailed a considerable

measure of fiscal support and control for participating institutions, ultimate responsibility for the selection of the Latin American participants, programming of the two week sessions held on the UNM campus from March 24 to April 7, and the publication of the Seminar's deliberations, in a volume entitled Radiografía de la universidad en las Américas just released by the UNM Press under the co-editorship of Dr. Pedro R. David, Associate Director of the UNM sessions, and Marshall R. Nason, General Director of the XIII Seminar.

During the course of the group's stay in Albuquerque, all housekeeping and extra-curricular activities were organized by the Latin American Center, including a one day visit to New Mexico Highlands University at Las Vegas.

University of New Mexico faculty and administrators made an extremely vital contribution to the Seminar dialogue, and a great many presented formal papers of substantive interest. Since the latter receive little formal recognition for their collaboration, their names are worth recalling here in alphabetical order. They were: Mrs. Ellen Brow, Dr. Donald Cutter, Dr. Peter Gregory, Dr. Ferrel Heady, Dr. Tamara Holzapfel, Dr. John Howarth, Dr. George Huaco, Dean William Huber, Dr. Robert Kline, Dr. Harold Lavender, Dean J.C. MacGregor, Dr. Gilbert Merkx, Mr. Carlos Molina, Mr. W.H. McMahan, Dr. Graciela Olivárez, Mr. Ambrosio Ortega, Dean Robert Rehder, Dr. Samuel Roll, Dr. Paul Silverman, Dr. Gerald Slavin, Dr. Robert Slenes, Dr. Sherman Smith, Dr. Chester Travelstead, and Dean Nathaniel Wollman. Outside speakers included: Dr. Thomas Gale, Dean of Arts and Sciences, New Mexico State

University; Dr. Frank Angel, President, New Mexico Highlands University; Dr. Robert Kroepsch, Executive Director of the Western Interstate Commission for Higher Education; Dr. José Ricardo Martínez, President of the Board of Directors, LASPAU; Mr. Donald Stuart, Board of Educational Finance of the State of New Mexico, Dr. Arturo Ortega, former president of the UNM Board of Regents, Dr. Allen Rosenstein and his wife, Dr. Betty Rosenstein, Department of Engineering and Applied Sciences, UCLA; Mr. Steve Comiskey, U.S. Department of State, CU/ARA, and Dr. Rodolfo Martínez, Undersecretary General for Science, Education and Culture of the Organization of American States.

Special mention should be made of the extent of support extended by the Department of Modern and Classical Languages and its former chairman, Dr. William Roberts in the matter of facilities and hospitality.

Dr. Marshall R. Nason travelled to Bogotá for the opening sessions of the Seminar, and to Washington to preside over the closing session.

According to the usual plan of alternation, the XIV Seminar will have its longer sessions at the University of Kansas in 1974, but the Department of State has again requested participation by the University of New Mexico and was kind enough to commend this institution for its conduct of the thirteenth.

4) ANCILLARY ACTIVITIES

The Director of the Latin American Center has concluded this year his service as Chairman for the State Fulbright Fellowship competition which dates from his nomination by former governor

Cargo, and whose duties included conduct of the application and screening process at all participating institutions of higher education in New Mexico. The Fulbright Commission has chosen to eliminate this phase of its award system, hence such committees will no longer be operative at the state level.

The Latin American Center has served as a clearing house in supplying data concerning the University's commitment to Area Studies to professional associations, foundations, government agencies and research organizations.

5) TITLE VI FELLOWSHIPS

Almost as a postscript to this Report comes the notification of provisional restoration of some of the Title VI NDFL fellowships in support of Latin American area studies, hence the Center will proceed at once to solicit applications for the academic year 1973-74. If not otherwise thwarted by action of the Executive Branch, the quota available will be reduced by one third over last year's allocation but nevertheless will offer a maximum of four grants with and aggregate dollar value to the student recipients of $13,908. This partial restoration will prove extremely welcome in view of reduced graduate student support at the State level.

II. Conclusions:

Since the Latin American Center does not constitute an academic department in the conventional sense, but deals only in inter-departmental programs and functions as an administrative superstructure involving a number of disciplines in the arts, humanities and social sciences, it does not have its own faculty, per se. Bio-bibliographical data on faculty, including such as might pertain to the

Director and his Administrative Assistant, will presumably be reported by the departments with which they are academically affiliated.

Attached is a copy of the Technical Report furnished the federal government concerning the enrollments, awarding of degrees, and placement of graduates in the several fields relating to the Latin American area.

It is felt that the portion relating to the University's total financial commitment to Latin American area studies may be of considerable interest, even though one or two of the figures presented therein are rough estimates. (See: "Estimate of Total Program Expenditures", page 9.

Appendix: Technical Report of the Latin American Center submitted to for AY 72-73

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TECHNICAL REPORT

LATIN AMERICAN CENTER

UNIVERSITY OF NEW MEXICO

ACADEMIC YEAR, 1972-73

Albuquerque, New Mexico

June 6, 1973

TECHNICAL REPORT: NDEA LANGUAGE AND AREA CENTER
LATIN AMERICAN CENTER
UNIVERSITY OF NEW MEXICO
ACADEMIC YEAR, 1972-73

The ensuing technical report is submitted in compliance with federal contract terms and in accordance with Institute of International Studies Directives of May 3, 1973 and January, 1972.

A. INTRODUCTION

Attention is called to the fact that problems of reportage for large area studies programs involving thousands of undergraduate class enrollments are vastly different from those dealing with exotic languages whose relatively few enrollees are under the constant supervision of program directors who can readily control data concerning individual progress, career placements and the extent to which students have become committed to the area studies field. The latter situation in no way describes the Center concerns at the University of New Mexico whose initial entry into language and area center complex related to undergraduate programs and much of whose effort has been so directed to the extent that, as USOE statistics will show, class enrollments have been among the largest in the country.

In terms of the circumstances under which this Center operates, the reportage requirements pose virtually insoluble problems. Many of those students who, under the provisions of the directive concerning technical reports (i.e., having had 15-18 credit hours of area study), may have taken such work as minor fields (or less) in programs not directly within the

purview of the language and area center, and therefore cannot easily be accounted for. The process employed to arrive at a plausible approximation is a laborious one involving the review of hundreds of individual folders for graduating seniors. Those found to have satisfied language requirements in Portuguese or Spanish are further scrutinized to determine whether related area courses also figure in their total accumulation of credits. But even this process has been greatly complicated by recent revision of graduation requirements for, though the language requirement --hitherto a convenient indicator-- has not been entirely eliminated, the new system permits a much broader spectrum of options and has actually produced a drop of approximately 14% in language study.

A second circumstance prejudicial to accurate data gathering is the progressive destructuring of traditional curricula at the B.A. level rendering it still harder to identify graduates by field of interest. The University of New Mexico now offers the B.U.S. (Bachelor of University Studies) Degree, which enables the student to program his own course of study without regard for the norms of the traditional degree-granting colleges. This program, which has been in force for 4 years, graduated at the May, 1973 commencement, approximately 550 seniors about whose academic concentrations no assumptions whatsoever can be made. Only where such students are known to the Center by virtue of having attended the University's Andean Center in Quito, can we vouch for any level of competence relating to the world area of our concern.

If simple statistical coverage is thus complicated, it will not tax the imagination to understand that hard data concerning career objectives and job placement, for all except graduate students closely linked to Center activities, are all but unobtainable. Especially is this true

when Technical Reports must be submitted so close to the graduation date that large numbers of graduates have not determined what their future roles are to be, i.e., whether they are to continue in graduate study or find employment. While it is clear that such information would greatly enhance the congressional presentations of the federal agency, any such data must of necessity be so speculative as to render it either suspect or meaningless. In short, we find this requirement unrealistic and have serious ethical reservations about submitting extrapolations from such a shaky data base. We fully understand the feasibility of such procedures where small programs can produce real accountability, but in the absence of reliable statistics or the services needed to produce them, our policy must be that of presenting relatively verifiable, rather than contrived, data. The following tables relating to numbers of degrees awarded and placements will obviously represent something less than full coverage.

Overall prospects for further implementation of language and area studies at the University of New Mexico are highly uncertain due to the impending loss of federal support coupled with drastic cutbacks in State appropriated funds. A belated legislative backlash will likely mean the elimination of some non-tenured teaching personnel, a number of grants-in-aid to graduate students, and certain administrative support services, as well as an outflow of qualified tenured personnel to other institutions where financial prospects are brighter. Subject to yearly fiscal review, the University has elected to sustain the Latin American Center at a minimal level of expenditure, but it is clear that the innovative thrust has been lost, and that certain important program

features, including the teaching of Quechua, and the importation of prestigious Latin American scholars as visiting professors, can no longer be maintained.

Perhaps the only encouraging note is in the field of library acquisitions where a ten million dollar bond issue for the State's institutions of higher learning will provide added acquisitive power, especially in the area of retrospective purchases. There is no question but what the University administration remains committed to the fostering of Latin American area studies; its capacity to perform, however, has been sharply delimited by successive financial setbacks, not the least of which has been the posture of the current Washington administration vis a vis Title VI allocations. Over the years we have argued that the modest federal investment in area studies programs made the difference between innovation and run-of-the-mill operations. Today, in the face of simultaneous federal and State retrenchment, the impact is little short of catastrophic.

1 1. Degrees awarded during 1972-73 in conjunction with Language and Area study.

Degrees awarded during the academic year 1972-73 are almost identical in number with those of the preceding year, the principal fluctuation being an increase in the number of undergraduates with area exposure at the expense of the quantity of M. A's produced. However the increase in Ph.D.'s awarded is considerable.

As previously stated, statistical coverage of undergraduates must be considered less than complete, since it is impossible to account for the program content of 550 seniors who were products of a totally unstructured B.U.S. curriculum. Had this data somehow been available to us, the increase in undergraduate enrollments would have proven even more impressive.

We should like to restate our position, namely, that the quality of the student's experience, especially in assessing world-area awareness, is of greater import that the mere accumulation of assorted credits. In this connection, the value of overseas study and cross-cultural experience, must not be underrated. It is our feeling, for example, that the fifty-odd students who spent a year in residence at the University of New Mexico's Andean Study and Research Center at Quito, Ecuador, will possess much greater insight about Latin American society than those who have been engaged exclusively in on-campus study. Hence our assertion that qualitative as well as quantitative criteria should be applied in assessing the total impact of Center programs.

Degrees Awarded during 1972-73 in conjunction with Language and Area Study

		B.A. M	B.A. F	M.A. M	M.A. F	Ph.D. M	Ph.D. F
Latin American Studies:	Major	7	3				
	Minor	7	0	7	3	-- *	-- *
Ibero-American Studies		*** --	*** --	** --	** --	4	1
Anthropology		13	6	0	0	0	0
Economics		2	1	0	0	0	0
Geography		3	0	--	--	--*	--*
History		16	3	5	1	3	0
Language:							
Spanish-	Major	12	19				
	Minor	14	24	4	3	4	0
Portuguese	Major	1	2				
	Minor	3	1	0	0	0	0
Linguistics (MATS)		*** --	*** --	4	3	--*	--*
Political Science		12	3	1	0	2	0
Sociology		5	2	0	0	--*	--*
Education:	Major	9	22				
	Minor	3	10	--	--	--	--
Philosophy		1	1	0	0	0	0
Psychology		7	6	0	0	0	0
Fine Arts		0	0	0	0	0	1
Health Professions		0	2	0	0	0	0
Journalism		1	1	--**	--**	--*	--*
Other:							
Mathematics		0	0	0	0	0	0
English (American Studies)		2	4	0	0	1	0
French		0	0	0	0	0	0
Totals:							
	Male	118		21		14	
	Female		110		10		2
Subtotal:		B.A.'s-228		M.A.'s- 31		Ph.D.'s	16
Grand Total:	277						

* No B.A. Degree Offered

No M.A. Degree Offered

No Ph.D. Degree Offered

2. Careers of Center Graduates

Reference is made to our introductory statement concerning limited availability of data on career placement of recent undergraduates, especially recipients of the B.A. degree. The following table offers only fragmentary data relative to those considered verifiable, and may serve as a partial indicator (though by no means quantitative) of placement:

2. Carrers of Center Graduates:

	B.A.		M.A.		Ph.D.	
	M	F	M	F	M	F
Higher Education	0	0	0	0	13	1
Elem. and Sec. Education	16	28	5	0	0	0
U.S. (and State) Gov't	0	0	0	0	0	0
Foreign Organizations (Including Universities) and Gov't	0	0	0	0	0	0
Journalism	1	1	0	0	0	0
Banking and Industry	0	0	0	0	0	0
Domestic Non- Profit Organizations (Including University Research and Administration)	0	0	0	0	0	1
International Organizations	0	0	0	0	0	0
Library	0	0	0	0	0	0
Continuing Study	43	34	0	0	0	0
Unknown	58	47	6	5	0	0
Unemployed (A) by preference	--	--	0	0	0	0
(B) Other	--	--	10	5	1	0
	118	110	21	10	14	2

Totals:

Male 155

Female 122

Grand Total: 277

3. Supply and demand: Higher Education, Government, Business and Industry, and International Organizations.

In assembling data for the previous year's Technical Report, the Latin American Center directed a questionnaire to the ten departments principally concerned with area studies, asking each to characterize the status of the professional job market as related to its particular discipline. At that time, Economics, Ibero-American Studies, Journalism, Political Science and Sociology reported the situation as being "normal"; Anthropology and Literature (both Spanish American and Brazilian) reported conditions as unpropitious, while History represented the market as glutted to the extent that admissions to its graduate program were being limited. The only substantive change to report, on the basis of Ph.D. placements for the current year, would seem to be a slight improvement in perspectives for the fields of Spanish American and Brazilian literature.

There is no evidence, however, that diminished opportunities relate specifically to the Latin American, or any other, area; rather they reflect the straightened circumstances of U.S. higher education in general. There is no reason to believe, for example, that the prospects of a Latin Americanist in the field of history are dimmer than those of a young scholar in the fields of U.S. or European history, though the problem of the former may soon be exacerbated by loss of federal support to Language and Area programs. In short, it would be plausible to assume that the need for such professional services is being thwarted by budgetary restrictions and that, given fiscal redress, the current surplus of professionals might quickly be consumed.

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In the final analysis, especially where Latin American programs are concerned, the fluctuations in U.S. foreign policy must also be regarded as a determining factor vis a vis professional supply and demand. The current administration, having operated on a policy of reduced U.S. presence in Latin America, may well have inhibited a number of enrollments by students who five years ago would have aspired to service abroad in the public sector. A new turn of political events might well create demands which would be difficult to fill in terms of area expertise.

Thus it is felt that direct response to immediate circumstance is unwise; an adequately trained cadre of area specialists must be maintained over time in order to meet new challenges and future contingencies. Federal retrenchment in funding of area studies programs may have the effect of reducing the academic community's capacity to meet such problems as the growing recognition of the Castro régime, the resurgence of Peronismo in Argentina, the impact of the Chilean socialist experiment and other phenomena which may to some extent reflect the persistent unconcern for Latin American aspirations among current framers of foreign policy. Dissolution of current teams of experts and failure to provide inducement for graduate study and research in social sciences fields relating to Latin America will seriously prejudice the nation's ability to confront critical issues.

4. Estimate of total program expenditures, 1972-73

A.	Administration (including clerical salaries and supplies)	$ 45,479
B.	Teaching (including graduate and teaching assistants, informants, as well as fringe benefits)	
	1) Language, literature and linguistics	$270,204
	2) Area Courses (Latin American content courses reported)	$288,335
C.	Library	
	1) Acquisitions in Latin American Field	$ 30,673
	2)Processing (including salaries and fringe benefits)	$ 31,100
D.	Faculty Foreign Travel	$ 3,972
E.	Miscellaneous (lectures, domestic travel, and materials, including language laboratory equipment)	$ 12,057
F.	Overhead (at 36% but not including fringe benefits)	$245,454
G.	Total for instruction (the sum of items A - E)	$927,274
H.	Research and Publishing	$ 36,617
I.	Fellowships (including NDFLs, tuition remission, and other student aid)	$ 32,485
J.	Other: Andean Study and Research Center costs not reflected in above categories.	$ 44,245
K.	Total (sum of items G - J)	$1,040,621

5. Community Activities:

The only new activity to report is an increase of approximately fifty percent in local television coverage, with emphasis on (1) prospects for Latin American study at the University of New Mexico (addressed to potential enrollees throughout the State) and (2) the special study opportunities offered through the University's Andean Study and Research Center at Quito, Ecuador.

6. Comments and Conclusions:

As intimated in the Introduction to this Technical Report, it is difficult to be optimistic about future implementation of Latin American area studies at this institution in the face of severe cutbacks at both Federal and State levels. Currently the State Board of Educational Finance is subjecting to scrutiny all undergraduate and graduate degree programs with a view toward possible elimination of those which have proven "unproductive" during recent years, and there is little question but what some of those falling under the scope of the Language and Area Center will require defense. On the other hand, administrative policy favors commitment to the Latin American field in view of its long-standing prestige and, despite the current stringencies, has chosen not to terminate support to the Latin American Center or the Andean Center, though both will be somewhat circumscribed in terms of fiscal support. On the other hand, reductions in faculty FTE's will almost certainly affect departments contributing to the language and area program, influencing the frequency of offering of certain specialized courses. Graduate enrollments can also be expected to decline somewhat

due to elimination of the Title VI NDFL grants and the reduction in University assistantships and fellowships due to budget shortages.

Clearly, the effort at this juncture will be directed at holding the line to the extent possible. Under such duress, the vital importance of federal support accorded the University's language and area program over the past seven years is once again apparent. Though modest in terms of the total institutional investment, the five to eight percent of USOE assistance looms exceedingly large in terms of the stringencies to be faced.

If, as seems apparent, federal funding is to cease or become suspended, it would be less than gracious to close this last report without resounding appreciation for the architects of the language and area center concept, the dedicated work of those who have made it viable over the years, and level of fiscal support which has been made available to this institution.

Marshall R. Nason
Director
Latin American Center
University of New Mexico

THE SCHOOL OF BUSINESS AND ADMINISTRATIVE SCIENCES

ANNUAL REPORT FOR THE FISCAL YEAR ENDING

June 20, 1973

Robert R. Rehder, Dean

I. 1972-73 Silver Anniversary Year: Plans in Progress.

A. New Upper Division BBA Program (Bulletin enclosed)

The 1972-73 academic year was a transition year for the School as it phased out its old four-year BBA program and moved toward its new upper division BBA program. This coming academic year 1973-74 will be the first year the School will offer the complete series of course offerings in its new upper division BBA program. This program offers several advantages over the prior program. First and foremost, the program is of a much higher quality than the previous program. The courses in this program are of comparable caliber to the courses in our Master's degree program. For the first time, students successfully completing, with a "B" average or better, our courses in the upper division BBA program can waive the comparable core courses in our MBA program thereby saving themselves approximately one year of the two-year MBA program.

The new undergraduate BBA program is also designed to insure the student has the necessary foundations and prerequisites prior to admission into the School and its BBA program. It also insures that the student has an opportunity to seek new career goals beyond those general impressions which he has upon arriving at the University. Broad arts and sciences requirements expose the student to the humanities, social sciences, physical sciences, and many of the new interdisciplinary options that were not present a few years ago. We anticipate, therefore, that many of the young people who might have thought they wanted to seek a professional career in

management might find other areas where their interests and talents are stronger prior to enrolling in the School in their sophomore year.

B. The MBA Programs (Bulletin enclosed)

The MBA program has gained a great deal of strength since its major revision several years ago. The joint MBA/Law degree program as well as joint MBA/Engineering degree program are becoming established. The new Three-Two option whereby a student in some other school may begin the two-year MBA program in his senior year, has grown beyond our highest expectations despite the fact that this is an honors program requiring high levels of scholastic achievement.

The American Indian MBA program, funded by the Alfred P. Sloan Foundation in New York City, has completed its first year during the 1972-73 academic year. Out of 13 Native Americans admitted, 11 have satisfactorily completed the first year: a substantially higher record than for our non-American Indian students. In addition, the number of applications for the second class has tripled. A recent visit to the Sloan Foundation by the AIMBA program director, Mr. McCabe and myself, was very encouraging and the Vice President in charge of our program's area indicated that there is a high probability that we will receive additional funding for two more years. When this current class graduates next year, they will more than double the number of American Indian MBA's in the United States. This program has received national recognition because it has to date been one of the most successful programs designed for Native Americans without changing the qualifications or expectations of the professional degree program. This was achieved largely because of Mr. Donald McCabe's efforts as Director of the Program and the use of skilled student tutors to work with the Native Americans.

C. A New Ph.D. Program

The School of Business and Administrative Sciences' faculty has identified the first area of emphasis in its newly authorized doctoral program in business and administrative sciences. This first new program emphasis will be in the Latin American management area. Because the School is currently in the process of accreditation and the accreditation agency does not wish the School to begin its doctoral program until its Master's program has been approved, the School will not officially begin its new doctoral program until the 1975-76 academic year. The School has identified, however, several candidates for the Ph.D. degree who will begin to fulfill the necessary prerequisites primarily in the area of Latin American studies here on the campus prior to being admitted to candidacy in the School of Business and Administrative Sciences doctoral program itself.

The program is designed to draw upon the large resources of talented Spanish surnamed students in the Southwest who, because of their Spanish-speaking capabilities and cultural heritage, can provide excellent managerial resources for international management in the Hispanic-American world. Upon completion of their Ph.D. degree, they will have several options including working for private or public organizations concerned with Latin-American trade or pursuing an academic career where the demand for Spanish surnamed students is very great and the supply is completely inadequate. Universities as well as public and private sector organizations are very much concerned with their affirmative action programs, and our School is one of the very first to design a doctoral program to begin to supply the highly-trained management talent necessary to provide ethnic balance in our nation's organizations.

D. The Executive Program (Brochure enclosed)

The first Executive Program class is now completing its second year of studies and will graduate this summer. The program has been very well received and we are now close to completing the enrollment in the second class which will begin this Fall. One of the major benefits of the Executive Program has been its State-wide orientation increasing the University of New Mexico's recognition as a major resource for the entire State. During the year we have made presentations throughout the State, usually in conjunction with the State Board of Economic Development and the Department of Development. As a result we anticipate once again having broad geographical representation in the second Executive Program. The graduates of the first program will receive Master's of Industrial Administration degrees at the end of the Summer Session.

E. Parish Memorial Library

During the 1972-73 academic year Dean John Harvey agreed to a plan of our Librarian, Neosha Mackey, to concentrate the University of New Mexico's library collection in business in the Parish Memorial Library. This did involve some capital expenditures for new stacks and rearrangement of the Parish Library which will result in the latter housing approximately 40,000 volumes. The latter collection of books combined with the Bureau of Business Research Data Bank and the Parish Library's microfische collection as well as the School of Business' Compustat data bank will comprise the largest business information center in the State of New Mexico and the State's only business and management library. In our preliminary accreditation review last month, the library and its librarian, Neosha Mackey, were cited as one of the School's strong assets. It should be noted that the business comunity is now becoming aware of the Parish Library and is increasingly utilizing it.

F. Executive-in-Residence Program

During the 1972-73 academic year the School initiated a new Executive-in-Residence program whereby the School invites outstanding managers to spend from one to two weeks with the School and participate in a series of faculty and student seminars and classes. The first Executive-in-Residence was Mr. Sheldon Davis, Vice President for Industrial Relations from TRW Systems in Redondo Beach, and the second Executive-in-Residence was Mr. Franklin Jones. Both executives contributed a great deal to our School's program, and we plan to continue and expand on this program in subsequent years. The Executive-in-Residence program is one of several efforts initiated to build close-working relationships between our professional management constituency and the School.

G. Career Expo Program

Another new program designed to build a close-working relationship with the management community in the State of New Mexico was the Career Expo program started during the 1972-73 academic year. This program's primary objective was to increase the business community's awareness of the managerial talent provided by the School of Business and Administrative Sciences and to increase the awareness of our students of career opportunities in New Mexico. As a result of a recent student survey, we learned that 90 percent of our graduating students would like to remain in New Mexico. However, we are also aware from alumni address records that only 50 percent of our graduating students do, in fact, remain in New Mexico. There are, therefore, 40 percent of our School's graduates who are unable to find suitable career opportunities in the State of New Mexico. The latter problem was the primary reason for the creation of Career Expo which brings managers from all sector and parts of the State of

New Mexico to meet with students during a week-long series of meetings. The latter cover a wide variety of career opportunity areas including federal, State, and local government, large and small corporations, venture capital opportunities, insurance, real estate, construction, etc. The first Career Expo was a very large success. It was administered and carried out by the students and has become a regular part of our School's annual program.

H. School of Business and Administrative Sciences' Organizational Development Program. (Brochure enclosed)

Another new program begun in the 1972-73 Silver Anniversary Year of the School is its Organizational Development program which is also designed to provide a closer working relationship with the management community. This program is specifically designed to help the State's business, professional and trade associations develop meaningful continuing education programs for their groups. In the past the School has worked closely with both public and private sector organizations to plan and carry out educational programs for their associations. The Organizational Development program formalizes this service and for the first time, this program will have a part-time director. The program will utilize both the School's Management Development Center as well as other attractive conference facilities in Albuquerque, Santa Fe, and Taos for its one-day to several week-long programs.

I. The Advisory Council and its Affiliate Program (Brochure enclosed)

The School of Business and Administrative Sciences Advisory Council, under the able leadership of Mr. Gordon Paul, Senior Partner of Peat, Marwick, and Mitchell, continues to play a key role in the School's development. During the 1972-73 Silver Anniversary Year of the School, the Advisory Council established a goal of 25 affiliate members to broaden the personal interest and financial support for the School with the management community.

While we were not certain that this level of support from the private sector was possible in New Mexico for a State-supported School, I am pleased to announce that the School has now 26 corporate affiliate members (at $1,000 a corporate member) and also 18 individual members (at $200 an individual member). The Affiliate program is an annual support program, and we are already receiving membership renewals for the 1973-74 academic year. Given the University's reductions in State-appropriated funds and consequently the School of Business' major budget reductions, this private sector support becomes a critical factor in sustaining the many new programs and growing faculty of the School. Without this private sector support it is clear that the School would be unable to maintain the number or current quality level of its programs, not alone retain many of its new and outstanding faculty. The Advisory Council, has played an invaluable role in helping the School to provide the programs and services necessary to attract private sector support. The School's Foundation and its Board have also played an important role in building a close management community relationship. The faculty recommends to the Dean each year its request for supplementary funds from the Board of Directors of the Foundation. Monies from the Affiliate Program made out to the Foundation go directly into the School's tax-free Foundation. The Board of Directors appropriate monies for the School upon specific requests of needs presented by the Dean and based upon the recommendations of the faculty. The advantage of this system is, of course, to insure that the School is responsive to the professional management community which it serves and, in turn, involves the interest and support of the State's managers.

J. Top Management Briefings (Program enclosed)

The Top Management Briefings program has been an important part of the School's continuing efforts to build bridges with the State-wide management community. Last spring the School was fortunate to have one of the three members of the President's Council of Economic Advisors, Ezra Solomon, speak to the public and private sector management leadership. Dr. Solomon, a Professor of Economics at Stanford University who was our Popejoy distinguished professor, also met with the School of Business faculty and the Department of Economics faculty in a joint symposium and in small informal meetings. Dr. Solomon also had several private dinners with bankers in Santa Fe and in Albuquerque to brief them concerning the President's economic budget and Dr. Solomon's prospectus for the forthcoming economic year. We plan to invite a segment of the State Legislature to each future Top Management Briefing. At the next Top Management Briefing, we plan to have Ernest Arbuckle, Chairman of the Board of the Wells Fargo Bank, who recently was featured in a major article in Business Week. Mr. Arbuckle was previously Dean of the School of Business and Administrative Sciences at Stanford University.

K. School of Business and Administrative Sciences' Alumni Club (Newsletter attached)

The School's Alumni Club is but three years old and has already become a major force in the School's development. Under the leadership of Dale Bolton and the other members of the Board of Directors, the School's Alumni Club has developed a newsletter which is sent to the Alumni on a regular basis. These newsletters, combined with a fund raising campaign, have resulted in the Alumni Club becoming an Affiliate member. The Board of Directors has now decided that their $1,000 Affiliate membership should be used for ten $100 scholarships to be distributed to Alumni representatives in major cities outside of Albuquerque. The Alumni representative, together with the high

school counselor in each city, will choose an outstanding pre-business student to come to the University of New Mexico. It is our hope that as the Alumni funds increase the amount of the scholarship and the number of scholarships can be increased to include Albuquerque high schools as well as the outlying cities in the State. The Board felt, however, that the School should make its initial effort to draw outstanding students from areas where the University is not attracting many students, namely the southern portion of the State and in other New Mexican cities distant from Albuquerque.

II. Strategic Plans for the Coming 1973-74 Academic Year

A. Faculty and Academic Program Development

The School of Business and Administrative Sciences will welcome five new faculty (including one replacement) during the 1973-74 academic year. The assimilation of this large number of faculty in one year will be a major effort, however, we are very much looking forward to the strength they will add to our School and its programs.

The School will be studying its MBA program for possible revisions and continuing to develop its new doctoral program. In addition, the faculty has appointed an ad hoc committee to review the rapidly changing environment of management education and to consider its implications for our School and its future role in New Mexico and the nation.

B. American Association of Collegiate Schools of Business Accreditation Application (Preliminary Informal Review enclosed)

The School has during this last year been preparing for its major accreditation review by the AACSB during the 1973-74 academic year. The School is in a favorable position for accreditation with the largest and strongest faculty it has had in its history; however, as its preliminary review by the AACSB

indicates, the School currently has an inadequate budget, particularly from State appropriated funds. Even prior to major reductions in faculty travel support, supplies, and graduate assistants, the preliminary informal accreditation review yielded several comments concerning the School's inadequate budget for research, computer equipment and general overall financial support from the State.

During this accreditation review of our Bachelor of Business Administration degree, the team will also be preliminarily reviewing our Master's degree program in anticipation of a formal review of these programs during the following 1974-75 academic year. The AACSB standards of financial support for graduate level programs is considerably higher than for undergraduate programs. Therefore, the School is understandably concerned at this critical time in its development.

C. Major Private Sector and Foundation Support

Because of the decreasing State appropriations, the School of Business and Administrative Sciences recognizes the increasing importance of its private sector Affiliate, Federal and foundation support efforts. The School is seeking additional funding from the Sloan Foundation and has made application for funding for minority programs to the General Electric Foundation as well. It is also seeking to gain financial support from the Bureau of Indian Affairs and the Office of Education at the present time. The School in addition has a proposal for major support for a Computer Center to the Dale Bellamah Foundation. Ed Boyle, President of the Dale Bellamah Corporation, is a member of the School's Advisory Council and promises the School serious consideration of this application for hardware, software, personnel, and overhead monies for a Dale Bellamah Computer Center for the School.

The School continues to communicate with the Board of Regents concerning the naming of the School after Robert O. Anderson who has expressed an interest in having his name attached to the School. The new members on the Board of Regents have necessitated a delay in a final decision concerning this opportunity; however, we anticipate a decision sometime during the 1973-74 academic year.

D. Anticipated Need for Additional Space Within the School of Business and Administrative Sciences' Building

The First National Bank in Albuquerque has pledged an additional major grant to furnish the two rooms now occupied by the College of Education adjacent to the School's Management Development Center. We have been advised that this space will be available for remodeling by the School in the Fall of 1974. The School's growth will also necessitate additional space in the East Wing of the School of Business and Administrative Sciences Building.

E. Medical Management Program

The School of Business and Administrative Sciences is continually planning a new medical systems management program with the School of Medicine. It is hoped that plans for this program will be finalized next year.

Enrollment and Degree Statistics

Table I

Students Enrolled in the School of Business and Graduate School
(Fall Semester)

	1966-1967	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973
School of Business and Administrative Sciences	370	382	402	430	538	531	310(1)
Graduate School	137	122	114	107	117	112	155

Table II

Student Enrollment and Credit Hours in BA Courses
(Fall Semester)

	1966-1967	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973
Student Enrollment	2238	2317	1958	2250	2764	2720	2333(1)
Credit Hours	7068	7247	6208	7103	8727	7923	7140

Table III

BBA and Master's Graduates

	1966-1967	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973
BBA	104	91	117	73	131	161	141
Master's	30	31	21	27	29	26	28

(1) Enrollment decrease reflects change in BBA to upper division program thereby eliminating Freshman and Sophomore students enrolled in School of Business and Administrative Sciences. In addition, for the year 1970-72 the School of Business and Administrative Sciences and University catalog stated that the School was phasing out altogether its BBA program. Freshman year enrollments in our prerequisite courses normally taken only by pre-business students indicate a large surge of undergraduate students will be entering our School in their Junior year 1974-75. School of Business and Administrative Sciences graduate enrollment continues its rapid rise.

Appointments to Staff:

David L. Arthur was appointed effective August, 1973, Assistant Professor in the Organization Environment area. He is joining us from the University of California, Berkeley, where he will receive his Ph.D. this Fall.

Joseph E. Champoux was appointed Assistant Professor effective August, 1973 in the Organizational Behavior area. He is joining us from the University of California, Irvine where he has received his Ph.D.

James C. Cooper was appointed Assistant Professor effective August, 1973 in the Marketing/Logistics area. He is joining us from Michigan State University where he expects to receive his Ph.D. in the 1973-74 academic year.

Cheukuen Kwan was appointed Assistant Professor effective August, 1973 in the Finance area. He is joining us from the University of California, Los Angeles where he will receive his Ph.D. this Fall.

Fred F. Newpeck was appointed Assistant Professor effective August, 1973 in the Management Information Systems area. He is joining us from the University of Massachusetts where he will be receiving his Ph.D. in September, 1973.

Separations from Staff:

Assistant Professor Walton R. L. Taylor has resigned effective the end of Summer Session to take a position at the University of Alabama.

CONTINUING EDUCATION FOR MANAGEMENT

The University of New Mexico School of Business and Administrative Sciences offers a variety of short- and long-term conferences specifically tailored to the on-going educational needs of public and private sector management. Program structure is flexible: conferences are designed to serve the particular needs of the participating organization.

The Organizational Development Program is prepared to offer:

- Seminars in management science, management information systems, operations research, accounting, organizational environment, organizational behavior, finance, marketing, international business, and labor relations.
- Training programs
- Problem-oriented programs
- Surveys of new developments in management techniques
- Training in the use of specific management techniques
- Small-group seminars in group dynamics and interpersonal relations
- Balanced comprehensive programs in management development for various levels of management

Conferences are most frequently oriented to small groups (up to 60 participants) in which members and staff meet as colleagues, share management experiences, problems, and goals, eat, work, and relax together, so that the learning process is intensive and continuous. Larger conferences also may be arranged. The Program is staffed by School of Business and Administrative Sciences faculty, University faculty, leaders in business and government, and frequently senior staff and officers of the participating organization.

Conferences vary in length, according to the needs of the organization: one-day briefings, weekend seminars, week-long conferences, sequences of meetings covering several months. Program location is also at the option of the organization: the School's handsome Executive Development Center, the D. H. Lawrence Ranch in Taos, appropriate facilities at various hotels and motels in the State.

Participation in conferences of the Organizational Development Program may be arranged in several ways:

- Recognizing a need in their particular organization, managers may use the Director and Staff of the Organizational Development Program to define and design a program to this need. Such programs may be limited to the initiating organization's membership, shared with other similar organizations, or opened to all interested members of the management community.
- Managers may receive notice of new programs as they occur, and elect to participate in various already-structured programs which suit their individual and organizational needs.

☐ Please contact me about the possibility of designing an Organizational Development Program to the needs of my organization.

☐ Please keep me informed about Organizational Development Conferences as they occur.

Name: _____

Organization: _____

Address: _____

Telephone: _____

THE UNIVERSITY OF NEW MEXICO
SCHOOL OF BUSINESS AND
ADMINISTRATIVE SCIENCES

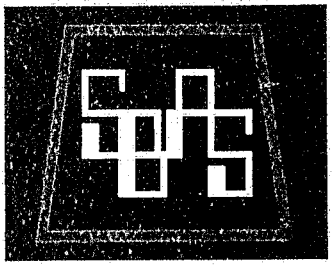
THE ORGANIZATIONAL DEVELOPMENT PROGRAM

Place Stamp
Here

DIRECTOR
The Organizational Development Program
School of Business and Administrative Sciences
The University of New Mexico
Albuquerque, New Mexico 87131

5770

The Affiliate Program

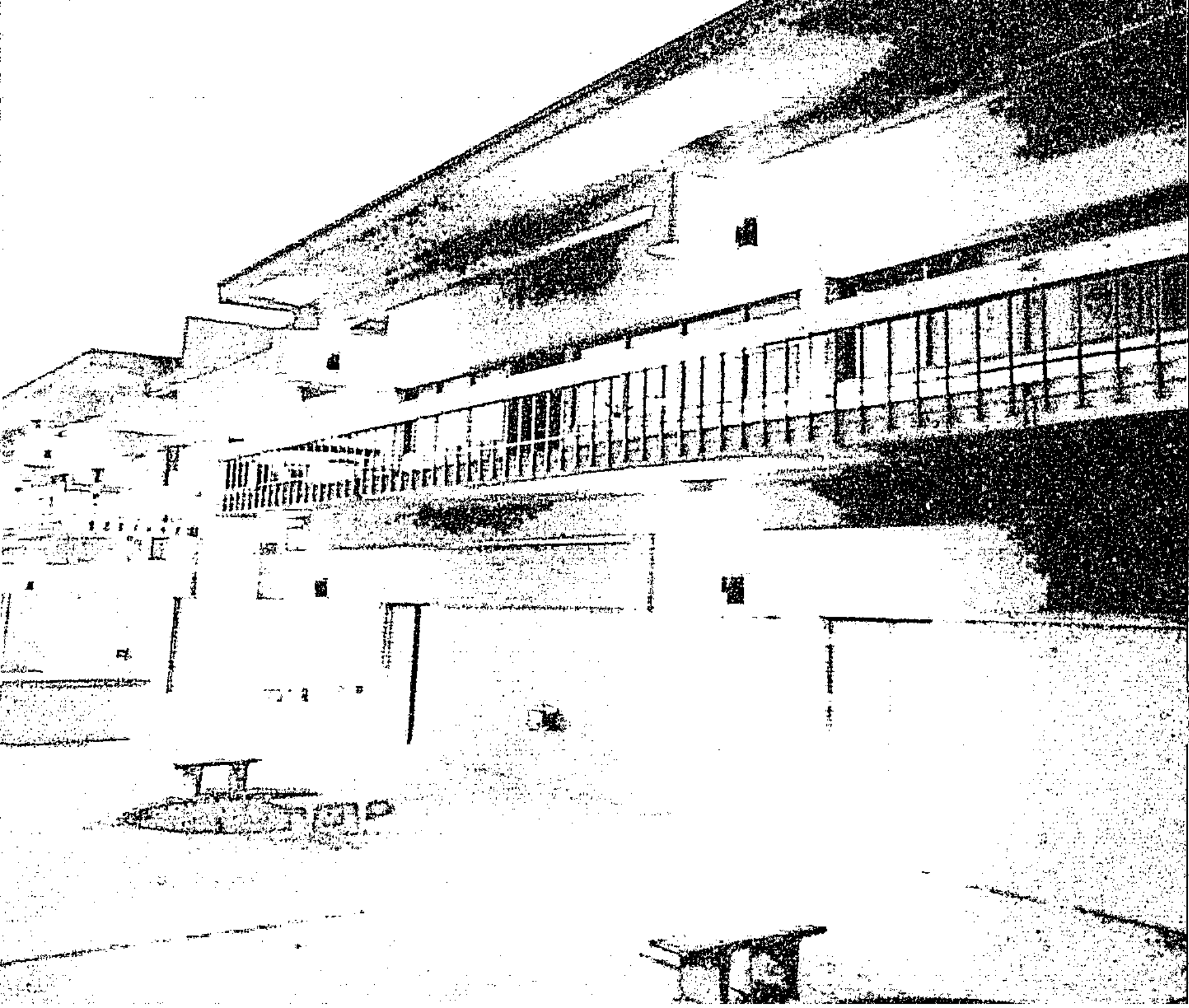


THE SCHOOL OF BUSINESS
AND ADMINISTRATIVE SCIENCES
THE UNIVERSITY OF NEW MEXICO

R. L. Tripp

In recent years we have experienced rapid changes in our environment and in management science. Industry, our economy and the management of our individual businesses have become increasingly more complex. If New Mexico is to keep pace in this changing environment, it is essential that its business leaders be constantly updated to the computer age and that new leadership for the future be developed.

A close relationship between the business community and the School of Business and Administrative Sciences at our University is necessary to accomplish these objectives. Nothing short of an all-out effort by both the business community and the School of Business & Administrative Sciences will suffice if New Mexico is to grow and prosper.



THE AFFILIATE PROGRAM:
A partnership for the advancement of professional management

The Affiliate Program creates and sustains a mutually beneficial relationship between the School of Business and Administrative Sciences and the professional management community. This academic-practitioner partnership is essential for the advancement of professional management leadership and the enlightened development of the State of New Mexico.

BENEFITS OF AFFILIATE MEMBERSHIP

The Affiliate Program provides the framework which makes possible a close working relationship between the School of Business and Administrative Sciences and the management practitioner. Of particular importance in our contemporary world of explosive technological and social change it provides the professional manager and his organization with a vital means to remain abreast of the recent and important new findings and practices in management. The affiliate members' contributions of professional experience and guidance as well as financial support and personal interest in turn provide essential inputs to the School of Business and Administrative Sciences for its educational enterprise.

By establishing lines of communication with the School, affiliate membership provides the following additional benefits:

- Participation in the School's Top Management Briefing Sessions.
- Priority in attendance at additional management seminars, professional development programs, conferences, and other continuing education programs held at the School.

Enjoyment of a close relationship with students, faculty, and administrative personnel of the School.

Access to information about graduating students for recruiting for part-time work and placement after graduation.

Use of the facilities of the Parish Memorial Library in the School of Business and Administrative Sciences.

Bibliographies on special areas of business administration, and limited library research.

Reprints, on request, or articles and papers published by faculty members.

Opportunities for professional assistance for research and development, and negotiated research contracts.

Opportunity to consult with the faculty and to discuss management problems with them. (Extended consultation or research may involve a negotiated fee.)

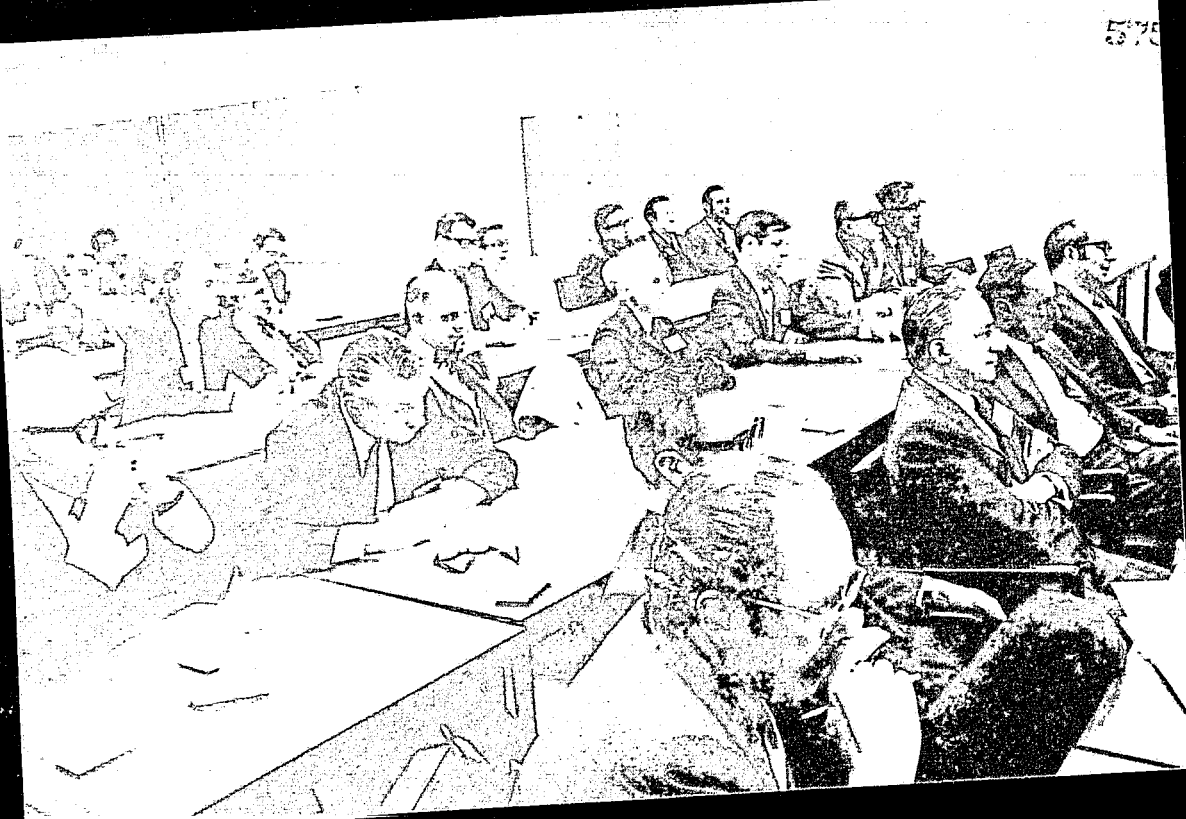
Perhaps of greatest significance to the members is the satisfaction of sharing in the advancement of professionalism throughout the management community.

Affiliate membership is available to all corporate donors who contribute $1,000.00 or more annually and individual donors who contribute $200.00 or more to the School. The membership contribution can be designated for scholarships, fellowships, research, library development, capital expenditures or general unrestricted use which is encouraged. This financial support makes possible the School's broad range of new programs which will benefit the entire State.

In order to facilitate communications between affiliates and the School, each affiliate member may appoint a representative. The School then channels its invitations to conferences and other affiliate information through such representatives.

All affiliate membership contributions will be placed in the University of New Mexico School of Business and Administrative Sciences' Foundation. Since this Foundation enjoys a Federal Tax exempt status, all affiliate membership contributions are tax deductible.

Questions about the Affiliate Program should be addressed to: Affiliate Program, School of Business and Administrative Sciences, The University of New Mexico, Albuquerque, New Mexico 87106.



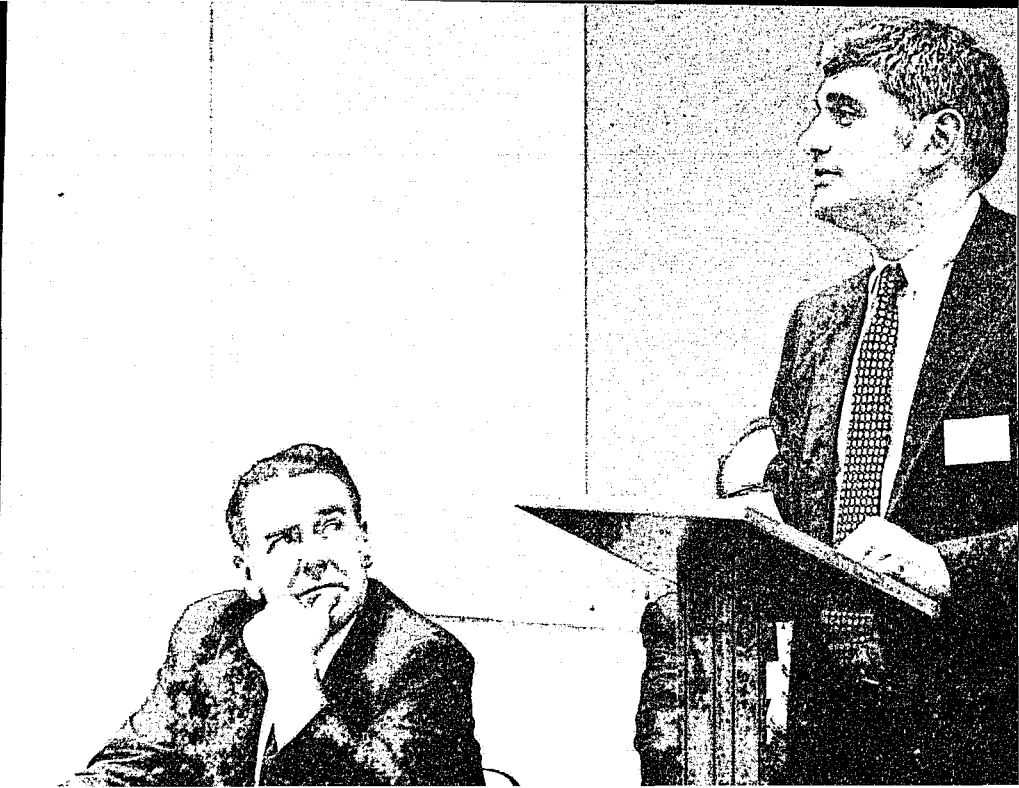
THE PROGRAM'S SIGNIFICANCE:
A Word from the Dean

For today's professional schools relevance is replacing elegance as its academic byword. Graduate centers of professional management education are particularly aware of their need to develop a close working relationship with the management community in order to jointly respond to our changing environments as agents of chance for a better society.

I believe this partnership is essential for the enlightened social and economic development of our state and nation. I am, therefore, very much indebted to our State's management leadership for their professional guidance, financial support, and continued personal interests and efforts without which our system, as we know it, may disappear by default.

The 1972-73 academic year will mark the twenty-fifth anniversary of the School of Business and Administrative Sciences at the University of New Mexico. We have, therefore, set a goal of 25 affiliate members by the end of that academic year. This financial support will make possible the margin of excellence necessary to achieve the School's ambitious goals and new programs.

Robert R. Rehder
Dean
School of Business and
Administrative Sciences



THE ADVISORY COUNCIL

The School of Business and Administrative Sciences' Advisory Council membership recognizes outstanding organizational leadership from business, government, education, medicine, and social welfare institutions. Through their diverse membership, recommendations of new ideas and a broad balanced view of the School's goals, plans, and programs are formulated. They also serve as a liaison between School and their related professions and organizations, alumni, and friends as well as individuals and institutions not otherwise connected with the School and University.

Gordon W. Paul (Chairman)
Partner
Peat, Marwick, Mitchell & Co.

Tom J. Wortman (Vice Chairman)
Vice President and General Manager
Albuquerque Plant, GTE Lenkurt

Robert H. Allan, Jr.
President
First State Bank at Gallup

Benny Atencio
Chairman
All-Indian Pueblo Council, Inc.

Dale Bolton
President, SB&AS Alumni Club
Allstate Insurance

D. E. Boyle
President
Dale Bellamah Corporation

George Carmack
Editor
Albuquerque Tribune

Arthur Cinader
Chairman of the Executive Committee
First National Bank in Albuquerque

Wilfred A. Clarke
President and Chief Executive Officer
Bank of New Mexico

Sheldon A. Davis
Vice President
TRW, Inc.

Paul W. Driscoll
Plant Manager
Fairchild Semi-conductors

Lawrence Eichwald
Member, Board of Directors, CAMBIO
Chairman, SB&AS Minority Management Advisory Committee

Max Flatow
Architect
Architectural Firm of Flatow, Moore, Bryan and Fairburn

Thomas P. Gilmer, Jr.
President and Director
Lectrosonics, Inc.

Ferrel Heady
President
University of New Mexico

Benigno C. Hernandez
Judge
New Mexico Court of Appeals

Richard Heim
Director
Department of Health & Social Services
State of New Mexico

Robert Hessell
Manager
Albuquerque Plant
General Electric Co.

Franklin Jones
Management Services

James L. Killorin
Vice President and General Manager
Mountain Bell

A. I. Kinney
Director of Plant Operations
Singer Business Machines

Robert A. Kraay
Executive Vice President
Sandia Laboratories

Peter MacDonald
Chairman
Navajo Tribal Council

Arthur H. Maciszewski (Past Vice Chairman)
President
ARF Products, Inc.

Mrs. F. Mapel
Secretary-Treasurer
Board of Regents
University of New Mexico

J. T. Michelson
President
Sunbell Corporation

Robert J. Nordhaus
President
Sandia Peak Tramway

Robert R. Rehder
Dean and Professor
School of Business and
Administrative Sciences,
University of New Mexico

Tom E. Robles
District Director
Equal Employment Opportunity Commission

George A. Schreiber
President
Public Service Company of New Mexico

B. B. Smith
General Manager
Chino Mines Division
Kennecott Copper Corporation

Robert L. Tripp (Past Chairman)
President
Albuquerque National Bank

Dr. Clayton S. White
President and Director
Lovelace Foundation

Dr. Walter D. Wood
President
Dikewood Corporation

Augustine A. Apodaca
President
Graduate Association of
Business Students
SB&AS, University of New Mexico

HOW TO JOIN

If you care to work with us in reaching the goals outlined in this booklet, and desire either to become an Individual Affiliate, or for your organization to become a Corporate Affiliate please fill in the appropriate card provided to the right. Please make your tax deductible donations payable to SBAS Foundation and mail to Dean Robert R. Rehder, School of Business and Administrative Sciences, University of New Mexico, Albuquerque, New Mexico, 87106.

CORPORATE AFFILIATE

Please complete the following for the membership roster:

Name of Organization_____

_____

Mailing Address_____

_____

_____Zip_____

Phone_____

* *

Please enroll our organization as a Corporate Affiliate.

☐ Enclosed is $1,000.00

☐ We will send the donation later but want to join now.

Name of authorizing officer

_____

Title_____Date_____

* *

Reminder: make donation payable to SBAS Foundation and mail to the address shown on the reverse.

INDIVIDUAL AFFILIATE

5390

Please complete the following for the membership roster:

Name_____

Position_____

Organization_____

Organization address_____

_____

_____Zip_____

Work Phone_____

* *

Please enroll me as an Individual Affiliate

☐ Enclosed is $200.00

☐ I will send the donation later but want to join now.

Signature_____

Date_____

* *

Reminder: make donation payable to SBAS Foundation and mail to the address shown on the reverse.

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Affiliate Program
School of Business and
Administrative Sciences,
University of New Mexico,
Albuquerque, New Mexico 87106

Affiliate Program
School of Business and
Administrative Sciences,
University of New Mexico
Albuquerque, New Mexico 87106

AACSB

AMERICAN ASSEMBLY OF COLLEGIATE SCHOOLS OF BUSINESS

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JUN 5 1973
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SCHOOL OF BUSINESS
& ADM. SCIENCES

President

DEAN WILLIAM H. BAUGHN

School of Business
University of Colorado
Boulder, Colorado 80302
303 443 2211 6401

Vice President-President Elect

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College of Economics and Business
Washington State University
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509 335 3567

Secretary-Treasurer

DEAN JOHN W. HENNESSEY, JR.

The Amos Tuck School of
Business Administration
Dartmouth College
Hanover, New Hampshire 03755
603 646 2460

Executive Vice President

CYRIL C. LING

1755 Massachusetts Avenue, N.W.
Suite 320
Washington, D.C. 20036
202 - 667 9109

ST. LOUIS CENTRAL OFFICE

Managing Director

JESSE M. SMITH, JR.

Associate Director

RONALD R. SLONE

101 North Skinker Boulevard
Prince Hall
St. Louis, Missouri 63130
314 863 0100 4835

WASHINGTON OFFICE

Project Director

M. DAVID MERCHANT

1755 Massachusetts Avenue, N.W.
Suite 320
Washington, D.C. 20036
202 667 9109

TO: Dean Robert Rehder
University of New Mexico

FROM: Cyril C. Ling
Dean William R. Dill

SUBJ: Informal Comments on Draft Application for AACSB Accreditation

DATE: May 22, 1973

On the basis of our consultation visit and review of prelimina application materials, we offer the following observations and comments in the hope that they will be of benefit to the School of Business and Administrative Sciences in the pursuit of its objectives.

Standard 1 - Objectives

Objectives appear to be laudable ones, reasonably stated and related to actions being undertaken in the School. Also, it appears that these objectives represent outputs of an ongoing planning process in the School.

Standard 2 - Admissions

Undergraduate admissions look reasonably good on an absolute basis, but not as strong on a comparative basis against other schools on the campus. No data were presented on studer entering the College of Education; information should be presented for comparison with the other schools.

Efforts to attract more of the outstanding students from freshman and sophomore classes, from junior colleges, and from high schools would seem to be in order. Hopefully, some thought might be given to this area in preparation for a formal visitation at such time as one is made.

In that it is known that undergraduate enrollment will fall, at least temporarily; this occurence should be explained and the reasons set forth.

The masters admissions area in the draft application appears to be one in greatest need of reworking. On the basis of the consultation visit, it appears that the School meets the masters admission standard but the application materials do not presently contain information to support this conclusion. Specifically, the application presents data on two criteria

for the sample of entering students - namely, the G.P.A. and ATGSB score. On the basis of these data alone, it appears that 5 of 20 1971 admittees do not meet the standards for those two criteria; further, 10 or 20 1972 admittees appear to be below the standards.

On the basis of our somewhat limited look, it appears that one source of the problem is that more than two criteria are employed for admission, but data appear for only two mentioned. While this area is not likely to be of grave concern to an undergraduate visiting team, it is a matter that requires attention.

Another issue that will likely be of significant interest to a visiting team is the trend of ATGSB scores which, it should be added, was not adequately explained in our discussions. The ATGSB scores of entering students in the fall of 1971 appeared quite strong, while 1972 entering student scores appeared much weaker.

Any efforts that the School is making now or is planning for the future to validate the usefulness of test scores, grades, or other criteria for admission decisions should be also be of interest to the visiting team.

Some thought might be given to preparing to discuss with visitors the measures taken or used to aid students having difficulty in the masters program and the opportunities for varied pacing of progress by the student. It should be clearly noted, however, that there is no intention to suggest here that these represent serious problem areas.

Standard 3 - Personnel

It appears that the faculty meets the tests contained in the standards for overall adequacy, full-time proportion, doctoral and professional qualifications, and work load assignment. There are, however, two qualifications on this general conclusion: (1) data sheets did not indicate in most cases if the School had considered the faculty member appropriately prepared for his current assignment; therefore, no cross-check was possible with Table 3,B and its related computations; (2) while the faculty appeared technically to meet the standards for credit-hour load and preparations, it should be noted that the faculty does appear to have a generally heavy workload, especially in the recent period in which a number of new projects and curricular revisions have been in progress.

The first qualification, above, can be easily remedied by indicating on each faculty data sheet the School's judgment concerning the appropriateness of the faculty member's preparation for his assignment. The second qualification may be alleviated some by the maturation of projects recently begun and by the addition of new faculty (four hired for next fall, more planned in future years). It will also be important to continue the efforts to develop through the Affiliates Program and other sources support for more faculty members in research. There seems to be a rather heavy reliance at present on privately secured professional and consulting grants for research, and while this is adequate for supporting many worthwhile kinds of research effort, there is some danger that these private grants do not encourage faculty members enough to take the kind of independent scholarly stance that it is important to maintain in university research.

The addition of new faculty hired for next fall may also alleviate a recent trend, from 1971 to 1972, toward the use high proportions of the faculty with doctorates in graduate teaching. While there are no specific quantitative standards regarding the distribution of faculty, a visiting team would likely bring to the School's attention the qualitative interpretation designed to assure all students equal access to the faculty.

Standard 4 - Curriculum

Curricula appear sound in design and related to the School's sense of its mission and personality. Proportions of business and non-business work appear to meet the standards, however, no significant effort was made to determine if the common-body-of-knowledge is fully covered. It appears to be on the basis of a surface examination of the materials.

Somewhat more thought and analysis might be useful regarding the undergraduate math-quantitative requirements, in the same sense that many schools are continuing to examine this area. Given that managemen is a many-faceted profession and that the School wants to make a particular mark in helping groups like Chicanos and Indians to enter the mainstream of business activity, there seemed to be some conflict in the emphasis on quantitative and analytic courses when discussing curriculum and on cross-cultural and human dimensions of management when discussing student populations being served.

A visiting team would likely be interested in discussing the M.I. A. degree awarded to Phase II Executive Program participants. It appears that the School is adequately prepared to discuss and explain this program and degree.

Standard 5 - Library

The School appears to have a genuine asset in its energetic and enthusiastic librarian. She appears to be professional and competent and well able to help the School achieve its objectives.

Comparatively, the School does not look strong in acquisitions against the law and medical schools. However, it appears that expressed needs have been met and that additional funds will be available. Attention should be directed in the application to the funds from the recent bond issue. Both the location of the campus and the relative lack of other business library facilities in Albuquerque means that, for students and faculty alike, continued and accelerated build-up of the business library is as important as build-up for any other part of the university library system.

Facilities appear to be quite good in the business administration library and, on the basis of limited discussion, faculty course assignments seem to be oriented to library usage.

Standard 6 - Resources

Physical facilities for classrooms and offices are modern and attractive. The main problems in the resource area presently seem to be (1) general financial support and (2) computer facilities. The first appears to be a state-wide problem of the amount and allocation of higher education resources. This School is becoming a vital link for the University with its state-wide populace and needs strong support. The second problem, computer facilities, appear to be of two different orders: (1) hardware are not presently well-suited to broad instructional use; (2) the decision process for equipment appears to be one which could benefit from broader campus participation.

On the hardware question, while the current configuration is potentially a very powerful one, the overriding business school need is for quick, flexible, and easy access by students and faculty to use the computer to solve problems, run or develop models, or work with data banks. They should be able to use the computer without having to study operating system or job control language concepts in any detail. Brown and Cornell Universities have done well in making similar large systems available for ready student and faculty use, and the Dartmouth College system--though involving different hardware and programming languages--is another excellent system to compare against. Even with large systems like the 360/67 on campus, though, many business schools are finding it more effective economically and educationally to

install smaller machines (Hewlitt-Packard, PDP, or IBM usually) to support mass-access via BASIC or FORTRAN for student course work and simpler faculty course and research usage.

It seems premature to judge hardware needs until the School gets stronger representation on the University's computer use committees. Business school computer needs are not identical with those of other parts of the campus, and no business school is likely to develop a strong computer program without having a strong voice in decisions about how the university center is set up, equipped, scheduled, and managed.

Standard 7 - Innovation

The School appears to have taken on a number of interesting projects and shows a reasonable tendency to innovate. Of particular import is the Indian M.B.A. program supported by the Sloan Foundation.

Given an apparently high percentage of students who enter the school from families and backgrounds which have not provided a broad exposure to management experiences, a visiting team might want to talk particularly about some of the innovations like the internship program and the career workshops which have attempted to help acquaint students with the opportunities they are preparing for.

NOTES

A PUBLICATION FOR ALUMNI AND FRIENDS

THE UNIVERSITY OF NEW MEXICO SCHOOL OF BUSINESS AND ADMINISTRATIVE SCIENCES

March 26, 1973 Vol. 2, No. 1

THREE IMPORTANT ENCLOSURES Enclosed in your copy of the Alumni Newsletter you will find the first Alumni Survey to be done in this School. Please take a few minutes to fill out the form, and mail it back to us in the contributing alumni envelope, also enclosed. The deadline for return of the survey is May 1: if pressure is high, an incompletely filled form is far more useful to us than no form at all. Thanks for taking the time to help.

The enclosed ballot for election of Alumni Club Board Members should also be marked, and mailed to Dale Boulton in the contributing alumni envelope. Deadline for return is also May 1.

The dual-purpose envelope is enclosed for all alumni of the School, including the very many who became contributing members last year. We appreciate your continuing interest in and support of SB&AS, and remind you that contributions are tax-deductible.

Again we draw your attention to the matching gift plan by which hundreds of companies equal employee gifts to universities. If you are employed by one of these corporations, obtain their matching gift form and mail it in together with your check.

NEW SB&AS FACULTY In 1973-74, four men will join the SB&AS faculty: David Arthur, coming from UCLA; Joseph Champoux, from the University of California at Irvine; James Cooper, from Michigan State; and Fred Newpeck, from the University of Massachusetts. Newpeck, who brings to the School a research interest in data base design and management and in computer graphics, will teach in the areas of computer and management sciences; Arthur will expand the School's program in the social, political, and legal environment of business; Cooper will work in the areas of marketing and logistics; and Champoux, will teach and continue his research in organizational theory and behavior. We continue to be very proud of our growing faculty. They are an unusual group of excellent scholars selected from outstanding doctoral candidates throughout the United States.

TOP MANAGEMENT BRIEFINGS The Top Management Briefing on November 20, 1972, brought 50 business leaders from throughout the state to the SB&AS to hear Gilbert Dwyer, Vice President-Administration for Kennecott Copper. Dwyer commented that the Vietnam War had been a trauma equivalent only to the Civil War and the Depression in this country's history, eroding trust in authority and confidence in technology, and producing popular antagonism toward business.

State management leaders invited to the next Top Management Briefing, March 30, will hear the analyses of Ezra Solomon, member of the President's Council of Economic Advisors, Professor of Finance and Economics at Stanford University, and Popejoy Visiting Distinguished Professor at UNM. Dr. Solomon, who has appeared in the media frequently during the recent currency devaluation crises, will also address a symposium of faculty and students, and members of the Executive Program.

AIMBA The American Indian M.B.A. Program, funded with a major grant from the Alfred M. Sloan Foundation, now has twelve American Indian candidates enrolled in first-year M.B.A. studies. The twelve students represent twelve different tribes (Navajo, Commanche, Santa Clara, Tsimpshean, White Earth, Chippewa, Hopi, Laguna, Cherokee, Zia, Zuni, and Cochiti) and come from six different states, from Alaska and Minnesota to Arizona, with the largest group native New Mexicans. Like students in any M.B.A. program, some have come to the program directly after completing their B.A. degrees, but the majority have had substantial work experience in such different areas as school guidance, poverty programs, management consulting, accountancy, and research. Don McCabe, Director of the Program, a Navajo and a UNM B.B.A. and M.B.A., observed that although the Program requires no commitment to work in an Indian-oriented field, the present group of candidates seem firm in their personal commitment to their people. The Program is the first and only one of its kind in the United States.

EXECUTIVES IN RESIDENCE On a week's academic sabbatical from work as Vice President and Director of Industrial Relations of the Systems Group of TRW Inc, Sheldon Davis worked with community leaders, student task groups, SB&AS classes, and the Executive Program to resolve problems of organizational development. For the academic and business community, this was an uncommon opportunity to see charismatic leadership, great theoretical grasp, and practical application in combined action. A member of the SB&AS Advisory Council, Davis also brings his talents to the planning of SB&AS programs.

The next Executive in Residence will be Franklin Jones, noted for having developed the tax administration of New Mexico to the enviable position of producing surplus. From April 9-20, Jones, who has both B.B.A. and L.L.B. degrees from UNM, will share with the School and community the experience of his years evaluating the financial implications of all legislation in the State of New Mexico.

THE AFFILIATE PROGRAM The new SB&AS Affiliate Program already has 17 corporate and 16 individual members enjoying a close working relationship with the School. Members participate in Top Management Briefings, attend professional development programs, enjoy the facilities of Parish Memorial Library, and have access to bibliographies on special areas of business administration and reprints of papers published by faculty members. Alumni and friends may contact Dean Rehder for further information concerning this program.

THE INTERNSHIP PROGRAM A YEAR LATER One of the many programs designed to integrate professional training and practice, the Internship Program has developed from its inception to include fourteen participating companies and M.B.A. candidates. Internships often lead to full-time employment, as for Rick Thomas, who began as an intern with the Public Service Company, and is now working full time for them; they have subsequently hired two additional M.B.A. interns. Other companies recently participating in the Program have been Sandia Labs, First National Bank, Singer Business Machines, Bank of New Mexico, Mountain Bell, UNM Criminal Justice Program, General Electric, Gibson Lumber, The Burnt Wood, Sparton Southwest, Sunbell, Empire Clarklift, and Republic Bank. Any organization interested in participating in the Internship Program contact The Director, Internship Program, SB&AS, UNM.

FACULTY RESEARCH SEMINAR Reflecting the School's increased orientation toward research as plans for the new doctoral program continue, Richard Reid, Assistant Professor in the area of management science, has initiated a weekly faculty research seminar. Faculty research involvement currently includes extending theory and management science models in finance (Walton Taylor), evaluation of health care delivery (Richard Reid), analysis of the authority relationship (Roger Jehensen), mergers and acquisitions (John Yeakel), adjustment cost and the theory of the firm (Peter Bell), human resource accounting (Ed Caplan), planning theory (Robert Lenberg), computer games and programs in accounting (Perry Mori), undervalued and overvalued security markets (Don Simonson), and futurology in the higher education of management (Daniel Slate).

THE EXECUTIVE PROGRAM The first two-year Executive Program sequence will be complete at the end of this summer: 39 executives from Albuquerque, Santa Fe, Gallup, Raton, Los Alamos, and other parts of northern New Mexico completed Phase I and received their graduate certificate; 23 went on to finish Phase II, intensive studies for the M.B.A. degree. The program has been demanding, but the executives have thrived on it, some driving as much as four hours each way to go back to school for all day and evening Friday and half of Saturday every other week. The strenuous program compresses the studies of a two-year full-time M.B.A. degree into the executive's schedule to update their understanding of management and its changing American and international environment.

It has been all work and some play: the Executive Program imported commune members for a confrontation on the counterculture and inmates of San Quentin for a dialogue on American ethics; executives and their families spent two weeks in a seminar in Switzerland, impressed that the richest country in the world has produced cities far uglier and less healthy than countries with a fraction of its power. According to Lothar Winter, Director of the Program and Professor of Marketing at SB&AS, the program has had tremendous success, in creating effective executive development and in stimulating national interest in this unique program structure.

The second Executive Program contains a Phase I certificate program with a 36 credit hour program leading to Master of Industrial Administration Degree. Enrollment will open in April for the two-year sequence beginning in fall of 1973. After this, enrollment will not be opened again until 1975. Interested executives may write or call The Director, The Executive Program, SB&AS, UNM.

CAREER EXPO: EMPLOYMENT IN NEW MEXICO During the second week in April, SB&AS will introduce this new annual program and invite a number of New Mexican managers to speak on career opportunities in New Mexico. One of the early spin-offs of designing a Career Expo to remedy the state's much-publicized brain drain has been a survey of the regional and occupational preferences of all students in SB&AS classes. Total response was 306; of these, only 56 did not prefer to stay in New Mexico after graduation. (Recent publicity shows that 50% actually leave, more than 2/3 of whom evidently do so unwillingly.)

MISCELLANEOUS NOTES Parish Library will be expanded by all of the business-related holdings of the University Library System. . . .SB&AS has received financial support to subscribe to the Standard and Poor's compustat tapes. . .Decision Sciences, the Journal for the American Institute for Decision Sciences, is edited at SB&AS by Professor William Peters.

ALUMNI CLUB ANNUAL MEETING The Annual Meeting of the SB&AS Alumni Club will be held on May 19, Commencement Day, at 1:30 pm, in room 122 (Management Development Center) of the new SB&AS building. All members and interested alumni are welcome to attend. At this time results of the alumni election (see ballot below) will be announced, and new officers selected from this elected Board will be installed.

TWENTY-FIFTH ANNIVERSARY ALUMNI RECEPTION Immediately following the Annual Meeting, on May 19, at 2:00 pm, in room 122 of the SB&AS building, the Alumni Club will hold a reception for graduating B.B.A.'s and M.B.A.'s, visiting alumni, spouses, and families. To give the Planning Committee some idea of how many alumni to expect, please check the appropriate box at the bottom of the ballot form, and send it in, along with your survey form, in the contributing membership envelope.

ALUMNI CLUB ANNUAL ELECTION The ballot below presents eight candidates, from which four will be elected to serve on the Board of the Alumni Club. Officers of the Club are selected by the Board from the elected members of the Board. Please vote for four of the eight candidates, clip off the form, and mail it in, with your survey form, in the contributing membership envelope. Deadline for submission of ballots is May 1.

NEW ALUMNI CLUB TREASURER The Alumni Club president has appointed Mel Hardison to finish Paul Butte's term as treasurer; Paul has moved to Phoenix.

BALLOT FOR ELECTION OF FOUR NEW BOARD MEMBERS: PLEASE VOTE FOR FOUR

_____ Betty M. Hartman BBA '42

_____ Carol Williams Sallee BS '49

_____ Henry Anderson BBA '53 MA '56

_____ Ed Fitzgerald BBA '55

_____ Jack Mulcahy BBA '56

_____ Dan Myers BBA '57

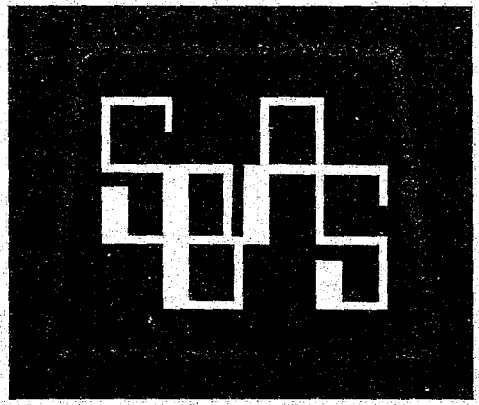
_____ Bernard (Gig) Brummell BBA '62

_____ Robert Goodman BBA '66 MBA

I do _____ do not _____ expect to attend the 25th Anniversary Alumni Reception.

THE EXECUTIVE PROGRAM

UNIVERSITY OF NEW MEXICO
SCHOOL OF BUSINESS
AND ADMINISTRATIVE SCIENCES



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THE ADVISORY COUNCIL

The School of Business and Administrative Sciences' Advisory Council membership recognizes outstanding organizational leadership from business, government, education, medicine, and social welfare institutions. Through their diverse membership, recommendations of new ideas and a broad balanced view of the School's goals, plans and programs are formulated. They also serve as a liaison between School and their related professions and organizations, alumni, and friends as well as individuals and institutions not otherwise connected with the School and University.

Gordon W. Paul (Chairman)
Partner
Peat, Marwick, Mitchell & Co.

Tom J. Wortman (Vice Chairman)
V.P. & General Manager
GTE Lenkurt Albuquerque Plant

Robert H. Allan, Jr.
President
First State Bank at Gallup

Benny Atencio
Chairman
All-Indian Pueblo Council, Inc.

Dale Bolton
President, SB&AS Alumni Club
Allstate Insurance

D.E. Boyle
President
Dale Bellamah Corporation

J.T. Baldridge
President
General Recreation, Inc.

George Carmack
Editor
Albuquerque Tribune

Wilfred A. Clarke
Springer Corporation

Sheldon A. Davis
Vice President
TRW, Inc.

James Dick
General Manager
EG&G

Paul W. Driscoll
Plant Manager
Fairchild Semi-conductors

Lawrence Eichwald
Member, Board of Directors, CAMBIO
Chairman, SB&AS Minority Management
Advisory Committee

Max Flatow
Architect
Architectural Firm of Flatow, Moore, Bryan and Fairburn

Thomas P. Gilmer, Jr.
President and Director
Lectrosonics, Inc.

Ferrel Heady
President
University of New Mexico

Benigno C. Hernandez
Judge
New Mexico Court of Appeals

Richard Heim
Director
Dept. of Health & Social Services
State of New Mexico

Robert Hessel
Manager
Albuquerque Plant
General Electric Plant

W.D. Janies
Vice President
Southern Union Gas

Franklin Jones
Management Services

James L. Killorin
V.P. and General Manager
Mountain Bell

A.I. Kinney
Director of Plant Ops.
Singer Business Machines

R.R. Leveille
General Manager
Kennecott Copper

Peter MacDonald
Chairman
Navajo Tribal Council

Arthur Maciszewski (Past Vice President)
President
ARF Products, Inc.

Mrs. F. Mapel
Secretary-Treasurer
Board of Regents
University of New Mexico

J.T. Michelson
President
Sunbell Corporation

Robert J. Nordhaus
President
Sandia Peak Tramway

Ray B. Powell, Jr.
Vice-President
Sandia Lab.

Robert R. Rehder
Dean & Professor
School of Business & Administrative Sciences
University of New Mexico

Tom E. Robles
District Director
Equal Employment Opportunity Commission

George A. Schrieber
President
Public Service Company of New Mexico

B.B. Smith

Robert L. Tripp
(Past Chairman)
President
Albuquerque National Bank

Dr. Clayton S. White
President & Director
Lovelace Foundation

Dr. Walter D. Wood
President
Dikewood Corporation

Len Scalzi
President
Graduate Association of Business Students

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Robert R. Rehder, Dean
The University of New Mexico
School of Business and
Administrative Sciences

Executive Program Objectives

The School of Business and Administrative Sciences at the University of New Mexico accepts as part of its educational mission the development of a program of continuing, life-long management education for private and public organization executives.

It is our goal to improve the practice of management, which consists of the artful application of scientific principals to problem solving. Efficient decision-making will aid business and government leaders to better utilize their organization's scarce resources.

The Executive Program is proposed as a fundamental step in that direction. Its goal will be to increase the understanding of modern administration principles, to improve awareness of new developments in decision theory, management technology, and organizational concepts. Interest is focused upon new mathematical tools and computer science, as well as the wide range of political, economic, and social factors influencing organizational planning and strategy.

The planned program of study will seek to bring order to the mass of management information, and will explore the interrelationships of all elements in the management process. In so doing, new insights into managerial performance will be gained.

The Executive Program offers the flexibility of one year of study culminating in the Executive Program Certificate or, optionally, an additional year of work leading to the Master of Industrial Administration degree. Either option will provide a beneficial foundation for a series of seminars, symposiums, and management conferences designed to fulfill our commitment to provide continuing, life-long education for New Mexico's management personnel.

Robert R. Rehder

Three Phases of the Executive Program Keyed to Personal and Professional Growth

PHASE I
Foundation

The first phase of the Executive Program is scheduled to begin in September and continues for twelve months. Upon successful completion, all participants will be awarded the Executive Program Certificate.

Nine specially designed courses serve to acquaint program participants with modern concepts of management. Intuitive habits will be fortified with scientific, interdisciplinary methods of decision-making. Systems orientation is stressed throughout.

Classes are scheduled for all-day sessions on Friday and ½ Saturday of every second week to permit busy executives to continue in their business capacities without an undue inconvenience.

Study and preparation for courses involves reading, research, and group discussion meetings in addition to regular class sessions.

Those in the Executive Program have the option of applying credit earned in this certificate program to the second phase of the program, which leads to the Master of Industrial Administration degree. Eighteen hours of course work in the first phases of the program may be applied toward the higher Master's degree, but all applicants must fulfill all entrance requirements of the University of New Mexico Graduate School.

CREDIT HOURS, TOTAL: EIGHTEEN

Program Leads to Executive Program Certificate

These Disciplines provide the Foundations for Scientific Problem Solving in Management Practice

MANAGEMENT SCIENCE
- Operations Research
- Statistical Analysis
- Managerial Economics
- Systems Analysis and Decision Making

ORGANIZATIONAL BEHAVIOR
- Human Resources Management
- Administrative Theory and Behavioral Concepts
- Interpersonal Dynamics
- Organizational Design and Development

MANAGEMENT CONTROL
- Managerial Accounting and Financial Control
- Management Information Systems
- Computer Science

ORGANIZATIONAL ENVIRONMENT
- Political and Legal Systems
- Economic and Social Systems

OPERATIONS MANAGEMENT
- Finance, Marketing, Production
- Planning and Strategy
- Organizational Intelligence
- International Business Management

3695

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PHASE II *Application*

The second phase of the Executive Program is offered as an option. Candidates may apply for admission into the Graduate School of Business and Administrative Sciences after successful completion of the Executive Certificate Program. Two additional semesters, plus one summer session are required to complete the Master of Industrial Administration degree.

This phase of the program is designed to augment the basic skills introducted in the first part of the Executive Program. Through vigorous participation in group discussion and case study methods, candidates will practice problem solving and decision making in simulated situations. Every effort will be made to draw upon the valuable management experience of those enrolled in the program.

A strenuous pace is guaranteed, but the advantages of working closely with carefully selected faculty members from the business school as well as from other institutions will be very rewarding. Concurrently, participants will enjoy meeting and working with other candidates having similar interests and levels of responsibility.

To avoid obsolescence in a constantly changing environment, it is essential to continually update one's education while at the same time gaining a higher level of personal development.

Both options, Phase I and Phase II, furnish a solid base for continuing, life-long education, which is the goal of Phase III of the Executive Program.

CREDIT HOURS, TOTAL: THIRTY-SIX
(Includes 18 hours from Certificate Program)

Program Leads to Master of Industrial Administration Degree

Intensive Application of Functional Knowledge and Interdisciplinary Tools through Case Study and Game Techniques.

- ACCOUNTING
- MARKETING
- INDUSTRIAL RELATIONS
- ORGANIZATIONAL DEVELOPMENT
- OPERATIONS RESEARCH
- ADMININSTRATIVE RESEARCH
- FINANCE
- OPERATIONS
- INTERNATIONAL BUSINESS
- ORGANIZATIONAL BEHAVIOR

PHASE III Continuing Education

Either option, Phase I or Phase II, will offer a solid base for continuing life-long education, which is the purpose of Phase III of the Executive Program.

Education is not a goal that can be attained at any given point in time and then forgotten. It is an on-going process. In today's environment, it is important that our technical skills need frequent updating and improvement. Less tangible but equally important is the process of personal growth and increased intellectual maturity that accompanies our pursuit of knowledge through formal education.

Through such efforts as the Executive Program, a closer harmony will be created between academic and business communities: a condition we feel will mutually benefit both sectors, while at the same time contributing to the healthful development of New Mexico as an even better place to live.

The University of New Mexico will offer a series of management seminars, conferences, and symposiums to continue the executive-level educational process.

The Executive Program Curriculum

PHASE I
(first year)

FALL SEMESTER			SPRING SEMESTER		
Strategic and Operational Planning	(518A)	2	Organizational Environment I	(515B)	2
Organizational Behavior I	(516A)	2	Management Science I	(513A)	2
Organizational Economics I	(515A)	2	Financial & Managerial Accounting I	(514A)	2
		6			6

SUMMER SESSION

Operations Management I	(517A)	2
Organizational Environment II	(515C)	2
Problems	(519A)	2
		6

CERTIFICATE FOR PHASE I (18 credit hours)

PHASE II
(second year)

FALL SEMESTER			SPRING SEMESTER		
Operations Management II	(517B)	2	Operations Management III	(517C)	2
Organizational Economics II	(515D)	2	Financial & Managerial Accounting II	(514B)	2
Organizational Behavior II	(516B)	2	Management Science II	(513B)	2
		6			6

SUMMER SESSION

Operations Management IV	(517D)	2
Integrative Seminar	(518B)	2
Problems	(519B)	2
		6

MIA DEGREE OR GRADUATE CERTIFICATE FOR PHASE II (36 CREDIT HOURS)

2697

PHASE I

STRATEGIC & OPERATIONAL PLANNING

A synthesis of planning theory and practice. The role and performance of diagnostic-prognostic audits of the resources and environment of the firm. Strategic (long-range) planning, including corporate mission, objectives, strategies, and policies. Operational (short-range) planning, including goals, work programs, budgets, action plans, and controls for detection and correction.

ORGANIZATIONAL ECONOMICS I

Principles and application of micro-economics. Methodology of economic reasoning; theory of consumer behavior and the social function of prices; theories of demand and production; nature of costs and profits; the supply curve of a competitive firm and the effect of taxes, subsidies, and government economic policy on the firm's price and output; social costs; monopoly pricing and output; pricing of factors of production and optimal resource allocation.

ORGANIZATIONAL BEHAVIOR I

Intensive examination of behavioral science research and theory as a basis for understanding human behavior in organizations. Emphasis is upon a comparative approach which views every organization as a socio-technical system.

ORGANIZATIONAL ENVIRONMENT I

The nature of environmental change on the structure and operation of the organization; specifically, the economic, political, and technological systems are examined as they relate to each other and to the management of small - and large - scale organizations.

FINANCIAL & MANAGERIAL ACCOUNTING & CONTROL I

The use of financial and managerial accounting data as tools for executive action. This course examines accounting as a systematic approach to evaluation of the total performance and status of an enterprise and as an aid to management in making current decisions, planning future activities and maintaining operational control.

MANAGEMENT SCIENCE I

The development of the mathematical foundations underlying several quantitative analysis techniques which are available to assist decision makers. Emphasis is directed toward the application of these techniques to business problems. Topics include forecasting techniques, inventory models, and mathematical programming optimization models.

OPERATIONS MANAGEMENT I

The operational problems of the firm. The methods and analytical models in the planning and control of operating systems. Includes formulation of production and marketing programs and the management of funds flows within the organization for growth and maximization of the value of the firm.

PHASE II

ORGANIZATIONAL ENVIRONMENT II

The nature of environmental change on the structure and operation of the organization; specifically, the ecological, ethical, and social systems are examined as they relate to each other and to the management of small-and large-scale organizations.

MANAGEMENT SCIENCE II

Additional quantitative techniques are introduced. Illustrative applications in the areas of Classical and Bayesian statistical decision theory, Simulation models, Queuing theory, and Markov processes are presented.

FINANCIAL & MANAGERIAL ACCOUNTING & CONTROL II

An examination of the basic concepts, principles, and postulates of financial acccounting theory and their relation to the objectives of income determination and asset valuation. Emphasis is on financial statements as a source of economic data and investor information. Topics include the financial accounting model, theories of valuation, data accumulation and analyses, and funds flow.

ORGANIZATIONAL ECONOMICS II

Principles and applications of macro-economics. Measurement of business activity, including the national accounts; income, spending, and output (the consumption function); money and the Fed; equilibrium in product and money markets; employment and the price level; growth and inflation; forecasting activity levels; government stabilization policies.

ORGANIZATIONAL BEHAVIOR II

A critical evaluation is made of the modern systems approach to organizational decision-making. An appraisal of traditional theory followed by an examination of current theory and its relationships to policy, planning and control in light of the environmental factors of power, authority, leadership and communications within the organization.

SEMINAR IN INTEGRATIVE MANAGEMENT

Emphasizes system-oriented, inter-functional planning and administration with an interdisciplinary approach. Applications of Information and Intelligence Systems as the basis for management action. A variety of case studies and projects are used to develop a capacity for administrative decision-making employing strategic and operational planning, and other integrative devices.

PRELIMINARY DESCRIPTION OF OPERATION'S COURSE

Operations Management (II, III, IV):

The operational problems of the firm. The methods and analytical models in the planning and control of operating systems. Includes formulation of production and marketing programs and the management of funds flows within the organization for growth and maximization of the value of the firm.

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The Executive Program Faculty

EDWIN H. CAPLAN
Professor of Business & Administrative Sciences

B.B.A., U. of Michigan, 1950; M.B.A., U. of Michigan, 1952; Ph.D., U. of California, 1965; C.P.A.
Major area: Management information and control systems; Behavioral implications of accounting.

KARL CHRISTMAN
Associate Professor of Business & Administrative Sciences

B.S., Indiana U., 1948; M.B.A., Indiana U., 1952; C.P.A.
Major area: Accounting.

RALPH L. EDGEL
Coordinator of Graduate Studies
Professor of Business & Administrative Sciences

A.B., U. of Utah, 1932; M.B.A., Northwestern U., 1935.
Major area: Finance; Policy.

HOWARD V. FINSTON
Professor of Business & Administrative Sciences

A.B. and M.A., Stanford U., 1948; Ph.D., Stanford U., 1953.
Major area: Organizational behavior, labor relations and organizational development.

WILLIAM H. HUBER
Dean of the University College
Professor of Business & Administrative Sciences

A.B., Ohio State U., 1946; J.D., Ohio State U., 1947.
Major area: Law, political economic philosophy.

ROGER H. JEHENSON
Associate Professor of Business & Administrative Sciences

B.A., U. of Louvain, Belgium, 1958; M.A., U. of Montreal, 1966; M. Ph., Yale U., 1970; Ph.D., Yale U., (Expected 1971).
Major area: Organizational behavior; psychology in administration; phenomenological social psychology.

ROBERT A. LENBERG
Professor of Business & Administrative Sciences

B.A., Brigham Young U., 1955; M.S., U. of Minnesota, 1959; Ph.D., U. of Minnesota, 1965.
Major area: Planning, organizational intelligence, integrative management, and marketing research.

PERRY T. MORI
Professor of Business & Administrative Sciences

B.S.B.A., Northwestern, 1948; M.B.A., Northwestern, 1949; J.D., U. of New Mexico, 1965; C.P.A.
Major area: Accounting, law, and insurance.

WILLIAM S. PETERS
Professor of Business & Administrative Sciences

B.A., Dartmouth College, 1946; M.B.A., Wharton School, U. of Pennsylvania, 1948; Ph.D., U. of Pennsylvania, 1954.
Major area: Statistical analysis, decision theory, and operations research.

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ROBERT R. REHDER
Dean and Professor of Business & Administrative Sciences

A.B., Depauw U., 1952; M.B.A., Indiana U., 1958; Ph.D., Stanford U., 1961.
Major area: Organizational behavior.

RICHARD A. REID
Associate Professor of Business & Administrative Sciences

B.S.M.E., Case Western Reserve U., 1962; M.B.A., Ohio State U., 1967; Ph.D., Ohio State U., 1970.
Major area: Systems analysis, operations research.

DONALD GRANT SIMONSON
Assistant Professor of Business and Administrative Sciences

B.S., U. of Illinois, 1956; M.S., Purdue U., 1963; Ph.D., U. of Michigan, 1971.
Major area: Finance.

DANIEL M. SLATE
Professor of Business & Administrative Sciences

B.S., U. of Washington, 1952; M.A., U. of Washington, 1956; Ph.D., U. of Washington, 1961.
Major area: Competitive processes of the firm.

WALTON R. L. TAYLOR
Assistant Professor of Business & Administrative Sciences

B.S., Sacramento State College, 1966; Ph.D., Pennsylvania State U., (Expected 1971).
Major area: Working capital management, portfolio theory, operations research, mathematical statistics.

LOTHAR G. WINTER
Professor of Business & Administrative Sciences

B.B.A.; M.A. (Dipl. rer. Pol.); Ph.D. (Dr. rer, Pol.), University of Freiburg, Germany. Major area: International business management, and marketing.

JOHN A. YEAKEL
Assistant Professor of Business & Administrative Sciences

B.S., Pennsylvania State U., 1957; M.S., Pennsylvania State U., 1962; Ph.D., U. of Florida, (Expected 1971).
Major area: Financial and managerial accounting theory, business mergers.

ADMISSION

Candidates should be nominated and sponsored by their organization, have demonstrated mature administrative competence, and possess intellectual curiosity. Personal interview by the Director of the Executive Program is required. Maximum enrollment is forty, minimum thrity. Participants working toward an M.I.A. degree must fulfill all UNM Graduate School admission and academic requirements.

Applications should be received by the School no later than June 15.

DATE

Tentatively, the Executive Program will be offered every other year and will begin on the first Friday in September. Class meetings will be held two days every other week on Friday and Saturday. Courses will be conducted on Friday from 9:00 a.m. to 5:00 p.m. including a one-hour luncheon break and on Saturday from 8:30 a.m. to 12:30 p.m.

COST

The charges for the Executive Program will consist of $1900 for the first year (Phase I) and $1900 for the second year (Phase II) which covers tuition, materials and supplies. A limited number of scholarships are available.

PARTICIPANTS

Managers from all functional areas of business and government in New Mexico. Minimum of 3-5 years of managerial experience in line or staff positions. Participants in the Executive Program are expected to retain full job responsibilities while in attendance.

The University of New Mexico does not discriminate against any persons on the grounds of sex, race, color or national origin in any of its programs or activities.

TEACHING METHODS

A full range of teaching methods will be used, applying each where it is most effective. The case study, group discussions, the syndicate method, simulation techniques and business games are frequently used. The courses are integrated around the concerns and responsibilities of general management. There is special emphasis on the sharing of experiences through class discussion.

For Additional Information Contact:
the Secretary of the Executive Program
Phone (505) 277-4638
School of Business and Administrative Sciences
The University of New Mexico
Albuquerque, New Mexico 87106

DR. DONALD A. SIMONSON
Executive Program Director
and Departmental Secretary,
School of Business and Administrative Sciences

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EXECUTIVE PROGRAM PARTICIPANTS 1971-73

Oscar Ayers
Aerospace Engineer
Kirtland, Special Weapons Center

Joseph Baca
Production/Sales Coordinator/
Personnel Manager
Bueno Foods, Inc.

David Bachicha
Accountant-Auditor IV
State Highway Dept., Santa Fe

Wayne Badsgard
Division V.P.
Public Service Company

Geraldine Bird
Director of Nursing
Gallup Indian Medical Center

Herbert Bohannon
Deputy Director of Civil Engineering
Kirtland, Special Weapons Center

Wilfred Bowman
Ass't General Mgr. Navajo Tribal Utility Authority
Fort Defiance, Arizona

Henry L. Bradbury
District Plant Mgr. Mountain Bell Telephone

Michael Brown
Director of Development
Bernalillo County Medical Center

George Chant
President
L.H. Chant Electric Company

David Chavez
Marketing Specialist
Del Sol, Inc.

Edward Clements
Chief Program Management Officer
Kirtland, Air Force Weapons Lab

James Collins
Vice-President
Creamland Dairies, Inc.

Joseph Demkovich
Data Processing Manager
IBM Corporation

Lloyd Frost
Chief, Budget Division of Dept. of Finance & Admin.
Santa Fe

William Gallagher
Industrial Development Rep.
New Mexico Dept. of Development, Santa Fe

Walter Hewitt
Director of Programs
EG&G, Inc.

Helen Kee
Director of Nursing
Bernalillo County Medical Center

Roger Lattanza
V.P. for Sales
Albuquerque Gravel Products

Edward Laughlin
Chief of Optics Technology Branch
Kirtland Air Force Weapons Lab

Arthur Maciszewski
President
A.R.F. Industries, Raton

Steven Malner
Director of Data Processing
State of New Mexico, Santa Fe

Robert Michael
Secretary-Treasurer
Save-Way Liquor Stores, Inc.

Alan K. Miller
Vice-President
First National Bank

Fred O'Cheskey
Commissioner
New Mexico Bureau of Revenue

Henry Patton
President
A.V.C., Inc.

Robert L. Platt
Administrator
New Mexico State Highway Department

William G. Ramshaw
V.P. & Manager
Albuquerque Lumber Company

Frank Rucker
Superintendent Engineer
Mountain Bell Telephone

Gordon Sadeik
Operations Manager
A.R.F., Raton

Harold Stoller
Dept. Mgr. Composites Research & Development
Sandia Corporation

Robert S. Stone
Dean
School of Medicine
University of New Mexico

Frank Sularz
General Manager
ENVIRCO

Delbert Sundberg
Head of Informational Services
Los Alamos Scientific Laboratories

David Supowit
Division Controller
EG&G

Kenneth Sutton
Employment Manager
Sandia Corporation

John Victor
Project Right of Way
New Mexico Highway Dept.

Milton Ward
V.P. of Operations
Ranchers Exploration & Development Center

Claude Weimer
Self-Employed
Ranching and Petroleum Interest

THE REPORT OF THE DEPARTMENT OF ART EDUCATION
July 1, 1972 - June 30, 1973
Donald J. McIntosh, Chairman

This year 1972-73 was a year for substantiation and definition of programs established over the three previous years. All of the Department's professors are administrating the areas that they worked with the previous year. I feel that, in general, we were successful in clarifying and developing most of our programs, but as Chairman, I would like to note that events such as the dismissal of the College's Dean, the search for a new Department Chairman, the central administration's stance towards tenure and other matters and the drastic budget cuts suffered by the whole University have created an atmosphere of acute anxiety among the Department's faculty. There has been no evident let up in their hard working committment to the concerns of Art Education (and this is an extremely hard working faculty.) But, it is my strong feeling that a concern of tye type that has been generated in the faculty is potentially damaging. Evidence of support and interest from an aware and knowledgeable administration, both within the College and especially above the College, is needed to insure and encourage continued advance in Art Education.

I. General Department Information

A. Significant achievement during the academic year 1972-73.

Elementary Student Teaching Program - The Department operated five elementary art centers in the fall and three elementary art centers staffed by master's students in the spring.

These centers were supervised by coordinators hired through the use of a faculty position, or by a graduate assistant and directed by Professor Philip Peterson. In the fall, these centers consisted of Barcelona (6 student teachers) under Lee Lewin, Collett Park (2 student teachers) under Alan Newman, Yucca (6 student teachers) under Larry Smith, Apache (8 student teachers) under Pat Duran and Stronghurst (7 student teachers) under Kris Schoyen. In the spring, the latter two centers remained operating each with four student teachers and with the same coordinators. Monte Vista Elementary was added to the program giving the Department one art center in each Albuquerque Public School area. Lee Lewin transferred from Barcelona to Monte Vista as coordinator and the center also had four student teachers. In total, there were 41 elementary art student teachers over the academic year.

Considerable time was spent negotiating with the Albuquerque Public Schools' administration, centrally and in all three areas, in the attempt to replace the coordinators supplied by the Art Education Department through the use of a faculty position that will not be available for the year 1973-74. At this date, it appears as if we may be successful in at least two of the areas as the Albuquerque Public Schools has indicated

if monies permit, they will hire assistants to coordinate Apache and possibly Stronghurst art centers. In any event, the Art EducationDepartment will proceed with these three centers in the fall, probably with faculty 1/4 time supervision.

Secondary Student Teaching Program - The secondary student teaching program had 13 student teachers in the fall and 40 student teachers in the spring. It was one of Professor Srubek's primary responsibilities in the Department to direct this program. In the spring term he was assisted by Professor Townsend in the supervision of student teachers. The following is his report on the program.

"During the academic year 1972-73, it was decided by the Department that our Secondary Student Teaching Art Center program should include art centers in both junior high schools and middle schools, along with the program we had already established in the senior high schools.

In the fall semester of 1972 we pilot tested four junior high schools and middle schools in preparation for art centers at this level for the spring semester. Therefore, in the fall semester we placed two graduate interns each in Monroe Junior High School and Hoover Middle School along with one graduate intern each in Kennedy and Harrison Junior High Schools. In addition to these, we placed three graduate interns at Rio Grande High School and Del Norte High School and one at Highland High School.

Since we had already worked with art centers in senior high schools, we were especially interested in beginning to implement art centers in the junior high school and middle schools area. Our pilot experiences in the junior high and middle school areas in the fall indicated to us the feasibility, desirability, and interest in junior and middle school student teaching art centers.

Therefore, in the spring semester the junior high and middle school student teaching art centers were a major part of our student teaching program in art. Three junior-middle school art centers were established. Seven undergraduate student teachers were placed at Kennedy Junior High School to operate an art center with the cooperating teachers, Pat Becker and Suzanne Shrubsall; seven undergraduate student teachers were placed at Monroe Junior High School to operate that art center with the cooperating art teachers, Allegra Gritzmaker and Sara Loesch; and seven undergraduate student teachers were placed at Hoover Middle School to operate that art center with the art cooperating teachers, Carol Carver and Carol Klattenhoff.

In addition to the junior and middle school art centers, we continued our operation of our senior high school Secondary Student Teaching Art Centers. Eight undergraduate student teachers were placed at Rio Grande High School to operate

that center with the art cooperating teachers, Elizabeth Johnson and Mary Jo Miller; seven undergraduate student teachers were placed at Del Norte to operate that art center with the art cooperating teachers, Dick Johnson and Joe Morello. A minor art center was operated at Highland High School with four undergraduate teachers with the art cooperating teachers, Frank McCulloch, Jeanette Williams and Wayne Pritchard. For special reasons one undergraduate student teacher was placed at the Albuquerque Academy with the cooperating teacher, Claiborne O'Conner.

A completed report entitled "Report and Proposal for Secondary Student Teaching School Art Centers," covering this program from 1970 until the end of this school year is available from the Department; this report describes the history, concept and incorporates a proposal for our Secondary Student Teaching School Art Center program for the school year 1973-74. This proposal was reviewed and approved by the Albuquerque Public School Superintendents Committee; two senior high school art centers and three junior high - middle school art centers were incorporated into this 1973-74 proposal.

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The success of the Secondary Student Teaching School Art Centers has been encouraging and testified to by all those concerned and by nature of the fact that we are continuing the program with greater enthusiasm in both senior high schools and junior and middle schools. Being involved in the junior - middle school art centers in the spring semester indicated to us the uniqueness of the situation of teaching art in junior and middle schools as opposed to teaching art in senior high schools. The art centers contributed to increased offerings, flexibility and enrichment in the schools in which we had the art centers. Cooperating teachers and the administration and the secondary art centers were quite satisfied and excited about the student teaching art centers and are looking forward to the art centers and schools next year.

Since we have operated a Secondary Student Teaching Art Center at Del Norte High School and Highland High School for the past three years, and since we hope to work with different schools in Albuquerque, we will be moving the art centers from these schools in 1973 and 1974. Secondary Student Teaching Art Centers have been agreed to for 1973-74 in thefollowing schools: Valley High School, Rio Grande High School, Monroe Junior High School, Kennedy Junior High School and Hoover Middle School.

All in all, in the spring semester we placed 53 undergraduate student teachers in art in six secondary and junior - middle school art centers!!.

220 - Pre-Student Teaching Program - This program, which is pricipally incorporated with the children and youth art classes, is directed by Professor Beverly Vogel. There were 39 200 students in the fall and 45 in the spring. The majority of these students are Art Education majors, but a large portion are Elementary majors minoring in Art Education. They are placed in the children's art programs on Saturday morning and the youth programs on Thursday evenings. They have an additional observation and practicum experience in the elementary and secondary art centers detailed above. This course is used as the Departmental screening course and a heavy emphasis on student advising will be added to the experience.

Children's Art Program - The program each semester consists of approximately seven classes composed of around 125 students. Seven sponsor teachers are hired from the Department's master's students and from Albuquerque Public School master art teachers. Course offerings are designed to upgrade the art experiences available in Albuquerque and range from elementary classes incorporating dance, drama and music, toys, or puppets to high school experiences in photography, drawing

or filmmaking. This program is on-going through the summer session when six classes are given concentrating mainly in elementary art and humanities experiences.

One innovative aspect of the program this year was the final show of the spring semester in which participation projects encouraged both parents and children to work in medias and crafts much to everyone's enjoyment. Professor Vogel believes that the inclusion of an art class for parents with the children's classes on Saturday will have good effects on the program.

This program is self supporting.

Graduate Program - The Department had 112 master's students of which 40 went full-time for the academic year. Eighteen students graduated with Masters of Arts in Art Education degrees during that time.

The Department attempted to develop it's offering at the master's level by substantiating the courses previously given under workshop and topical titles.

Art Education 465 - Art and the Exceptional Child. After twice teaching this course under the topics course number, Professor Vogel presented the course and supporting materials to the College's committees and faculty. It was passed last January and has been sent to the University committee for further action.

Art Education 585 - Research Applied to Art Education. In cooperation with the Department of Educational Foundations the Art Education Department cross listed and taught it's own course in research methods in Art Education. This course specifically dealt with the unique problems of doing empirical research in Art Education. This course was offered by Jim Srubek in the fall semester of 1972. We will continue to offer this course as a basic course in our master's program in Art Education.

Art Education 590 - Current Issues and Readings in Art Education. After two trial runs of this course under a topics course number, the Department proposed this course as a permanent course number and vital course in it's master's program. This proposal is now going through the proper channels for approval.

A major part of the Department's effort was to formalize the workshops for teachers offering into generic course catagories. These courses as listed below passed through the College committees a year ago this date, but there has as yet been no action by the University committees or the Vice President's office.

A Ed 475, Painting, Drawing and Design in the Classroom
A Ed 476, Graphics in the Classroom
A Ed 477, Visual Communication Education in the Classroom
A Ed 478, Ceramics in the Classroom
A Ed 479, Metal and Plastic in the Classroom

A Ed 480, Textiles and Leather in the Classroom
A Ed 481, Three-Dimensional Design and Sculpture in the Classroom
A Ed 482, Design and Use of Equipment in Teaching Art
A Ed 483, Multicultural Studies in Art Education

A total of seven workshops were taught sometimes by part-time instructors such as Judy Carr (Fabrics and Fibers in the Classroom), and Ron Wrona (Graphics in the Classroom) over the academic year since June, 1972. Six topic courses were givern over the same period.

Professor Townsend designed a special course for recreation majors in the arts and crafts. This course was taught as Topics 447-053, Recreation Arts and Crafts this spring. The following is quoted from Mr. Townsend's written evaluation of the course and indicates one of the directions that the Art Education Department hopes to proceed with next fall.

"The course has served to indicate a genuine need for such exposure, and has in fact proven the need for further involvement by Recreation majors in the field.

Two alternatives are being explored to further enhance the Recreation - Art Education programs. Meetings in the immediate future will be held with H.P.E. R. for the purpose of exploring the feasibility of creating three new sequential recreation arts and crafts courses, and possibly implementation of a minor (non-teaching) in Art Education for Recreation majors.

Tentatively, the courses would contain (I) basic design, recreation arts and crafts theory and methods in a recreation setting and considerable laboratory experience, (II) intermediate level lab techniques and observations within local recreation facilities (field service) and (III) advanced laboratory experience and an extended practicum in a local recreation program. Implementation of the first and second levels may take place during semester II, 1974.

Should a minor be developed, it would ideally include the above proposed courses, plus Art 123 (Basic Design), Art 130 (Contemporary Art) and at least one 200 level course in Art, for a total of 21 to 24 credit hours, depending upon H.P.E.R.'s program requirements and flexibility".

Extension Program - Extension programs were developed for the Associate of Arts Programs and for teacher retraining. One such program, Art Education 247, Topics - Teaching Indian Arts and Crafts, was given at Roughrock, Arizona in the summer session of 1972. Paul Kravagna, doctoral graduate of this Department, conducted the major emphasis of this course and his evaluation is on file in the office. Mr. Larry Smith taught a special Art Ed 115 section at Laguna this spring and Mr. Wilfred Eriacho continued to teach the 110 - 115 program through the Gallup Branch. Mr. Peterson plans to give a special one credit Art in the Schools program at the San Felipe Pueblo this May and

Mrs. Vogel did consultation in the same subject area in Utah last summer. Through the filmmaking program, which will be detailed below, 11 mini-workshops were given in the Albuquerque Public Schools, Santa Fe and Los Alamos. In addition, one three credit spring course, Filmmaking in the Schools, was taught by Miss Mary McLeod, master's graduate of this Department, through the Los Alamos center this spring.

Filmmaker in the Schools Program - In the spring of last year, the Art Education Department was approached by the New Mexico Arts Commission and asked to submit a proposal for the Filmmaker in the Schools grant from the National Endowment of the Arts and Health, Education and Welfare. We had done considerable work in this area previously and we were one of four major sites selected. The Department of Art Education received a $20,000 matching grant through the Arts Commission. In this program the Arts Commission is the receiving agent of the grant and we have undertaken to develop Filmmaking in the Schools throughout the State, though of course we work primarily with the Albuquerque Schools. Our program adopted a direction that has turned out to be appropriate to the needs of education in filmmaking as seen by some of the directors of the media program in Washington. We seem to embody the type of seed program in

our efforts to develop as many film teachers and to get as wide a distribution of the equipment as can be practically scheduled. We have been selected to receive the on-going $15,000 grant for next year and a special media grant of $5000 for the summer program.

The following is a bried description of the program since June of 1972.

Two filmmakers, Mr. Ivan Wright of Rio Grande High School and Mr. Jay Hardwick, the Department's doctoral Teaching Assistant, were sent to New York for special training in July.

In the fall, Art Education 447, Filmmaking for Teachers, was scheduled and 27 students enrolled. Each of these students learned the technology of filmmaking through making a personal film and assisted in teaching 11 mini-workshops. They also designed and proposed programs for Filmmaking in the Schools planned for the spring semester. The mini-workshops ranged from practicing elementary and secondary teachers to Headstart faculty, administrators to parents, all of whom worked on their own films and presented a program for film teaching in the spring semester. These mini-workshops were instructed by local filmmakers, Wright, Hardwick Kirkpatrick, etc. assisted by student teachers from Art Education 447. In all, the fall semester developed approximately 125 people who could teach filmmaking with

super 8 equipment.

Limited by our equipment and by time, approximately 18 filmmaking proposals were put into operation through the spring semester. In all, over 500 students had the opportunity to make films. These programs ranged from pre-school and elementary student courses at schools such as Monte Vista, Sierra Vista, Buena Vista, Apache, etc.; junior high school students at Grant, Kennedy, Monroe, Washington, Hayes, McKinley, Cleveland, etc.; and high school students at Valley, Rio Grande, West Mesa, Highland, El Dorado, Del Norte, etc. (the last three were on-going programs from previous art centers.) In addition, a comprehensive system-wide filmmaking program in the schools was conducted at Los Alamos, under the direction of Mary McLeod, supported by that system's elementary and secondary art teachers. A special class was conducted at the Institute of American Arts in Santa Fe under the direction of Jim McGrath, Bruce Krause and Karen Whitmer.

The following is a quote from Professor Srubek's report on student teaching and will give an example of how the program provided an avenue to affect broad areas of the Albuquerque Public School system.

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"In addition to their regular student teaching in our art centers, four student teachers proposed a project to teach filmmaking to students in five Albuquerque Public School junior highschools. This was an eight week course conducted by Sandra Salas, Duane Mortenson, Mary Dexter, and Don Nickerson in teaching filmmaking to a select group of junior high students in the following junior high schools: Monroe, Kennedy, Hayes, Washington and McKinley. These four student teachers expended a tremendous amount of initiative, imagination and hard work in conducting this project, and through their efforts the films produced by their students were exceptional and well received. This was a germinal project which will continue in other areas inspired by Don McIntosh and Jay Hardwick and the Department's Filmmaking in the Schools Grant".

Worth notice also was the program at Monte Vista Elementary School. This program was directed by the regular classroom teachers who encouraged the five and six grade students toteach the grade one and two students filmmaking. Excellent work was done by all involved. At Buena Vista, special education students had a tailored program through the library teacher. All these teachers were students in the mini-workshops.

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Some of our high school programs are taught by the art teacher with special assistance from local young filmmakers involved from previous programs sponsored by the Art Education Department; Richard Romancito, Clyde Aragon, Mark Prouse are some of these young people getting added confidence through the grant.

In addition, special institutes bringing in outstanding filmmakers and teachers of filmmaking were scheduled throughout the academic year to stimulate growth and enthusiasm. In December, Mr. Michael Snow, Mr. Tom Spence, Mr. Tom Dewitt and Dr. John Lidstone participated in a special institute with our teachers in filmmaking. In the month of May, Mr. Roger Larson and Mr. Herman Engle also flew from the eastern seaboard to work with our public school students and teachers in a three day institute. We have just completed a two day technical institute with Mr. Carol Williams of the Anthropology Cinema Center in Santa Fe on 16mm technology and theory of filmmaking for the more experienced filmmaking teachers. All these institutes seemed to be very successful and evaluations by the participants are available in the Department office.

The program has received national notice as well as recognition by future grants. We have been visited by Mr. John Culkin, Technical Director of the Filmmaking in

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the Schools program and Director for the Center for Understanding Media, by Mr. Dale Kobler, Western States Evaluator of the Artists in the Schools program, Mr. Stan Revicki, State Program Planner for the Pennsylvania State Department of Education, Mr. John Wyant, Executive Director of the New Mexico Arts Commission and others. As director of the program, I was asked to give a presentation to the Institute for the Study of Research in Art Education in New York in December and to present a special research institute at the National Art Education Association Convention in San Diego this spring. This latter program was a three day "hands-on" workshop, largely conducted by six filmmaking students in our program: Mary Dexter, Jim Donaldson, Bruce Krause Lee Lewin, Duane Mortenson and Don Nickerson. The filmmaking people in the program have also presented numerous film shows ranging from the recent Humanities Convention in Santa Fe to introductory programs for PTA's and for the different public schools.

This Filmmaking in the Schools grant will culminate it's first year in a special film festival under the direction of Jay Hardwick. This Statewide film festival is part of our summer institute supported by the media grant. The summer program also consists of a special course using the services of outstanding filmmakers and critics such as Stan Brakage, Bruce Baillie, Milton Sloan, Gretel Ehrlich,

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and others. As noted before, this is an on-going program, next year's grant having already been awarded and we propose to extend the teaching of filmmaking and art into new areas of the State and it's public schools.

B. Plans and Recommendations

See Section C.

C. Appointments to Staff

The Department and the University administration have selected a new chairman. Dr. Howard McConeghey will take over the responsibility and the direction of the Department for the academic year 1973-74. The existent programs have inate momentum of their own and I am sure Dr. McConeghey will be very supportive of the direction the respective program administrators are proceeding. Significant plans and future directions should be better stated at such time, however, when the new chairman feels confident in his grasp of this situation.

D. Separations from Staff

There were no separations from the permanent staff.

II. Composite of information requested on individual biographical supplements.

1. Advanced Study:

Donald J. McIntosh: Ed.D. in Art Education from Teachers College, Columbia University in New York, June, 1972. "The Structuring of Studio Experience in American Higher Education".

Philip Peterson: Working on Ph.D. from Teachers College, Columbia University.

James Srubek: Finishing work on Ph.D. dissertation at the Pennsylvania State University, University Park, Pennsylvania.

Neal Townsend: Successfully completed graduate course at UNM in the following: Navajo 312 (A), Navajo Language. Promoted to Associate Professor, effective July, 1973.

Beverly S. Vogel: None

2. Sabbaticals, leaves of absence, summer teaching elsewhere, travel:

Donald J. McIntosh: None

Philip Peterson: None

James Srubek: None

Neal Townsend: Visiting instructor in ceramics at Vancouver School of Art, Vancouver City College, Vancouer, British Columbia, Canada, summer, 1972.

Beverly S. Vogel: None

3. New scholastic honors, fellowships, etc.

None.

4. Publications:

Donald J. McIntosh: Art Education in the Elementary School. The National Art Education Association, member of "The Task Force of Specialists in Elementary Art Education". Presented "Filmmaking in the Schools, the New Mexico Project" at the Film Media Conference, I.S.A.E., December 2, Graduate Center, New York City.

Philip Peterson: None

James Srubek: None

Neal Townsend: None

Beverly S. Vogel: Currently completing illustrations for New Mexico State Guide for Teachers of the Educable Mentally Handicapped. Due for immediate publication.

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5. Other research projects:

Donald J. McIntosh: Granted through the New Mexico Arts Commission, the Filmmaker in the Schools Project, June 1972 to June 1973, $20,000 matching from National Endowment for the Arts and HEW.

Philip Peterson: Preparing for faculty show and exhibits.

James Srubek: Presently editor of Issue Number 2 of a publication "The Post House Review", which is a collection of articles written by professionals connected with Art Education with a projected edition distribution of 300.

Neal Townsend: Currently preparing a one man show of ceramics for exhibition in the fall.

Beverly S. Vogel: Series of prints: lino and woodcuts, designed and executed during this year.

6. Activities in learned and professional societies:

Donald J. McIntosh: Elected to the Board of the Institute for the Study of Art in Education, President of the New Mexico Art Educators Association. Attended local and state conventions and meetings.

Philip Peterson: New Mexico Art Educators Association Convention in the spring of 1972.

James Srubek: Attended National Art Education Association Convention in Detriot in March, 1972. Attended New Mexico Art Education Association Convention in Taos, April, 1972; also attended NMAEA Board; also on convention committee and Newsletter Committee of NMAEA.

Neal Townsend: Attended the 1973 National Art Education Association's Annual Convention, San Diego, California April 14 to 21, 1973.

Beverly S. Vogel: Attended New Mexico Art Educators Association Convention in April, 1972.

7. Other professional activities:

Donald J. McIntosh: Organized and sponsored New Mexico Art Educators Association, spring convention at the Lawrence Ranch, March, 1972. Participated in Art Education Department exhibit at Jonson Gallery.

Philip Peterson: Painting exhibit, Art Education Faculty.

James Srubek: Gave a lecture to faculty and student of the Nova Scotia College of Art and Design in Halifax, Nova Scotia, Canada - title: "On the Way I'm in Art Education Now." in March, 1972.

Neal Townsend: None

Beverly S. Vogel: Group show in Jonson Gallery, March, 1972, 2 paintings. Consultant: Title VIII Project at Pine Ridge, South Dakota, Souix Reservation - Upgrading Ar t in BIA Elementary Program, August, 1972. Workshop for kindergarten and pre-school teachers in art, October, 1972. Guest speaker on Art Education and the Bauhaus for honors program, UNM, November, 1972.

8. Non-teaching University services:

Donald J. McIntosh: Art Education DepartmentChairman, Administrative Committee, Petition Committee, Continuing Education Committee, student advisor, etc.

Philip Peterson: Multicultural Committee, Learning Materials Center Committee.

James Srubek: COE Multicultural Education Committee, Fine Arts Slide Library Committee, COE Faculty Discussion Committee, Art Education Graduate Screening Committee, Art Education Graduate Advisor, Director of Secondary Student Teaching in Art; Faculty Sponsor of Student National Art Education Association.

Neal Townsend: Elected Chairman of the COE Undergraduate Curriculum Committee (1972-73), member COE Environmental Education Committee, member Art Education Department Search Committee for new Chairperson, chairman DepartmentCommittee to write nine new course peoposals to replace current workshop structure, Department undergraduate advisement committee,

chairman and member of Department Graduate Comprehensive Examinations (Chairman 7, member 5 - total 12)

Beverly S. Vogel: Coordinator and director - Art for Youth and Children Program, spring, summer and fall, acting chairman and chairman Graduate Curriculum Committee April to August, 1972, member balance of year.

9. Public service:

Donald J. McIntosh: None

Philip Peterson: None

James Srubek: None

Neal Townsend: Appointed member of New Mexico Arts and Crafts Fair Standards Committee, summer and fall, 1972.

Beverly S. Vogel: None

THE REPORT OF THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION
July 1, 1972 - June 30, 1973
Ronald E. Blood, Chairman

I. General Department Information

A. Significant achievement during the academic year 1972-73.

1. The department implemented the development and testing of a training model for the preparation of Indian and Chicano Institutional Researchers. The Co-operative Higher Education Project, jointly funded by Title III and NIE, required the formation of a consortium arrangement between Highlands University and the University of New Mexico. Students were recruited from southwestern postsecondary institutions classified as "developing." Students were on campus for the fall semester during which time block instruction was utilized. Approximately two weeks of the fall semester were spent on the campus at Highlands University. The students returned to their home institution on a field work basis for most of the spring semester. The remainder of the spring semester was spent in study at ETS, Princeton, New Jersey. The students are currently back on the University of New Mexico campus for the summer session which will complete their Program of Study. Revisions of the instructional model will be made during the fall semester, 1973. Some revisions are being made in the base instructional program of the department as a result of the project experience.

2. Following last years decision to become delinquent in the payment of UCEA dues the department, after serious consideration, decided not to continue its membership in the council. The decision was reached with considerable regret as UCEA has in the past been a most significant source of positive change in Educational Administration training programs across the country. After the loss of foundation support, the organization became dependent upon institutional dues which have now risen to $2500 per year. In becoming dues dependent, UCEA became more and more a general purpose organization and lost its distinctive character. It was primarily for this reason that the department chose not to continue its membership in UCEA.

3. The department continued its involvement with the Latim American programs. Department members worked with a participant group from Paraguay in the area of supervision. Department members also worked with Ecudorian students and a multi-nation group sponsored by the State Department.

4. Dr. Horacio Ulibarri, who rejoined the department after a two year absence, served as Director of the Pupil Personnel Satellite program. The Staellite has continued to focus on the North Area of Albuquerque Public Schools and has continued to provide the department with an opportunity to interact at the local level.

5. The department continued to build enrollment in the master's level with the intent of utilizing that degree level for entry positions in the field, i.e., assistant principal or principal. The department also began to shift enrollment back into the regular master's degree while continuing the joint master's program for some students.

B. Significant plans and recommendations for the near future.

1. The department initiated a proposal for a federally funded fellowship program. The model utilized in the proposal was essentially an extension and a modification of the model developed in the Cooperative Higher Education Project. The target population, while remaining Chicano and Indian, was shifted to the public schools in multi-cultural settings.

2. During this past year two administrative interns were placed with the Albuquerque Public Schools. The results of this arrangement were highly satisfactory upon completion. One intern was hired into a assistant principalship; the other was employed by the Chief of the Public School Finance. The department continues its interest in developing a full internship program and will continue to explore the implementation of such a program.

3. The department has recognized with more and more frequency the inadequacies of current credential legislation. The Department is supportive of the creation of a Blue Ribbon committee to begin work on basic revisions of current credential requirements.

C. Changes in Staff

1. Dr. Richard Holemon resigned his position as Associate Dean of the College of Education. Dr. Holemon will be on sabbatical for the next academic year studying "Cultural Effects on the Administrative." Dr. Holemon intends to return to the department upon completion of his sabbatical leave.

2. Dr. Ronald Blood was appointed Acting Associate Dean for the next academic year, and Dr. Paul Pohland was appointed Chairman of the Department to succeed Dr. Blood.

3. Dr. Martin Burlingame resigned his position with the department after five years of highly productive service. Dr. Burlingame will become Research Director, Task Force on Governance, Management and Organization, National Institute of Education, Washington, D. C.

4. Dr. Richard Lawrence, Dean of the College of Education for the past four and one half years, will be joining the Department of Educational Administration as an active professor for the 1973-74 academic year.

II. Program Report

A. Number of students in program:

There was a total of 811 students enrolled in Educational Administration courses during Semester I and II, 1972-73. Student credit hours for these courses total 2535.

B. Selection procedures for students:

1. Master's Program:

Students applying for the Joint Master's Program, in addition to the Graduate School requirements, are asked to supply

three letters of reference. The applicants are also interviewed by a department member. The department forward its recommendation to the cooperating department, either Elementary or Secondary, who in turn assess the student's file.

2. Educational Specialist Program:

The applicant for the Educational Specialist Program, in addition to Graduate School requirements, is asked to supply three letters of reference. A committee of three professors interviews the applicant and makes a recommendation as to his admittance into the program.

3. Doctoral Program:

The applicant for the doctoral program, in addition to the Graduate School requirements, is asked to supply three letters of reference, a sample of his written work, and a letter of intent describing his background. The applicant is interviewed by a committee of three professors who recommend action on the student's application.

III. Composite of information requested on individual biographical supplements.

1. Advanced Study

2. Sabbaticals, leaves, etc.

Ronald E. Blood: Visited Ministries of Education in Brazil, Paraguay, Ecuador.

J. Heriberto Jaramillo: Travel to Spain, Portugal, Morocco, Canada, Panama, Educador and Paraguay to check progress in our Latin American Projects.

2. (continued)

Richard E. Lawrence: Travel to Cyprus, Saudi Arabia, Iran, India and Ceylon as representatives of United States Information Agency and State Department. Returned to United States via Bangkok and Taiwan.

Paul V. Petty: Travel to twenty countries in Europe, Africa and Near East. Attended National Conference for Professors of Educational Administration in Burlington, Vermont, then visited ten United States' university campuses during Sabbatical semester.

Richard F. Tonigan: Travel to Brazil, August and September 1972 as consultant on Expansion and Improvement of Public Education in Brazil.

3. New scholastic honors, etc.

Richard F. Tonigan: Biography Listing, Community Leaders of America, 1972.

4. Publications

Martin Burlingame: "Essay Review of Mayer N. Zald (ed), Power in Organizations," Educational Administration Quarterly, (Winter, 1971), 80-83.

Richard V. Hatley and _____, "Voting Behavior in Four Albuquerque School Financial Referenca," Education and Urban Society, IV, (May, 1972), 293-311.

_____ and Dean A. Pease, "Differentiated Staffing: A Concept for Education in the Future," The Educational Catalyst, II (Spring, 1972), 8-13.

_____, "Socialization Constructs and the Teaching of Teachers," Quest, XVIII (June, 1972), 40-56.

Paul V. Petty: - The School Administrator and Employee Negotiations (Soft cover) Albuquerque, UNM, New Mexico Research and Study Council, January, 1972, 22 pp.

Report on organization and Facilities of Alamogordo High School (Mimeographed, 20 pp.). Part of North Central Evaluation Report.

Report to NCATE on Teacher Education Programs at California State University, San Jose, Multilithed,28 pp. (Co-authored with Dean Stephen Hencley, University of Utah).

4. (Continued)

Paul A. Pohland: "Participant Observation as a Research Methodology" Studies in Art Education, 13 (No. 3), 1972. 4-28

Richard F. Tonigan: 12 CCM articles which is the CCM Professional Magazine:

1/72 Anti-pollution Program for Your District - p 12.

2/72 Use Cost Comparison to Improve Management - p 8.

3/72 Data Bank Can Help in Job of Plant Management - p 8.

4/72 A Charrette Can Help Reduce Planning Time - p 12.

5/72 Should Students Help to Clean and Maintain Schools-p 8.

6/72 Do-It-Yourself Ideas for Principals Facing Plant Management Problems - p 35.

7/72 What Are the Latest "Project Management" Techniques-p 6.

8/72 What Can You Do to Keep Your Plant Management Humming and Your Staff Proauctive. - p 8.

9/72 Divisionalizing Plant Maintenance Work May Seem Like One More Headache, but the Benefits are Well Worth It - p 14.

10/72 Contract More Operations and Maintenance Work - p 8.

11/72 Possible Areas for Economy in Plant Administration - p 8.

12/72 School Grounds Maintenance (tentative) - p 10.

5. Other Research Projects or Creative Work, etc.

Ronald E. Blood: Socialization Effects on Training Program. Presented to American Education Research ASsociation, February 1973.

Martin Burlingame: Sandia Mountain Questionnaire & Survey, Center for Leisure & Recreation, ISRAD Albuquerque Indian School, Evaluation of FY 72 Title I Program - Summer, 1972. NCERD-NIE Review and Assessment of Educational Laboratories and Research and Development Centers, Panel A, Spring-Fall, 1972.

Ignacio Cordova: Cakkascolendas Bilingual Program Effectiveness - Field Test Albuquerque (University of Texas Center for Communication Research.)

James A. Hale: (1) Completed: Vocational-Technical Management Information System - Voc/Tech Div., New Mexico State Department of Education ($22,406) (2) Training Program in Progress - NCERD-USOE ($99,886) Program Planning Grant.

5. (Continued)

Paul V. Petty: Manuscript of Graduate Text in Personnel Administration is underway. (This is a revision of an earlier text which he co-authored.) (2) During Sabbatical semester a project was completed which consisted of reviewing Ed Ad programs in a sampling of large universities. (3) In November he chaired a committee surveying organization and facilities of Alamogordo, New Mexico secondary schools. This report became part of a North Central evaluation.

Paul A. Pohland: Final Report: Summative/Formative Evaluation #2, CAP II. The De Los Ninos Summer Institute (Report prepared for SWCEL) Final Report on the 1970-72 Computer Assisted Instruction Program at Isleta Pueblo (Program funded by the Fleishman Foundation thru the Law School).

Richard F. Tonigan: Director, Workshop: "The Holding Power Workshop". Director, Traveling Seminar: Educational Programs and Facilities in Colorado.

6. Activities in learned and professional societies.

Ronald E. Blood: Chairman, Paper Critique Session . Work Values & Teacher Attach. to Organization, AERA. Plenary Session Representative, UCEA.

Martin Burlingame: Co-Chairman Division A Program Committee, American Educational Research Assn., Chicago, April, 1972.

Ignacio Cordova: Rocky Mountain Educational Research Assoc. Mtg. National Task Force - La Raza Education Meeting. University of Texas Communication Workshop. UNM Council For Educational Administration.

James A. Hale: - AERA. National Organization in Legal Problems in Education.

Richard E. Lawrence: Attended AACTE Annual Meeting, Chicago, Feb. 23-26; Elected to AACTE Board of Directors, Spring; Attended AACTE Board Meetings in Washington, D.C. May 21-23 and October 15-17; Attended ACSE Annual Meeting, Atlanta, October 22-24; Elected Vice President ACSE: Attended ACSE Executive Committee Meetings, Washington, D.C. June 4-5, Atlanta, October 22; Member of Committee on Education for Teaching Profession, NASULGC; Attended Committee Meetings, Washington, D.C. June 6, Atlanta, October 23; Attended NEA Grip Conference, Albuquerque, March 16-18; Attended USOE Career Education Conference, Columbus, Ohio, April 24-26; Attended Interstate Conference on Performance Based Teacher Certification, Denver, July 18-20; Attended UCEA Conference on Education for the Future, Minneapolis, October 29 - November 1.

6. (Continuted)

Paul V. Petty: Participated in Annual Convention of American Assn. of School Administrators. Participated in program at Annual Meeting of National Conference of Professors of Ed Ad.

Paul A. Pohland: AERA Annual Meeting (Symposium Chairman) Western Division Professors Seminar (National Academy AASA) Rocky Mountain Educational Assn. - paper presentation.

7. Other professional activities:

Ronald E. Blood: Consultant, Albuquerque Public Schools. Participant, Albuquerque Public Schools, PPS Satellite.

Martin Burlingame:" Reading and The Coleman Report" SPEECH to International Reading Association, Bernalillo County, Oct. 1972.

Ignacio R. Cordova: National Teacher Corps Project Analyst; Taos Bilingual Program Auditor; New Mexico State Department Education Cross Cultural Teaching; Ch - 5 Bilingual Education; Latin American Projects, UNM Albuquerque Skills Bank.

James A. Hale: Presentations: (2) Albuquerque Public Schoo Counsellors Workshop (Ghost Ranch - D. H. Lawrence Ranch) Speech & Comm. Science, Resource for High School Debate Teams (UNM). Speech, American Vocational Education Association - Management Systems (Chicago) Reviewer, University Comm. Educational Administration Spec. Education and Law Case Materials.

Richard E. Lawrence: Member-State Department of Education Committee on Certification and Approval (Served on Visitation TeamENMU, April 12-14); Member-NM-TEPS Commission, Meeting April 29, Santa Fe, New Mexico; AttendedState Board of Education Meetings in Santa Fe , Feb. 9-11, June 8-9, July 10, December 7-8. Attended Performance-Based Teacher Certification Meetings sponsored by State Department of Education, Albuquerque, Sept. 22, Oct. 18, Oct. 27 and Dec. 1; Hosted AACTE Intern from Costa Rica (Chester Zelaya) Spring Semester; Member, New Mexico Dean's Council -- Meetings in Las Vegas, April 28, Albuquerque, November; Spoke at First Unitarian Church, Albuquerque, "The Future of Education," November 12; Spole at Albuquerque ASCD Meeting, "Alternatives to Schooling." December 5.

Paul V. Petty: Served as Consultant to Indian Principals' Training Program at Penn State University; Served as a Member and sub-committee Study Chairman for NCATE Evaluation of Western Michigan State University in March 72; Chairman of NCATE, Educational Program Review Team at San Jose State Univ., Calif. December; Member of Director Search Committee, Applachia Educ. Lab., Charleston, West Virginia; Appointed at member of two search committees: (1) Director of Appalachia Regional Educational Laboratory, Inc., and (2) Dean, School of Education, Texas Tech. University, Lubbock, Texas.

7. (continued)

Paul A. Pohland: Consultant (evaluation) for Bernalillo Vocational Educational Project.

Richard F. Tonigan: Off campus talks on November 1971 trip to Russie, Siberia, Pohland, Hungry and Romania presented to 10 Educational and Civic/Social Clubs in Albuquerque.

Horacio Ulibarri: Undergraduate Curriculum Committee (COE); Multicultural Education Committee; Research Policy Committee.

8. Non-teaching University Service:

Ronald E. Blood: Co-Chairman, COE Graduate Curriculum Committee; Committee on the University; Acting Director Latin American Projects in Education; Chairman, Faculty Advisory Comm. - Latin American Projects in Education.

Martin Burlingame: Title III Coordinator, Cooperative Higher Education Project.

I. Cordova: Co-director Cooperative Higher Education Academic Institute; COE Faculty Policy Committee; University Faculty Policy Committee.

James A. Hale: Co-Director Cooperative Higher Education Project wtih New Mexico Highlands University; Proposal Writing.

Richard E. Lawrence: Member, University Academic Dean's Council ISRAD Executive Committee (Spring and Summer); Member, Committee on Computer Science Program; Member, Committee on Linguistics Program; College of Education Administrative Staff; COE Administrative Committee; COE Faculty Policy Comm.; SNEA Group; Participated in Session of Seminar on Higher Educatin in Americas, March 18-24; Served on Planning Committee for 1973 Seminar; Attended meetings of New Mexico Research and Study Council February 21, March 23, December 15; Attended special meetings of Pupil Personnel Services Project USOE in Taos, August 26-27, and in Aspen, Colorado, August 5-6; Met with Regional USOE Officials in Dallas, September 27-28; Attended State Department of Education Conference on Health Occupations, Ghost Ranch, October 11-12. Made perfunctory presentations to: New Mexico Jr. Science and Humanities Symposium, March 9; UCEA Conference on Indian Education, June 29; Guidance Greats Workshop, April 15; North Central Association Regional Conference, October 2; New Mexico School Board Association, December 1; Foreign Student Groups: Brazilians, Ecuadorians, Paraguyans.

8. (Continued)

Paul V. Petty: Board of Directors, New Mexico Union; Member, UNM Budget Sub-committee of Policy Committee.

Paul A. Pohland: College of Education Undergraduate Curriculum Committee: College of Education Policy Committee.

Richard F. Tonigan: Director, Coronado Credit Union (UNM); Member, Campus Planning Committee; Institutional Representative University of Albuquerque Model Cities Adult Education Project Ad Hoc work w/dev't on UNM Branch College in Northern New Mexico; Executive Director, New Mexico Research & Study Council.

Horacio Ulibarri: Member, Undergraduate Curriculum Committee (COE) Multicultural Education Committee; Research Policy Committee.

9. Public Service (Church Activities, Community Chest, Boy Scouts, etc.).

I. Cordova: Board of Directors Menaul High School.

Richard Lawrence: Member, Religious Education Committee, First Unitarian Church; Member, Common Cause.

Paul V. Petty: Rotary Club, Major Committee Chairman; Central Methodist Church Member Adm. Board; Chairman of Outreach Program; Board of Governos, Goodwill Industries of New Mexico; Board of Governance, McCurdy School, Espanola, New Mexico.

Paul A. Pohland: Church organist; Travel Coordinator, Boy Scouts of America.

10. Personal Information

Richard E. Lawrence: Became a grandfather.

THE REPORT OF THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS
July 1, 1972 - June 30, 1973
Louis A. Rosasco, Chairman

I. General Departmental Information

A. Significant achievements during the academic year, 1972-73.

The major effort this year was to develop actual group participation after a physical move which brought most of us together on one floor.

Curriculum revision was the tool utilized. Since the department is composed of multidisciplines, the review took place at the discipline and department level.

The process included all appropriate group processess -- small, medium and large. It also created settings where we investigated relationships: staff-staff, staff-chairman, staff-graduate assistants, among others.

The results will be collated, collected and rewritten into a new departmental policy statement this year.

B. Significant plans and recommendations for the near future.

The major goals this year will be:

(1) completion of curricular study

(2) development of peer evaluation techniques

(3) development of other techniques for staff improvement.

A major recommendation is that we stop playing accountants. That we do not continue to let the clerks and bookkeepers continue to make policy for us in the absence of administrative decisions by program-oriented people.

Major areas for development will be:

(1) Chicano Studies

(2) Indian Studies

(3) Women's Studies

C. Appointments to staff

No new appointments.

Professor Wayne Moellenberg will return full-time. Professor Tom Zepper will go two-thirds time to Graduate School.

D. Separations from staff

Joe Fashing - contract was not renewed by Sociology Department.

E. Sabbaticals and other leaves

Professor James Cooper was on sabbatical. He studied children and their response to schools in several countries.

Professor W. Moellenberg was on sabbatical second semester. His writing and research is not yet completed.

EDUCATIONAL FOUNDATIONS
BIOGRAPHICAL INFORMATION
for
July 1, 1972 - June 30, 1973

David L. Bachelor

Research projects or creative work in progress or completed:

Early Childhood Education Training Project

Activities in learned and professional societies:

Rocky Mountain Social Science Association Meeting - Read paper
Rocky Mountain Foundations of Education, Tucson - Read paper

Non-teaching University service:

Graduate Curriculum Committee
Department Personnel and Budget Committee

Daniel B. Berch

Publications:

Berch, D. B., Stimulus interaction and problem difficulty in children's discrimination learning. Journal of Experimental Child Psychology, 1972, 13, 115-127.

Activities in learned and professional societies:

Rocky Mountain Psychological Association Convention
Papers:
1) Berch, D. B. Contingency management in an introductory course in educational psychology.
2) Berch, D. B. and Israel, M. Additivity of cues in children's discrimination learning.
3) Berch, D. B. and Blackwell, P. Age-related differences in continuous recognition memory: A signal detection analysis.
4) Chairman of two sessions dealing with educational psychology.

Other professional activities:

Talks on child development - Del Norte and Eldorado High Schools
Talks on child learning and development - Zuni Pueblo and Acoma
Consulting - Public Health Service (Indian Health Service)

Non-teaching University service:

Manzanita Center Committee
Developed Educational Foundations Colloquium

Peggy J. Blackwell

Publications:

Handbook for Behavior Modification in the Classroom - to be published as a government document by BIA.
Speciality Choice and Study Time - submitted to Journal of Educational Medicine.

Research projects or creative work in progress or completed:

Consultant - Cultural Awareness Center
Consultant - Out-of-State Tourist Survey
Handbook for Behavior Modification in the Classroom - Bureau of Indian Affairs Contract
Consultant - Safety in Hand Tools - HEW

Activities in learned and professional societies:

Rocky Mountain Psychological Association - "Age-related differences in continuous recognition memory: A signal detection analysis"

Other professional activities:

Talks for UNM Speaker's Bureau to Sandia High School classes, Church Study Groups
Women's Study Groups

Non-teaching University service:

University Research Policy Committee
COE Committee on Committees, Chairman
Human Research Review Committee
BOEPAD Advisory Board

James G. Cooper (July 1, 1972 to December 31, 1972 - Sabbatical, January 1, 1973 to June 30, 1973)

Publications:

New Mexico State Out-Of-State Tourist Survey, 327 pp., UNM 1972.
Navajo Indian Education: An Evaluation of the Ramah Navajo High School, 67 pp., UNM 1972.

Research projects or creative work in progress or completed:

Out-of-State Tourist Survey - State Planning Office
Research grant from Faculty Research Allocations Committee

Activities in learned and professional societies:

Presented papers on self-concept at the annual meetings of the Southwestern Sociological Association (San Antonio), American Educational Research Association (Chicago), and Rocky Mountain Research Association (Las Cruces).

Other professional activities:

Election judge for New Mexico State Highway Department
Arbitrate wage rate dispute, Heavy Equipment Operators and White Co.
Serve as Evaluator for Ramah Navajo High School.

Non-teaching University service:

Member and chairman, Faculty Committee on University Libraries
Member of search committee to find Dean of Libraries
Member of ad hoc committee on computing science.

Public service:

Consulting service to Tesuque School.

Lewis A. Dahmen

Sabbaticals, leaves of absence, etc.

Leave of absence to do post-doctoral study in early childhood education. TTT Project at the University of New Mexico.

Joseph Fashing

Scholastic honors, fellowships, etc:

Lifetime appointment as Danforth Associate (Teaching honor)

Publications:

Experimental Colleges: Their Impact on Curriculum, Educational Record, Fall 1972 pp. 327-330 with Steven E. Deutsch.

Research projects or creative work in progress or completed:

Working on study of mobility, education, and job market activity.

Activities in learned and professional societies:

Chairperson, Pacific Sociological Association Meetings, Section on Sociology of Education (organized two sessions and chaired one).
Address to Law Students Civil Rights Research Council National Convention, "Vietnam and Electoral Politics."
Vice President campus chapter AAUP.

Other professional activities:

"Human Relations," USDA Soil Conservation Service (Continental Divide).
"Revolutionary Rhetoric and Personal Style" address at NM Highlands U.
"Searching for Meaning in American Education," Albuquerque Unitarian Church.
"In Defense of Anarchy," UNM Faculty Lecture Series
"Taking Yourself too Seriously," Sandia High School
America Hurrah, Old Town Studio, 8 performances
In the Matter of J. Robert Oppenheimer, Corrales Adobe, 14 performances
Tango, UNM, 4 performances

Non-teaching University service:

Faculty Advisor: Child Daycare Center, Rugby Club, and Gay Lib.
Secretary of Athletic Council
Member of COE Committee on Faculty Salary and Committee on College Governance
A&S Committee on 4-course plan.

Mary B. Harris

Publications:

Some factors affecting the complexity of children's sentences: the effects of modeling, age, sex and bilingualism (with Wendy Hassemer). Journal of Experimental Child Psychology, 1972, 13, 447-455.

"Right," "Wrong" and discrimination learning in children (with Carole Rothberg). Journal of Genetic Psychology, 1972, 120, 275-286.

A program to improve study habits of high school students (with Fred Ream). Psychology in the Schools, 1972, 9, 325-330.

The effects of performing one altruistic act on the likelihood of performing another. Journal of Social Psychology, 1972, 88, 65-73.

A self-control approach to reducing smoking (with Carole Rothberg). Psychological Reports, 1972, 31, 165-166.

Models and vegetable eating: The power of Popeye (with Hortensia Baudin). Psychological Reports, 1972, 31, 570.

Favors, bribes and altruism (with Ralph Liguori and Conrad Stack). Journal of Social Psychology, 1973, 89, 47-54.

A comparison of a self-control and a contract procedure for weight control (with Carol Bruner). Reprinted in N. Kiell (ed.) Psychological Approaches to Obesity, Charles C Thomas, 1973.

Field studies of modeled aggression. Journal of Social Psychology, 1973, 89, 131-139.

Competence and helping (with Lily C. Huang). Journal of Social Psychology, 1973, 89, 203-210.

Reducing test anxiety in a clinical population: A comparison of relaxation training, test orientation, and a therapeutic interview (with Marlene Venardos). Rehabilitation Counseling Bulletin, 1973 (March), 137-145.

Research projects or creative work in progress or completed:

Aggression, altruism and models (with Ralph Liguori and Andrew Joniak)

Aggression and the attribution process (with Lily Huang)

The Language of Altruism (with Hortensia Baudin)

The effect of note-taking and review on recall (with Judy Fisher)

Altruism and sex roles (with Gail Bays)

Models and flexibility in problem-solving (with Judy Fisher)

Predicting future school success (with Donna Wagoner)

Conformity in Chinese and Americans (with Lily Huang)

Altruism in Chinese and Americans (with Lily Huang)

Models and Creativity (with Bob Evans)

Note-taking and recall (with Judy Fisher)

Self-directed weight control through eating and exercise (with Erin Halbouer)

Activities in learned and professional societies:

Paper, "Some Issues in Modeling of Verbal Behaviors," presented at the Rocky Mountain Psychological Association Convention, May 9, 1973.

Other professional activities:

Talks given to New Mexico Dietetics Association, Albuquerque Home Economics Association, some women's sororities, etc.

Consulted for Psychological Reports, the Canada Council.

Radio talk on smoking (for the Medical School)

Non-teaching University service:

Talks given at UNM in faculty lecture series (on weight control), in a panel discussion on women in psychology and to various classes.

Chairman, Research Allocations Committee

Member, UNM Community Forum; Research Policy Committee

Consulting on research projects for many COE students and faculty.

Vera John-Steiner

New scholastic honors, fellowships, etc:

Nominated to the Advisory Board of The Journal of Educational Psychology

Publications:

Co-edited with Professor Courtney Cazden and Doll Hymes, Functions of Language in the Classroom, and have an article in the book as well.

Sociolinguistic Perspective and Education. In: Monograph Series on Language and Linguistics (23rd Annual Roundtable), Georgetown Univ.

Learning at Rough Rock. Current Anthropology, Vol. 13, June 4, 1973.

Working on a book entitled, The Leap. An informal study of thinking. To be published by Random House.

Activities in learned and professional societies:

Papers presented at American Psychological Association, Honolulu, Hawaii, annual meeting of the National Assembly for the Education of Young Children, Atlanta, Ga., and the New York Academy of Science.

Other professional activities:

Consultant to City College Advisory Service in the Department of Education; Early Childhood Training Project (TTT), Dr. Marie Hughes, UNM.

Manuel Reyes Mazon

Advanced study:

Completing work on doctoral dissertation entitled, "Oral Language Assessment Training: A Second Field Test of Instructional Modules."

Publications:

Adelante: An Emerging Design for Mexican American Education, (Editor) to be published by Appleton-Century-Crofts in the fall of 1973.

"Community, Home, Cultural Awareness and Language Training," published in the Teacher Corps Report (PBTE), Vol. 1,8, pp.9-11, March 1973.

Activities in learned and professional societies:

"Evaluating the Speech of Mexican-American School Children: A Qualitative Approach." Paper presented with Diana Natalicio (UTEP) and Fred Williams (Univ. of Texas at Austin) to the American Speech and Hearing Association in September 1972.

"Oral Language Assessment Training: A First Field Test of Instructional Modules." Paper presented to the TESOL Convention in Puerto Rico in May 1973 with Diana Natalicio of UTEP.

"Evaluation of the Conference Report." Paper presented to the National Teacher Corps Director's Conference in Washington, April 1973.

Other professional activities:

Radio, TV Appearances - Interviewed by Carlos Molina on "Reportes" in January 1973 and by Larry Dickerson on "What's the Word?" in February 1973.

Consultancies - Appleton-Century-Crofts' Basic Skills Learning Centers Bilingual Materials.

Committees - Multicultural Education, Voting Faculty - Dept. of Linguistics.

Off-Campus Talks - Workshop on CHCALT (Community, Home, Cultural Awareness and Language Training) at the University of Texas in El Paso, May 1973.

Participant in Aspira of America, Inc., Bilingual Education THINK TANK in Columbia, Maryland, March 1973.

Non-teaching University service:

Administrative - Director, Institute for Cultural Pluarlism.

Wayne P. Moellenberg

Sabbaticals, leaves of absence, etc.

Trip to Tempe as consultant on graduate teacher education.

Sabbatical - Second Semester (January-June 1973)

Publications:

Revising three case studies for possible inclusion in a book of readings dealing with problems of exceptional children.

Research projects or creative work in progress or completed:

Continued work on teacher-education applicants and began preliminary work on project involving rural problems.

Other professional activities:

NCATE evaluation team visit to Arizona State University Undergraduate Seminar Program on "Future Shock." Taught session on evaluation for Paraguayan Project (Latin American Programs).

Non-teaching University service:

Associate Grad. Dean; College of Ed. Policy Committee; University Graduate Committee; Entrance and Credits Committee; Fellowship Committee.

Public service:

Talk on child development to Heights Catholic PTA and Welfare Mothers in WIN Project; resource person on "Future Shock" of Adult Seminars, First Congregational Church.

James C. Moore

Publications:

Several book reviews

Research projects or creative work in progress or completed:

Several research projects are underway

Other professional activities:

Served as member and later chaired a panel of eight people who had the task of reviewing culturally targeted programs sponsored by the National Center for Educational Research and Development, Washington, D.C.

Paul E. Resta

Activities in learned and professional societies:

Presented paper at the 1972 Annual Meeting of the American Educational Research Association, entitled "Exportable User Training: A Developmental Strategy", also attended the National council of University Research Administrators meeting.

Other professional activities:

Consulted with (1) Border Jr. College Consortium on Career Education evaluation; and (2) Rocky Mountain Satellite Project on Program Installation.

Non-teaching University service:

Member of ISRAD executive committee
Ex officio member of College of Education Human Research Review Committee.

Louis A Rosasco

Non-teaching University service: . .

COE Faculty Governance Committee, chairman
COE Ad Hoc Multicultural Committee

Public service:

Consultant - Holy Ghost School
Elected to Board of Trustees - Meanual School.

Rodolfo G. Serrano

New scholastic honors, fellowships, etc:

Summer Fellowship, Visual Anthropology, Temple University, 1972.
Voted Fellow in American Association for the Advancement of Science, 1972.
Voted Fellow in American Anthropological Association, 1972.

Publications:

"Emerging Nation of Aztlan" submitted to El Grito, Quinto Sol Publications, Berkeley, Calif.

Research projects or creative work in progress or completed:

"The Language of 4-5 year old Chicano Child," a Regional Study. University Research Allocations Committee (A Review)

"Perceptions of A Junior High School by a Chicano Student." A film sponsored by SNEA.

Activities in learned and professional societies:

American Anthropological Association Conference - Toronto, Canada, November 1972. Panel discussant and presented film, "Migrant Children at Play."

International and Comparative Education Society - San Antonio, Texas, March 1973. Presented paper, "Emerging Nation of Aztlan - Implications for Comparative Education."

Society for Applied Anthropology - Tucson, Arizona, April 1973. Film shown: "Golden Ash" and discussion of "Cross-cultural perceptions of Ethno-films."

Southwestern Anthropological Association Conference - San Francisco, California, April 1973. Paper presented: "The language of 4-5 year old Chicano Children."

Other professional activities:

Counsultantcies - Border Junior College Consortium, Brownsville, Texas; Brownsville Consolidated Independent School District, Brownsville, Texas; Educational Task Force de la Raza, UNM; Neighborhood Youth Corps, Albuquerque.

Non-teaching University Service:

Multicultural Education Committee; Grading Policies Committee; Undergraduate Curriculum Committee.

Public service:

Model Cities Library film workshop sponsor

Rupert A Trujillo

Publications:

Currently writing an article entitled: "Evaluating Bilingual Programs: A Word of Caution."

Research projects or creative work in progress or completed:

"Teaming for Multicultural Education" proposal with UNM SNEA.
Developing a proposal with students from Chicano Studies to submit to HEW, proposed for minority recruiting.

Activities in learned and professional societies:

LTI-Career Opportunity Project Training, August 1972
Training Southwest Division of NCIES - HEW, September 1972
Rewriting guidelines for Technical Assistance Southwest Division NCIES - HEW.

Other professional activities:

University of Nebraska - Urban Institute, main speaker and instructor for workshop. Title of speech, "Cross Cultural Education and Conflict." Also appeared on TV while there, August 1972.
Elected vice-chairman of the Rocky Mountain Division of National Tas Force de La Raza.
Consulting with HEW - National Teacher Corps, December 1972
Consulting with "Los Chicanos" student organization, NM State Univ.
Conducted workshop for New Mexico SNEA at NM Western State Univ., Silver City, November 1972.

Non-teaching University service:

COE Administrative Committee; UNM Entrance and Credits; UNM ad hoc Entrance and Credits AA degrees; COE ad hoc of Policy Committee discussion; COE Petitions Committee; COE ad hoc Multicultural Committee; Planning Committee sponsor for SNEA.

Public Service:

Board of Directors (member) MARCAS - a public relations firm
Actively working with Southwest Youth Development Project.

Albert W. Vogel

Sabbaticals, leaves of absence, etc:

Returned from leave of absence at Chicago State University.

Publications:

Book Review, "Foundations of Modern Education," Crory, Petrone, Educational Studies, AESA, Vol. 3, No. 1, 1972, 1 page.

Activities in learned and professional societies:

Read paper, "Toward Multi-Cultural Education," Comp. International Education Society, Bolling Green, Ohio, 1972.

Non-teaching University service:

Faculty advisor, Associated Students' Child Care Center, UNM
Manuscript Reader, UNM Press.

John Thomas Zepper

Sabbaticals, leaves of absence, etc:

15th Anniversary Seminar on Education in the USSR and Siberia, Nov. 17 - Dec. 5, 1972.

Publications:

"Krupskaya on Dewey's Educational Thought," School and Society, 100: 19-21, January 1972.
"Recent and Contemporary Soviet Educational Thought," School and Society, 100: 31-33, 36-43, January 1972.

Research projects or creative work in progress or completed:

Empirical Study of Class Interaction in Soviet Schools (in progress).

Non-teaching University service:

Assistant Dean of the Graduate School; COE Petitions Committee; COE Undergraduate Curriculum Committee; Entrance and Credits Committee; Danforth Selection Committee; Chairman of Advisory Committee for Public Administration; Graduate Committee (ex officio); Minorities Sub-Committee.

The Report of the Department of Elementary Education
July 1, 1972 - June 30, 1973
Mari-Luci Jaramillo, Chairman

The Department enjoyed a rewarding academic experience this past year. Our undergraduate program continued to grow in size and scope as did our graduate program. Becuase of the state's and the nation's everchanging needs, the Department also responded to new demands made in the minor's studys as well as the expanding Associate of Arts program. Federally funded projects continued to remain an integral part of our overall teacher education program.

The Undergraduate Program

The undergraduate program of the Department continued to operate on the Junior-Senior Block Module professional semesters with rewarding success.

As planned last year, students were assigned to five teacher-education teams. Each team was staffed by a professor of Elementary Education and three or four other staff members (Clinical Supervisors, Graduate Assistants, Special Assistants, etc.). Each team functioned in two or three center schools and accommodated 30 to 35 students. Juniors were not assigned to cooperating teachers but concentrated on developing skills in interacting with individual children and small groups. Seniors were assigned to classrooms and cooperating teachers but also participated in workshops and seminars.

Programs of the individual teacher education teams were planned and implemented by the staffs leading them. There was a healthy exchange of services and ideas between teams as well as contributions of time and support from the rest of the Department and other resource people.

An alternative block experience was offered as an experimental teacher education team composed of students seeking other ways to prepare for teaching. In addition to exploring ways of dealing with children and skills in classrooms, this group studied the educational institution as an expression of the political system in which it operates. In learning to work within the system, this group took responsibility for negotiating directly with school officials for the settings in which they wished to work.

Students interested in preparing to teach at the mid-school level have been working with a special teacher education team at Hoover Mid-School.

Intern experiences were provided for 28 seniors in Albuquerque Public School classrooms as in the past. An intern program was instituted in the Gallup-McKinley County School District this year with 12 seniors sharing that experience.

New Minor

The Department completed its new composite minor in Bilingual Education. It was designed so that it will include various experiences for the prospective teacher who anticipates working in a bilingual setting. Unique to it is a bilingual block experience that will be in addition

to the two regular block experiences required of all student teachers. As of now, it has been limited to study in Spanish and English. As soon as we have several Navajo students, the bilingual block experience will be offered to the Navajo students as well.

The Associate of Arts Program

The Department continued being heavily involved in Associate of Arts degree efforts. In addition to the projects that were already established in several Indian Pueblos, Crownpoint and Sanostee-Toadlena were added. A major problem that the Department had been facing, namely record keeping for the Associate of Arts students, was seriously worked on during the Spring semester. It has been greatly improved. It is anticipated that more and more students in the reservations will be wishing to enter our Associate of Arts degree plan in the near future.

The Graduate Program

During the previous year the Department had entered a moratorium on accepting new Ph.D. and Ed.D. students. After an intensive study, the Department suggested quotas based on the number of senior professors. The Department maintains that there must be a limit on numbers if the quality program it has started and developed is to continue.

Many students already in the process were momentarily detained because of the moratorium and it was uncomfortable for them. But now with the new procedures working, all based on voluntary cooperation of professors, the students are again being processed.

Enrollments this year included three post Ph.D.'s and 46 Ph.D. candidates. The Educational Specialist Certificate included three students.

At the Master's level, we continue accepting all students that apply if they are admitted to the Graduate School. Our enrollment for the Master's Degree jumped this year to 204. This concurs with the priorities set by the Department for additional academic offerings for in-service teachers.

New Courses

Four new additions were made to the course offerings:

El Ed 300, Bilingual Teaching Methods, Materials and Techniques, nine credit hours, includes both theory and practice in bilingual education with emphasis on the Spanish language, as well as a "block" course occupying students for one morning for an entire semester.

El Ed 512, Arranging Learning Environments, three credit hours, revolves around the practical problems of the arrangement of the physical environment. The problem focus is used to generate principles and analytical systems upon which the body of related and theoretical knowledge will center. It is cross listed as C&I 512.

C&I 542, Curriculum Theory Seminar, three credit hours, is an in-depth examination of the function of some of the premises upon which everyday practice of curriculum rests and of the curriculum worker.

C&I 580, Curriculum Development for Bilingual/Bicultural Programs, three credit hours, is an analysis of curriculum models and processes within the context of bilingual/bicultural education.

Department In-Service

The total faculty attended two day in-service workshops per month conducted by Dr. Marie Hughes and the TTT staff. The Department profited from learning new ways of observing and recording children's behavior, as well as recent ideas in language acquisition and in theories of learning.

The Department has already used many of the ideas in our teacher training modules, and will incorporate even more of the ideas in the regular classes next year.

Special Projects

The Department was awarded a federally funded project, Training Bilingual Child Development Associates for Ethnically Diverse Communities. During the project, approximately 30 bilingual people will be trained to work in monolingual and bilingual settings in Early Childhood Education. The project is unique in that it emphasizes child-child and child-adult interaction, observation, and study instead of the tradition theory versus practice. Mr. Nate Archuleta has been designated as Director. Dr. Catherine Loughlin has been instrumental in getting the proposal funded and initiating the operation.

Chihuahua

This semester two University of New Mexico seniors were placed in Chihuahua for a teaching experience in the Instituto Mexicano Norteamericano de Relaciones Culturales. The two students helped establish a bilingual kindergarten. The project went well and more students are needed next semester. Because there are no stipends it has been difficult to recruit students. However, as the project grows, stipend monies are anticipated from other sources.

Current Demands

There have been three sizeable demands on the Department this year. Two areas can be identified as highly specialized areas of concentration; namely, Early Childhood Education and Bilingual Education. The two have the largest enrollments in the Department.

Another area where there is a great demand is in the total Associate of Arts degree efforts. While these students are not yet identifying an area of specilization, they are taking more and more of the Department's time and energies. It appears, therefore, that we will continue to expand in these areas.

Demands for the Future

This year's growth of undergraduate enrollment (350+ for both semesters combined) indicated there was still a steady demand for elementary teacher education. However, the current oversupply of teachers in the state and nation indicates that new priorities must be considered if we are to continue to meet the educational needs of the State.

An expansion of the graduate program to accommodate in-service teachers must soon be our goal if we want to ensure that our existing teachers are of the highest quality possible. We will look forward to the coming years with this in mind.

Appointments to the Staff (August, 1972)

Dr. Donald N. Lange, Associate Professor, served the College in the capacity of Director of Manzanita Center and Coordinator of Field Studies. He has an Associate Professorship in both Elementary Education and Guidance and Counseling. Dr. Lange comes to us from the Department of Curriculum and Instruction, University of Wisconsin and from Fort Lewis College in Durango, Colorado. He received his M.A. and Ed.D. from the University of New Mexico in 1963 and 1968 respectively.

Ms. Lucy Laughlin, Instructor, joined our ranks as the Manzanita Kindergarten Teacher. Ms. Laughlin received her A.B. from Pomona College and her M.A. from the University of New Mexico after training in the Hughes Model.

Ms. Anita Pfeiffer, Associate Professor, was contracted to begin work here for the 1973-74 academic year. She replaces Dr. LeRoy Condie as our Indian Education Specialist. She is currently completing her doctoral work at Harvard University. Her project will be entitled, "The Associate of Arts Degree in Indian Education." Ms. Pfeiffer attained both her B.A. and M.A. from the University of Arizona.

Dr. Rodney Young, Assistant Professor, comes to us from the University of Utah. He serves the University of New Mexico in both Elementary Education and the Linguistics Departments, and as Director of the English Tutorial Program. Dr. Young received his B.A. from the University of Colorado and both his M.A. and Ph.D. from the University of New Mexico. Previously he taught in secondary schools in Colorado, New Mexico and California.

Separations from Staff (May 20, 1973)

Ms. Carolina Acosta-Gonzales, Assistant Professor (temporary), will not return next year due to the termination of the Bilingual Materials project. Ms. Acosta-Gonzales was instrumental in developing materials specialists, as well as several new bilingual readers during her stay with the Department.

Dr. Earl M. Douglas, Assistant Professor (temporary), departed from our staff this year. He had accepted a one year appointment during Dr. Keith Auger's sabbatical absence. Professor Douglas was the key person in coordination and administration of our student teaching program for this past year.

Dr. Kathleen Duddy, Assistant Professor (temporary), will also leave us but not before making giant strides with the Associate of Arts program. She was our key person in regard to our relations with the Zuni project. She also helped us initiate our Associate of Arts recording effort.

Dr. Jeanne Knight, Assistant Professor (temporary), will not be returning next year, as she was hired on a one year, temporary basis. Her contributions to this year's "Block" program have been outstanding.

Dr. Mavis Martin, Associate Professor (temporary), left our ranks as her two year appointment expired. Professor Martin's work in the Hughes Project added significantly to the success of the project.

Dr. Helen Walters, Professor, retired this year from formal teaching duties. Dr. Walters reached the mandatory retirement age this year. Professor Walters' work in the area of Children's Literature was a major contribution during her tenure at the University of New Mexico. Her efforts in the College of Education will long be remembered by her peers and students alike.

Ms. Halene Weaver, Assistant Professor (temporary), will not be returning next year. Her three year appointment with the Hughes Project ended this year. Ms. Weaver, in addition to her efforts in TTT, helped the Department in numerous capacities.

Dr. Joanne Woods, Assistant Professor (temporary), left our staff this year with the conclusion of the Hughes project. Her three year term is greatly appreciated by the Department, as are her contributions in Math Education.

Faculty Contributions

Dr. Keith Auger, Associate Professor, spent this past year on sabbatical leave. He participated in a post-doctoral study in early childhood education in collaboration with the Marie Hughes TTT Project. The advanced graduate study included independent studies, seminars, and a six week internship with an interdisciplinary child evaluation team at John F. Kennedy Child Development Center, University of Colorado Medical School.

Dr. Dean Brodkey, Assistant Professor, was on sabbatical leave this year in Ceylon. He was a Fulbright Lecturer in Methods of Teaching English as a Second Language at the University of Sri Lanka. He also published an article, "Dictation as a Measure of Mutual Intelligibility: A Pilot Study," in Language Learning.

Dr. David Darling, Professor, published an article, "Evaluating the Affective Dimension of Reading," in Teaching Reading to the Mentally Retarded. He read a paper to the Albuquerque Chapter for the International Reading Association on "Should Open Education Change the Curriculum?" Dr. Darling also presented a paper to the Annual Statewide Mathematics Conference on "Teaching Elementary Mathematics in the Open Concept School." Additional speaking engagements included the Chuska Boarding School, APS South Area administrators and supervisors, and the Chaparrel Elementary School P.T.A. Professor Darling served on the UNM and COE Faculty Policy Committees, the COE Field Experience Advisory Committee, and the COE Cultural Awareness Center Advisory Board. Dr. Darling also chaired the Albuquerque High School Parent-Student Advisory Committee.

Dr. Harold Drummond, Professor, attended the two meetings of Childcraft Editorial Advisory Board in Quebec and San Diego. He gave numerous speeches throughout the country on a variety of topics related to Elementary Education. Professor Drummond conducted a survey on a three-system merger for George Peabody College for Teachers. He chaired a panel at a meeting of the Associated Organizations for Teacher Education in St. Louis. Additionally, Dr. Drummond chaired

the University's Committee on Academic Freedom and Tenure through August. He continued to serve as a consultant in social studies at the elementary level for East Area APS, and will continue in that capacity next year.

Dr. Kathleen Duddy, Assistant Professor, attended the National Conference on Teaching of English to Speakers of Other Languages in which she presented a paper. In addition, Dr. Duddy attended the National Conference of the Association for the Education of Young Children in Atlanta, Georgia. She also did extensive work with the Associate of Arts program of the University.

Dr. Dolores Gonzales, Associate Professor, completed the third and final year of the Bilingual/Bicultural Curriculum Development Specialists Project in which she was director. Three bilingual primers resulted from this year's endeavors of the Institute. Dr. Gonzales also attended meetings of the National Bilingual Conference, The Bilingual Educators' Conference, and the Bilingual Education Task Force. The San Mateo Bilingual Program, Bilingual Children's Television, Highlands University and the Albuquerque Public Schools saw fit to use her knowledge and services as a consultant. Professor Gonzales served on numerous University, College and Department Committees including the COE Graduate Curriculum Committee, Committee on Academic Freedom and Tenure, and the Multicultural Education Committee. In addition, she continued her consultant trips throughout Latin America.

Dr. Marie Hughes, Professor, was the major speaker for the Early Childhood Conference at the University of Southern California in

July and also at the National Association for Education of Young Children in Atlanta on, "Cognitive Content of the Hughes Educational Model." The Hughes Model is now used in 20 school systems in the United States. She attended the Special Reading Training Institute under the auspices of the American Education Research Association in New Orleans. Dr. Hughes continued to serve as a consultant to Los Angeles and Riverside County Schools, as well as a number of APS schools. Her project has produced some 28 early childhood specialists to date.

Dr. Mari-Luci Jaramillo, Associate Professor, served her first year as Chairperson of the Department. Amid the normal administrative tasks of the office, she found time to engage in several publications, conventions and projects. Her publications included "Bilingualism and Cognitive Potential" published by UTEP; "Cultural Awareness in the Schools" in Educational Leadership; and a chapter, "Bilingualism and Intellectual Development," in Adelante: An Emerging Design for Mexican-American Education, to name a few. She addressed such conferences as the Bilingual/Bicultural Consortium Conference and the Danforth Associate Regional Conference. She held offices in the National Nominating Committee for TESOL and the State organization. She was invited by Senator Edward Kennedy to become a member of a small task force to help him draft a bilingual/bicultural education bill to be presented in Congress. One of the highlights of the Chairperson's year came when her biography was published in Spanish Speaking Heroes by Pendall. Dr. Jaramillo further served on numerous University committees and give addresses and consulting services for several state and national organizations.

Dr. Donald Lange, Associate Professor, published an article, "A Peek at Sex Education in a Midwestern Community," for a West German Institute. He was a speaker in the Guidance Greats series at the University of New Mexico and spoke on, "How Do You Feel About Sex?" He made further contributions to the Action Lab No. 8 of the Middle School Concept Association for The Childhood Education International Study Conference. As chairman, Professor Lange headed up the Resolutions Committee of the 53rd Annual Conference of the Association of Teacher Education in Chicago this year. He was also selected as a group leader for the Associated Organizations of Teacher Education in St. Louis.

Ms. Lucy Laughlin, Instructor, attended the National Conference of the National Association for the Education of Young Children; she served as Vice-President of the local Albuquerque chapter. She consulted for the New Mexico State Department of Education and SWCEL kindergarten teachers training program. She led several discussions of the "Hughes Model Kindergarten Day" with Laguna, Sandoval, Santo Domingo and the Eight Northern Pueblos, APS, Santa Fe Title I kindergarten teachers, and the New Mexico superintendents of schools.

Dr. Catherine Loughlin, Professor, was promoted in rank from Associate Professor to Professor effective July 1. She made numerous speeches throughout the state on different facets of early childhood education. She served as consultant to Albuquerque Public Schools Title I Kindergarten Program, Westinghouse Learning Corporation, and Bilingual Education Program, UNM. Her involvement in International Education

led her to Melbourne, Australia, during the semester break, where she participated in the Educational Exchange Visit on Teacher Education. In addition, Professor Loughlin attended the State Early Childhood Conference and was appointed membership chairman for the National Association for the Education of Young Children. Her participation and leadership in several in-service training sessions with APS and UCCI helped to broaden her experiences for the year.

Dr. John S. Mann, Associate Professor, wrote a paper, "Alternative to Schooling," which will be published in Centerpiece. He also wrote a colloquium paper for the Center for Curriculum Reform, University of North Carolina, entitled, "Liberal Pedagogy and the Concept of Inequality." He served as associate editor of Curriculum Theory Network, as a member of the ASCD Yearbook Committee, and attended the ASCD annual meeting in March. Further, he attended the Curriculum Theory Conference in Rochester, New York, and presented an address to the John Dewey Society on "Inequality and Education."

Ms. Jeanne C. Peterson, Instructor, attended the National Council of Teachers of English in Santa Fe concerning the topic: "Creativity in the Humanities." She also attended the First Annual Leland B. Jacobs Conference on Children's Literature in New York. Ms. Peterson continues to direct the Career Opportunity Program in conjunction with APS.

Dr. Bernard Spolsky, Professor, rejoined our staff this year after returning from his sabbatical in Israel. He continued this year as director of the Navajo Reading Study, which published several Navajo

primers and a Progress Report reprinted in BIA Curriculum Bulletin. He published some eleven articles and reviews, including "Advances in Navajo Bilingual Education," in Navajo Education and "Linguistics and the Language Barrier to Education," in Current Trends in Linguistics. Dr. Spolsky was a panelist at the Navajo Bilingual Education Conference as well as keynote speaker at the Conference of Teaching English in the Southwest, addressing the topic "Educational Linguistics for the English Teacher." He and the Department Chairperson spoke at the First International Multilingual Multicultural Conference in San Diego. In addition, Professor Spolsky served on the Editorial Board for the International Journal for the Sociology of Language. He also served on the UNM Research Policy Committee.

Dr. Richard Van Dongen, Assistant Professor, in addition to full time duties with the Department, was heavily involved in the International Reading Association. He served as Program Chairman for the Southwest Regional Conference and delivered a paper, "Reading and the Open Classroom" at the international meeting. He was elected President of the state chapter of I.R.A. Dr. Van Dongen also attended the National Council of Teachers of English Conference and was elected President of the Albuquerque Association of Supervision and Curriculum Development. Among others, he served on the Advisory Council of the Aztec School Project. He chaired the Department's Undergraduate Committee as well as served on the ASUNM Student Activities Board, and the Faculty Library Committee.

Dr. Rodney Young, Assistant Professor, presented a paper, "The Question of Linguistic Deficiency in the Bilingual Setting," for

the Society for Applied Anthropology in Tucson. He continued his research with the College English Tutorial Program concentrating on screening techniques and writing proficiency evaluations. Professor Young served as a consultant for the Inter-Cultural Program at Fort Lewis College and coordinated the UNM-Fort Lewis assisting institution agreement.

Dr. Miles Zintz, Professor, attended an advanced studies workshop in Flagstaff jointly sponsored by NCTE and NAU on the subject of "Indian Education Today." The second edition of Corrective Reading was published, as was "Suitability of Tests for Spanish Surnamed and Indian Students," from Reading: Strategies for New Mexico for the 70's. Professor Zintz was also a consultant for several South American countries, as well as New Mexico District Court, New Mexico Highlands University, and the BIA. He served on the College of Education Graduate Curriculum Committee and the COE Policy Committee. In addition, Dr. Zintz was a member of the Albuquerque Association for Children with Learning Disabilities and the Albuquerque Association for Mental Retardation.

SPECIAL PROJECTS
DEPARTMENT OF ELEMENTARY EDUCATION

Title Faculty Involved	Funding Agency Amount	Description	Timespan	Relationship to Elementary Education
Navajo Reading Study (Dr. Bernard Spolsky)	BIA/Ford Foundation $40,000	Feasibility and effect of teaching reading in Navajo	1969-73	Inital impetus for Navajo teacher training
A Cooperative Site TTT Program Involving Experienced Fellows for Spanish Surnamed Children (Dr. Marie Hughes)	EPDA $375,000	This cooperative project is designed to train leaders in the Hughes early education model	1970-73	Provides a feasible model for Elementary Education teacher training
Leadership Institute for Bilingual/Bicultural Curriculum Development (Dr. Dolores Gonzales)	EPDA $69,997	Training experienced teachers in bilingual/bicultural curriculum development; secondary emphasis: preparation of materials in Spanish	1970-73	Focus for graduate program in bilingual/bicultural education (Spanish/English)
APS-UNM Career Opportunity Program (Mrs. Jeanne Peterson)	APS-UNM-COP $36,840	Teacher Aide Training program (AA degree) Participation in UNM teacher training (BS degree)	1971-73	Training of differentiated staff in cooperation with APS
Zuni Project (Dr. Kathy Duddy)	UNM-Gallup Public Schools $23,772	A joint project: UNM Gallup McKinley Public Schools (Teacher Aide Program)	1972-73	AA Degree

Title Faculty Involved	Funding Agency Amount	Description	Timespan	Relationship to Elementary Education
Rough Rock Demonstration School (Dr. Kathy Duddy)	BIA $140,928	This provides inservice education to teachers of Navajo children	1972-73	AA Degree
Chuska Boarding School Project (Dr. Paul Tweeten)	BIA $12,097 (Elementary and Secondary Educ.)	Conceptual Development in Science Grades 3-8	1972-73	Provides instruction on-site in Science Education
Gallup-McKinley County Schools-UNM Internship Program	Gallup-McKinley County Schools/Gallup Branch college UNM $5,100	Teacher training internship program	1972-73	Part of teacher training program
AA Programs for Native American Teachers: Laguna, Six Sandoval County Pueblos, Santo Domingo, Eight Northern Pueblos, Dulce (Fort Lewis College of Durango, Colorado)	Continuing Education	Teacher Aide training program (AA degree)		Differentiated staff training in cooperation with a number of Indian Pueblos
Acomita, Zuni	Direct Funding to UNM	Teacher Aide Training Program (AA Degree)		Differentiated staff training in cooperation with Indian Pueblos

The Report of the Department of Guidance & Special Education
July 1, 1971 to June 30, 1973
Wayne R. Maes, Chairman

I. General Departmental Information

The Department of Guidance and Special Education was profoundly influenced by two events during the 1972-73 academic year. The first was the sudden and untimely death of the Chairman, Dr. Louis Bernardoni, and the second was an organizational change for which he had labored, viz., the division of the Department into the two separate departments of Special Education, and Guidance and Counseling.

Dr. Bernardoni joined the University of New Mexico and the Department of Guidance and Special Education in September of 1966 when the Department had a faculty of less than ten members and saw it grow to a faculty of more than twenty full-time members.

It is said of Dr. Bernardoni that he was rather quiet in manner, given to a very democratic administrative approach, available to all who needed his assistance and very human. His professional accomplishments attest to the fact that he was also competent. The Department suffered a profound loss in his premature passing.

During 1972 action was initiated to divide the Department of Guidance and Special Education into the two departments of Guidance and Counseling and, Special Education. The rationale for this was that, 1) Operationally the two divisions of the

Department were functioning relatively autonomously under the leadership of Dr. Bernardoni (Guidance and Counseling) and Dr. Adamson (Assistant Chairman, Special Education), 2) There was minimal overlap in curriculum and the professional interests of faculty and students were essentially discrete, rendering professional collaboration minimal, 3) No additional cost was entailed in such a division.

After much discussion the departmental faculty unanimously voted to approve the formation of two separate departments. The College of Education Faculty and the Graduate Curriculum Committee approved the Department's recommendation, and on May 8, 1973, the University Faculty at its regular meeting approved the formation of two departments without dissenting vote. This action should lead to increased efficiency and quality without additional cost.

GUIDANCE AND COUNSELING

The Students

University Departments exist for students and it is the quality of graduates and their assessment of their Alma Mater which in large part creates the departmental and University image. The Department of Guidance and Counseling is indeed fortunate to have attracted an outstanding caliber of student.

At the present time there are 37 students in the doctoral program as compared to 36 last year. Five doctoral degrees were granted this year as compared to 18 during 1971-72. Approximately 175 are in the Master's degree program while last year

there were 200. Master's degrees were awarded to 74 while last year 85 students received the degree.

All students admitted to Guidance programs must first be admissable by the Graduate School. At the master's level, since there is a large number of applicants, the applicants are further screened by the Department. The major criteria used in this screening are grade point average, background in behavioral science and relevant work experience. The Department has decided to allow 60 Master's level students (exclusive of PPS students) into the program each year. When a number of students currently enrolled who are part time have graduated this would mean that eventually the Department would be admitting and graduating approximately 60 students a year. At the doctoral level, the College of Education procedure is followed concerning the data required. These data include transcripts, letters of recommendation, a letter of intent, results of a Millers Analogies test (although this is no longer mandatory in the College) and a sample of writing. In addition, the Department requires that all doctoral candidates visit the campus and interview each of the faculty members.

Shifting Professional Job Market

Until recently, a major source of professional positions for counselors has been public schools, colleges, and universities. Due to decreased enrollments and budgetary cutbacks this market has shrunk rapidly to the point that today many more counselors are prepared each year than the position vacancies

in educational settings.

However, concurrent with the diminishing of job openings in educational settings, counseling positions in community and governmental facilities has developed rapidly. Consequently, graduates are finding jobs and in turn changes are being effected in the training program to accommodate this newly developing job market.

A. Achievements During The Academic Year

1. Departmental Organization

a. Committee Structure

The growth in the number of departmental faculty, students and programs has rendered more and more cumbersome the use of general faculty meetings to make the myriad of procedural decisions incumbent upon the department. To facilitate the efficiency and effectiveness of of departmental organization, the general faculty meetings will deal more and more with department policy while the framing of policy for faculty action and the initiation and execution of department procedures will be responsibilities of the Department Chairman and departmental committees.

The currently operative committees are: Practicum, Block Program, American Psychological Association Approval, and Admissions. The membership of these committees comprises both faculty and students.

b. Faculty Retreat

To provide time for more intensive involvement of

the faculty in discussing matters of departmental concern, a full day retreat was scheduled in April. With one exception, everyone holding faculty rank in the Department attended and became deeply involved in the following issues:

1) What is the role of faculty holding varying academic titles (tenured, probationary, non-probationary, non-probationary employed full time in a service function in the University) with regard to departmental policy making and execution?

2) What is the role of students in faculty governance?

3) Which current departmental offerings should be continued, revised, deleted, added to?

2. Pupil Personnel Services Project

In 1971 the Department received a USOE grant to train chicano students to be innovators of change in certain specified locales in the Southwest. This grant was continued during 1972-73. Twenty four chicano students were selected from various Southwest communities. They began their training program at UNM during Summer Session, 1972. Much friction developed between project faculty and students followed by a series of demands and counter demands. Two of the faculty (Dr. Nicolas Abeyta and Dr. Richard Rodriguez) refused to acquiesce to student demands, feeling that such acquiescence would be a violation of personal integrity. As a consequence, these two faculty

resigned their positions in late summer, 1972, and were replaced by John Rinaldi and Guy Trujillo. The Fall semester was productive and the student practica, served in the locales from whence the students were recruited for the program, proved to be highly valued by the agencies served and by the participating students. The overall evaluation of the project by faculty and students was highly favorable.

3. Block Program

The block program was initiated during Summer Session, 1972. The program consisted of twenty students who were accepted in the Master's Program in Guidance and counseling and who proceeded as a group through a common curriculum during Summer 1972 and the 1972-73 academic year. The program provided for a natural network of student mutual support and learning as well as flexibility in curriculum planning and scheduling.

4. Vocational Rehabilitation

The training of vocational rehabilitation counselors was funded by Rehabilitation Services Administration again in 1972-73. Funding included support for one faculty member, travel monies and instructional equipment and supplies along with student stipends. Several special courses were offered in rehabilitation along with practicum placements in settings designed to assist the student to develop practical skills in rehabilitation counseling.

5. Student Evaluation

As a part of the Master's Comprehensive Examination, students were asked to evaluate the strengths and weaknesses of the Department. These responses are being compiled and will be integrated into the curriculum evaluation and design upon which the Department is embarking.

6. Grand Rounds

A weekly departmental seminar was initiated (primarily by students) during the spring semester. Practicum students were invited to present cases to a roundtable of faculty and students. A guest reactor and discussant was identified from the faculty or community agencies to provide assistance in case diagnosis and specification of treatment plans. The seminars met with enthusiastic support from faculty and students.

7. New Course

The course "Career Development in the Classroom" was developed to meet the increasing interest of classroom teachers in integrating career awareness experiences into the curriculum in the regular classroom.

B. Plans and Recommendations

1. Departmental Organization

Continued emphasis will be placed upon utilizing departmental committees to do much of the "spade" work on departmental policies and along with the Chairman, to carry

out departmental procedures. The total faculty will continue to meet twice monthly but will attend primarily to establishing and altering policy and to responding to committee reports and initiating action of concern to the general faculty.

Continued attention will be given to the role of students in departmental governance. Being the recipients of numerous Department policies and procedures, they should be actively involved in their formulation.

2. Curriculum Evaluation and Design

There exists considerable faculty and student interest in reassessing and re-designing the current curriculum to render it more responsive to current professional demands, student needs, and faculty development. This will be undertaken in an organized fashion through use of retreats, workshops and formal and informal committee structures. The entire faculty and a substantial representation of students will be engaged in the curriculum assessment throughout the year.

It appears that financial support for such an undertaking is forthcoming from USOE in conjunction with the PPS project objective of impact on the Guidance and Counseling Department. Should such aid not eventuate, the curriculum assessment will nevertheless be conducted.

3. Practicum

Approximately thirty to forty students enroll for

Guidance Practicum each semester. Many man hours are needed for procuring clients for Manzanita Center, arranging for field placements and providing supervision at Manzanita and in the field. So intricate and essential are the organizational aspects of this operation, that naming a coordinator of these activities for the guidance Department is imperative. One of the existing faculty will be identified, relieved of certain teaching duties, and assigned to coordinate the practicum offering.

C. Appointments to Staff

Dr. Wayne R. Maes, Professor and Chairman, January 15, 1973

John Rinaldi, Assistant Professor, August 21, 1972

Guy Trujillo, Assistant Professor, September 4, 1972

Ramon Aleman, Instructor, August 28, 1972

D. Separations from Staff

Dr. Louis Bernardoni, Associate Professor, Chairman, 1972

Dr. Nicolas Abeyta, Associate Professor, August 4, 1972

Dr. Richard Rodriguez, Assistant Professor, August 4, 1972

Dr. Joseph Bertinetti, Assistant Professor, May 19, 1973

II. Composite of information requested on individual biographical supplements:

1. Advanced Study:

Joseph F. Bertinetti - Ph.D. awarded May, 1972, University of New Mexico, Guidance and Counseling; School Counselor Certificate, New Mexico State Department of Education.

2. Sabbaticals, etc.:

Marion J. Heisey - None, but conducted (directed) a special

seminar for the U.S. Forest Service Department, Job Corps participants at UNM, Summer, 1972.

3. New Scholastic Honors:

4. Publications:

Joseph F. Bertinetti - Two in progress, one submitted in manuscript form to Personnel and Guidance Journal. No notification as to acceptance or rejection.

Marion J. Heisey - Contracted with a church publishing house, Evangel Press, Nappanee, Indiana, to write a series of "Family Life Discussions," quarterly.

5. Other Research Projects or Creative Work in Progress:

Marion J. Heisey - Was funded $4800 by the New Mexico Department of Hospitals and Institutions to begin a family counseling service in Cuba, NM. I wrote the grant proposal and was appointed director of the project.

George L. Keppers - Study: What Makes a Dropout.

6. Activities in Learned & Professional Societies:

William Fishburn - President, New Mexico Group Psychotherapy Society. Attended American Psychological Assn., Division of Psychotherapy Annual Conference.

George L. Keppers - Member Phi Kappa Phi: New Mexico Personnel & Guidance; APA; APGA; Who's Who Men & Women of Science; Who's Who in the West.

Robert Micali - Member N. M. Psychological Assn. Attend all regularly scheduled meetings of Association, in addition to membership on ad hoc committee (Legislative).

Gordon A. Zick - APGA Convention, Chicago.

7. Other Professional Activities:

Joseph F. Bertinetti - Spoke as a guest lecturer in the area of maintaining positive mental health to teachers and administrators of the Albuquerque, New Mexico, Association of the Confraternity of Christian Doctrine, Kirtland Air Force Base, New Mexico. Taught an extension course, Differential Diagnosis I, at Gallup, New Mexico.

William Fishburn - Talk at Hoover Junior High School - Summer Session "Psychology as a Profession." Talk at El Dorado High School - December, 1972 - "Alternative Life Styles"; Consultant - Department of Psychiatry New Careers Program, UNM School of Medicine; Consultant & Presenter - Job Corps Workshop; Consultant EPDA PPS Project, Guidance Department.

Marion J. Heisey - Conducted psychodrama workshops for student nurses at Nazareth Hospital on five different occasions; conducted workshop on drugs for Bloomfield Public School District; consultant for Special Education program in Farmington and Bloomfield Schools; conducted workshop on group interaction for church executives.

George L. Keppers - Job Clinic, YWCA; District Distributive Education, Socorro; Albuquerque High School Class speaker - Mental Health; Extension Class, Socorro, Fall, 1972; Evaluate Elementary Guidance, Socorro; Evaluation Board NCATE planning meetings Dallas, Texas, Memphis & Kansas City.

Robert Micali - Consultant to Albuqerque Nursing Area in-service training.

Gordon A. Zick - Consultant - Christian Brothers, Sangre de Cristo, Santa Fe.

8. Non-teaching University Service:

Joseph F. Bertinetti - Serve as a member on the Bureau of Educational Planning and Development Committee, College of Education, University of New Mexico.

William Fishburn - Faculty advisor 35 Master's Degree students; Chairman 8 Doctoral Student Committees; Member 8 Doctoral Committees; Graduate Curriculum Committee, COE; Co-chairman, chairman Search committee for Departmental Chairman; Member Committee to structure faculty discussion; Consultant Psychologist & Psychiatrist UNM Student Health Service; Consultant Rehabilitation Counselor Education Program.

Marion Heisey - Secretary for departmental meetings January to June; Member Undergraduate Curriculum Committee. Chairman of 9 dissertation committees.

George L. Keppers - Acting Chairman; Admissions Committee, COE; Vocational Education Committee; Manzanita Center Committee; Multi-Cultural Committee, COE; APS Guidance

Greats Committee; Advisory Committee, Field Experiences, COE.

Robert Micali - Chairman COE Faculty Policy Committee.

Gordon Zick - Governance Board - EPDA Project in Counseling.

9. Public Service:

Marion Heisey - General Director, Navajo Brethren in Christ Hospital and School; Director Psychodrama, Nazareth Hospital, Albuquerque, N. M.

George L. Keppers - Advisory Board, Bernalillo Vocational Education Project; Usher, Church.

Gordon Zick - Sunday School instructor.

10. Personal Information:

None.

The Report of the Department of Health Physical Education and Recreation

July 1, 1972 - June 30, 1973

Dale L. Hanson, Chairman

May 25, 1973

To: Dean Richard Lawrence, COE

From: Dale Hanson Dale Hanson

Subj: Year End Reports

Enclosed find what we hope are complete year end reports for the Department of Health, Physical Education and Recreation. They are offered by individual programs.

I would like to underline what I consider to be priorities for the department:

PRIORITY 1

A highly competent female physical educator who could serve effectively in the graduate program.

PRIORITY 1 (Tie for Priority 1)

An opportunity for the expansion of the Health Education program. I am convinced that we would easily double our enrollment in health education if we had greater teaching resources. My estimate of our increased needs for offering effective teaching services to the university and College of Education, in addition to undergraduate and graduate major students in health education is two additional full time faculty. However, this would just be a beginning as all predictors suggest significantly increased demand for non-medical health information and services.

PRIORITY 2

An opportunity for the Service Program to continue to expand the instruction of leisure time physical activities. This elective program has been reorganized to better serve the needs of college students. The response has been excellent. The removal of part-time instructional funds and the serious reduction of graduate

assistantships will significantly reduce our service to university student.

PRIORITY 2 (Tie for Priority 2)

An opportunity for the expansion of our professional Recreation program. It is apparent that the recreational needs of our people will become greater as more leisure time is available to them. We need more teaching resources to meet the demand for the training of recreational leaders and administrators. One additional faculty position would help us get started. Since only one faculty member in the Recreation program is tenured and none are on presumption of tenure at this time, it is imperative that an opportunity be given us to employ a replacement faculty member with a presumption of tenure.

PRIORITY 3

An opportunity to continue to expand our service in men's, women's, and co-ed intramurals and recreation. The annual budget needs to be greatly increased if an expanded service is to be accomplished.

In my opinion, significant advances have occurred in all programs of the department this year with possibly the exception of the professional Recreation program. We aspire to continue to provide educational excellence for our students and the State of New Mexico.

If there are questions, please advise me.

THE ANNUAL REPORT - HEALTH EDUCATION

July 1, 1972 - June 30, 1973

Ella May Small, Coordinator

During the school year 1972-73, 1641 students were enrolled in health education courses. This represents an increase of 165 students over last year. An additional 120 students were registered in "off campus courses" taught by health education faculty and graduate students. Credits generated passed the 2000 mark during each of the fall and spring semesters, resulting in approximately 40 credit hours per unit. Because of inadequate classroom space and too few faculty members, over 250 students were denied entrance into classes they requested.

Enrollments in professional health education courses remained fairly small because of imposed limits on numbers admitted, particularly at the graduate level. Without additional faculty, such limitations will continue. Even with restricted enrollments, the number of students in the Bachelor of Science degree program increased 20%; at the Master of Science level there was a 35% increase, and the number of doctoral students was raised from 4 to 6.

In the summer of 1972, one full time faculty member and one special assistant taught a total of 122 students in four classes. In addition the full time faculty carried one graduate problem, supervised three graduate internes and directed one doctoral dissertation.

During the fall and spring semesters there were three full time faculty, one graduate assistant and one special

assistant. Only because of the generosity of the local Red Cross Chapter was it possible to carry the scheduled load in first aid courses. Special recognition also goes to Fred Cohn, M.D. who continues to assist with courses in human sexuality.

The vacancy created by the retirement of Mr. George Petrol in January was filled for fall semester by Dr. Paul Dearth. Thus, we continue to function with just three full time faculty, one graduate assistant and one special assistant. Only because of the generosity of the local Red Cross Chapter were we able to staff the first aid courses scheduled. The staffing situation continued through semester two.

At the end of semester two, one full time faculty was terminated. Because official notice of this termination came so late, it may be impossible to find anyone with the necessary qualifications needed for the position. This presents serious problems for fall schedule.

The curriculum expansion hoped for a year ago has proceeded much more slowly than anticipated because of faculty overload. However, the following revisions and additions are noted:

H.Ed. 312 - Fundamentals of Human Sexuality now appears as H.Ed. 212, open to freshmen and sophomores

Three new courses were developed and taught as Topics 447 during Semester II. These were:

447-001 Alternative Approaches in Drug Education (3), (developed and taught by Paul Dearth)

447-002 Teaching Human Sexuality Education (3) (developed and taught by Paul Dearth)

447-003 Emergency Health Care (3) (developed jointly by Fred Moeller (A.R.C.), Irving Hendryson M.D., U.N.M. Medical School, Ella May Small and Paul Dearth)

An additional new offering for Semester I, 1973-74, also under Topics is 447-001 Mental-Emotional Health (3) (developed by Paul Dearth)

Involvement in campus, city, state and national activities, while time consuming, is essential for proper growth and direction in Health Education. Ella May Small, Paul Dearth, Elaine Iftner and Bob Mulligan attended the national convention of the American School Health Association in San Diego, October, 1972.

Individual participation includes:

Ella May Small, Ed.D.

1. Participated in two workshops for Sandoval County Head Start programs, one for teachers in October of 1972, the other for parents in March of 1973.
2. Serves as President of the New Mexico School Health Association.
3. Chairs a National Committee, "Coordinating School and Community Health."
4. Consultant for the Committee to Develop Comprehensive Health Education for all New Mexico Schools (of the New Mexico State Department of Education)
5. Serves as a council member of the Mid Rio Grande Comprehensive Health Planning Agency

6. An appointed member to the Regional Advisory Group of the Regional Medical Program
7. Prepared and submitted the Report Health Education in New Mexico to the President's Committee on Health Education.

Paul Dearth, D.P.H.

1. With Elaine Iftner, doctoral student and special assistant in Health Education, planned and directed a major portion of a Veneral Disease Workshop sponsored by the State Nurse's Association
2. Conducted a working session with teachers and parents of pre-schoolers of First Presbyterian Church on human sexuality.
3. Conducted a one day workshop on Health Education materials for the Bureau of Indian Affairs.
4. Guest speaker on Human Sexuality at Sandia and Highland High Schools
5. A member of the National Advisory Council of State Directors for the American School Health Association.
6. Serves on the Executive Board of the New Mexico School Health Association

Elaine Iftner is President-elect of the New Mexico School Health Association and a member of the Executive Board of the New Mexico School Health Association.

Drs. Small and Dearth, with the help of other members of the Executive Board of the New Mexico School Health Association, and graduate students in health education plannned a special seminar to acquaint local and state officials

health personnel and other key community people with health education needs in New Mexico. With financial support by the New Mexico Lung Association we brought nationally recognized authority on school health and health education, Joy Cauffman, Ph.D. as speaker for the seminar.

Two faculty members (Dearth and Small) have more than the usual opportunities and responsibilities for advising and counselling students both by choice and circumstances. We are also carrying our share of committee assignments in the department, the College of Education, and the University.

We are committed to multi-cultured education. Approximately 50% of our professional students have Spanish surnames. Components of courses deal with both specific and general needs growing out of the Minority Group Health Conference in June of 1972.

In summary, while Health Education at the University of New Mexico is at its most crucial stage of development, Health Education nationwide is on the threshold of the most exciting era in its history. New Mexico probably presents more opportunities for health education than any state in the nation. Not only are professional school and community health educators needed; every citizen of New Mexico deserves educational opportunities to achieve optional health - probably an individual's most precious possession.

It is our sincere hope that Health Education at the University of New Mexico will be given the opportunity to provide the necessary leadership in its educational efforts for the citizens of New Mexico. We cannot achieve this goal with the present limited

number of faculty and supporting staff personnel.

ANNUAL REPORT - THE GRADUATE PROGRAM IN HPER - 1972-73

Introduction:

The graduate program in HPER has evidently been in existence for quite some time although it has never, to my knowledge, enjoyed a reputation for excellence locally or nationally. Few graduate programs in HPER in America, however, do enjoy such a reputation even though that number is carefully growing. The HPER Department at UNM has been a traditionally based one with the attendant problems of faculty inertia, lack of research and rapidly obsolete ideas about graduate program development. It was to such a program that a number of new faculty, under a relatively new chairman, came in the fall of 1972.

Among the intentions of these new faculty, was the revitalizing and restructuring of the graduate program. A portion of these new faculty, under the guidance of the chairman, began to focus on the graduate program. A Graduate Coordinator was named to direct the restructuring and to maintain and evaluate graduate degree processes on a continuing basis. In short, the mechanics of change were set in motion during that fall semester.

Change:

At a series of Graduate Faculty meetings, various subgroups of faculty reported their work on many portions of the graduate program. Initially, the concern was directed toward the doctoral degree. A variety of topics were considered by these working groups culminating in "position papers" for discussion and

and eventual policy making. These topics included the following:

1. Aims and goals of a doctoral program
2. Strategies for student recruitment and admission
3. Statement on inquiry skills
4. Ed.D. versus Ph.D. programs
5. In absentia status
6. Internships for doctoral students
7. The comprehensive exam
8. Application procedures for intermediate status
9. Written knowledge exam (counseling exam)
10. Oral interview guidelines
11. Guidelines for student position papers
12. Size of committees

A group of "interim procedures" were available to direct the doctoral program during this period and many of the topics were directly related to these new procedures. The hope was that one deliberation would eventually clarify and embellish the "interim procedures" which, in fact, did become the new procedures for doctoral programs in HPER. Actually, the entire year witnessed discussion without end on many of the topics, but enough resolution was developed so that agreement was reached on many major items.

New doctoral students did experience these procedures and were exposed to the benefit of our best and newest thinking. There were, of course, times of anxiety and concern for both students and faculty as we, together, attempted to straighten

out a badly eroded program. It served, however, that by the start of the spring semester, 1973, that most of the departmental community were understanding and functioning under the new procedures.

The Master's Degrees of the department were also under scrutiny at this time. It must be pointed out that Health, Physical Education, and Recreation have separate programs at this level and that not all of them were undergoing change. Physical Education, under the Master of Science degree, was under the most careful attention by faculty. A so-called Master's Degree Committee was arranged during the late fall and it was charged with a similar task to that of the doctoral program inquiry. Topics under consideration and study were:

1. Entrance standards
2. Required versus elective coursework
3. Areas of concentration
4. Thesis and non-thesis options
5. Survey of course scheduling preferences
6. Exit requirements

The subgroups from this committee produced a report which was circulated among the faculty during the early spring. Discussion ensued and the areas of specialty for this degree were further mapped out. Three areas or tracks were finally proposed --- a teaching track, a special physical education track, and a third track aimed at the scholarly-discipline aspects of the field. These tracks were presented by respective committees and, with some modifications, approved by the faculty during the last meeting of the year.

In summary, during the course of 1972-73, both doctoral and master's degrees had undergone careful consideration and emerged with new rationale, goals and procedures. Physical Education had its master's degree substantially altered to make explicit some implicit processes; Recreation reconsidered and reissued a new conception of its master's degree and the common doctoral programs had undergone extensive changes.

Future:

Further work is needed this next year in order to "polish" the new procedures for all degrees. As usual, not enough time was available to devote to some of the more crucial topics and issues of graduate education in HPER. Continuance of discussion will be a major priority in the coming year.

Our concern now must lie with quality rather than quantity for a number of reasons. First, our new specialties for degrees call for faculty resources and careful student loads in order to offer the very best attention to students. Second, support for students will continue to be scarce. Third, the market for positions is not favorable to quantity. There is a growing belief that if we can offer the best education possible in HPER we can become a pace setter. Innovation and attractive education at the level of the graduate student has been laborious wherever one looks. I believe that there is a chance for our department, with its "new look" graduate processes, to really be a leader in graduate education.

Some areas which need definite priority for the coming year are the following:

1. Distinctions between Ed.D. and Ph.D. students

2. Analysis of the job markets
3. Comprehensive exams both for doctoral and master's students.
4. Research and inquiry skills
5. Alternative education
6. Multicultural influences
7. Research proposal development
8. Aims, goals and priorities
9. Generation of study specialties
10. Financial support systems
11. Details of master's degree tracking
12. Faculty resources

PHYSICAL EDUCATION AREA - ANNUAL REPORT
July 1, 1972 - June 30, 1973

During the 1972-73 school year, there were approximately 400 undergraduate majors enrolled in physical education courses taught by 25 faculty members. Approximately one thousand students were enrolled for 2,000 hours during Semester II of this year. Numbers of students attempting student teaching declined somewhat to 100, 80% of last year's total. A total of sixty-one B.S. degrees with majors in Physical Education were awarded by the end of the regular 1972-73 school year. This is an increase of 48% over the previous year.

The Undergraduate Professional Physical Education faculty was unusually active and productive during the year. This necessitated the functioning of numbers of committees. The committees and their chairman were: 1) Committee to Define the Major, Burley, Chairman; 2) Committee to Study General Education Requirements, Atterbom-McGill, Co-Chairpersons; 3) Committee to recommend Student Teaching Pre-requisites, Hinger-Hall, Co-Chairpersons; 4) Junior Block Committee, Burton, Chairwoman; 5) Athletic Coaching Classes Study Committee, Gustafson, Chairman; 6) C.O.E. Screening Review Committee, Olson, Chairwoman; 7) Life Science Core Committee, Atterbom, Chairman; 8) Education 300 and 310 Liaison Committee, Burton, Chairwoman; 9) Sub-Committees for Goals, Directions and Priorities, Todor, Estes, Papcsy, Chairpersons; 10) Planning Committee for Goals, Directions and Priorities Work Sessions,

Hall, Chairwoman; 11) Tracking Committees, Moolenijzer, Hinger, Todor, Lersten, Chairmen; and 12) Integration-Coordination Committee, Olson, Chairwoman.

Several members of the Physical Education Faculty carried special assignments, some of which involved released time. These people were responsible to the Chairman of Health, Physical Education and Recreation. Those faculty were as follows:

Gustafson-Piper	Coordinators, Professional Service Area
Atterbom-Todor	Operation of Human Performance and Motor Learning Laboratory
Moolenijzer	Departmental Policy Compilation
Seidler	Job Market Analysis
Estes	Women's Intercollegiate Program

Significant progress was made in several areas of the undergraduate professional program during the year.

At the beginning of the year, the major program for men and women was dove-tailed to such an extent that it is now identical except for five or six hours in each of the freshman and sophomore years. This move marks the end of a long period of dichotomy in this department.... a dichotomy in philosophy as well as by sex. The significance of this decision cannot be disregarded. It may well have been the most important of the year, becoming the positive catalyst for other progress as it did.

The scope of the entire major offering has been expanded. In a series of meetings to consider goals, directions and priorities the faculty agreed to further refine and specify present offerings in teacher preparation in physical education and to develop an offering in the area for the non-teacher oriented student as well. Consequently, five tracks have been defined: 1) elementary, 2) secondary, 3) special physical education 4) athletic training - in the teacher education program and 5) sport science - in the non-certification program (Students in Area 5 will be able to option for any of several emphases including physiology of exercise, kinesiology and multi-cultural). Final deliberations on this "tracking scheme" should be completed in time for approval and inclusion in the next catalog in late fall. It is hoped that these directions will more realistically reflect job market trends for students wishing to pursue work in this area.

The physical education faculty's goal of providing a completely coeducational Junior Block Program came a step closer to fruition during the 1972-73 school year. Eighty Junior men and women majors participated in a coeducational block program during Semester I in which they all had a pre-student teaching experience of at least four weeks out in the public schools. This procedure will be continued in an even more integrated way until the 1974-75 year, at which time program and scheduling adjustments will allow a full year of the Junior Block for all students in a coeducational setting.

In addition, study and development leading towards competency-based facets in the program continued. A concept including

opportunities for individual study self-instruction, programmed instruction, etc. may be ready for implementation in the coming year. At that time, a number of pre-requisite courses presently taught could be partially handled through the alternative of testing terminal behaviors and establishing credit.

As the department facilities have continued to provide more laboratory space and equipment, more course segments for major students have been scheduled as laboratory experiences. This trend will continue into the 1973-74 year during which most if not all class time in physical fitness, physiolgy of exercise and kinesiology will be in the lab. It is felt that these experiences can help to close the gap between theory and practice in the major program.

Innovations in the placement of student teachers during the year have resulted in better service to students. For example, individuals interested in cultural aspects have been placed in settings in which they may better achieve their goals. Plans for the coming year include the continuance of this procedure. It is felt that the benefits derived far outweigh the minor adjustments necessary to effect such placement.

The Cochiti Elementary School Project was also initiated as an alternative to the usual student teaching experience. In collaboration with the Physical Education Graduate Program, two student teachers were assigned to a physical education graduate student interning in teacher preparation. The project was under the direct supervision of a professor of elementary education

and was done in cooperation with and at Cochiti School. Some inservice work in physical education with the public school faculty was accomplished and consultation on physical education facilities with regard to the playgrounds was provided. The pilot project was so successful, there are plans to expand it during the coming year.

In the future, additional opportunities for student involvement may be provided by another innovative pilot project which was instituted during 1972-73. The "Movement To Grow By" project filled two sections in each of two semesters. The program involved primary-age students and at least one parent who participated together in movement experiences appropriate for the youngsters. The projects has been so successful that other nearby towns have requested information concerning the program.

In light of the monetary situation for the coming year, one of the two concerns stated in last year's report must be reiterated - the need to create a balance between resources and commitments, perhaps by limiting student enrollments through a more stringent system of screening into the major program.

The future for this program can only be regarded as bright. Interested and competent new, young faculty who tend to complement the old, the decision for collaboration and cooperation mentioned before, and the prospect of an innovative and exciting curriculum all point to this end.

Respectfully submitted,

Janice K. Olson, Coordinator
Undergraduate Professional
Physical Education

ANNUAL REPORT OF THE PHYSICAL EDUCATION PROFESSIONAL SERVICE PROGRAM

A. General Department Information

The Physical Education Professional Service Program, during Semester I and II of the 1972-73 school year, produced 6377 credit hours, 3010 in Semester I and 3367 in Semester II. All classes during the school year were one credit hour classes, therefore, the number of students enrolled was also 6377. It is significant to note that there was a definite increase from first to second semester. During first semester, a total of 21 graduate students, 20 full time faculty and 3 part-time employees were involved in teaching 118 sections of 37 different activities. During second semester, a total of 22 graduate students, 18 full-time faculty and 9 part-time employees were involved in 129 sections of 47 different activities.

During the 1972-73 school year, ten new activities were offered, mostly under the topics course numbers. These new activities included: Water Polo, Aerobics, Casting and Angling, Fencing, Archery, Handball-Paddleball, Women's Flag Football, Karate, Small Water Craft Operations and Ice Hockey. In addition, Yoga, Bicycling, Camping Experiences Team Handball, Intermediate International Folk Dance and Intermediate Ballroom Dance were developed as new activities to be offered during the 1973-74 school year. Of all these new activities, Casting and Angling, Fencing, Archery, Women's Flag Football, Karate, Camping Experiences, Intermediate

International Folk Dance and Intermediate Ballroom Dance have gone through channels for approval as far as the College of Education Undergraduate Curriculum Committee.

The success of the new activities point to the fact that students are looking for different types of movement activities. It also indicates a trend toward more individual type activities and those which appear to be more exotic. The Professional Service Program still has room for much greater future development along this line and indications are that the potential exists to produce as many credit hours as instructional resources allow.

Other interesting happenings and highlights for the year in the Professional Service Program include:

1. Development of a brochure which provided program information
2. Extensive newspaper publicity which included two articles in the Sunday Albuquerque Journal and two articles in the UNM Lobo.
3. Approval of changing the credit hours from 1 to 2 for Skin and Scuba Diving, Water Safety Instruction and Wilderness Experiences.
4. Conducting in-service workshops in Skin and Scuba Diving and Personal Defense.
5. Approval and notification of UNM as the site for the Lloyd Shaw Square Dance Workshop to be held between spring and summer sessions in 1974 and 1975.
6. Many activity courses being involved in extended experiences away from the campus. For example, Wilderness Experience, Casting and Angling, and Small Water Craft Operations,

each taking from two to eight weekend outings to gain practical experience, Skin and Scuba diving took one day trips to distant lakes, and a five day trip to Mexico for diving experiences and certification.

7. The success of the Ski Program where six sections operated successfully when a maximum of two sections had been offered previously.
8. The volunteer work of the Lifesaving classes in helping with the Special Olympics.
9. A negative observation would be that because of the lack of departmental funds, fencing equipment had to be borrowed from Albuquerque High Schools to outfit classes.

B. Plans and Recommendations

During the 1972-73 school year certain needs also have been identified: Some of these needs include:

1. The necessity of employing instructors with specialized expertise.
2. The necessity of screening prospective instructors carefully to help assure quality instruction.
3. The possibility of hiring people of minority groups to teach in the program.
4. The necessity of adding intermediate and advanced sections to many activities.
5. The necessity of continuing to add new and varied activities to meet the needs of more students.
6. The adding of additional staff to allow program expansion.

7. Additional funds for equipment.

C. Separations from Staff

One graduate assistant accepted an APS position in the 7th week of the second semester. The remaining faculty absorbed his load.

Miss Elizabeth Waters will be retiring after many years of service teaching contemporary dance in our department.

ANNUAL REPORT

RECREATION PROGRAM

A. General Curriculum Information

The major achievement of the recreation program during the academic year was general review and revision in the general education and recreation core requirements to better reflect student needs and the current trends in the profession.

The field work program was revised to allow the student more opportunity for field experiences. The credit hours were changed from three (3) to 3 or 6. Further, the students were required to take Rec. 345 Professional Laboratory Experiences in conjunction with Recreation 321 Recreation Leadership.

There was a 10% increase in enrollment in recreation classes during the past year. There has been a steady growth in the number of students who have applied for screening into the Program.

Introduction to Recreation for Special Populations was taught as a Topics course and then submitted to the Undergraduate Curriculum Committee of the College of Education where it was approved during the Spring.

During the summer session, Mr. Walt Taylor of the U.S. Forest Service taught the course Interpretive Services in Outdoor Recreation Programs. It proved to be quite popular and will be taught again this summer. The course has been planned in cooperation with the U.S. Forest Service, the National Park Service, the Bureau of Land Management, and

the Outdoor Recreation and Historic Preservation Section of the State Planning Office.

The Program faculty in cooperation with the staff of the Center for Leisure and Recreation, a Program of the Institute for Social Research and Development planned and conducted three Workshops, one of which was for university credit. This was a Workshop on Recreation for Nursing Home Personnel and was held at the State Hospital in Las Vegas. There were 44 persons enrolled for the 2 hour course. The two non credit Workshops were: Workshop on State and Federal Assistance to Political Subdivisions State and Local Governments and Indian Tribes and Pueblos. This was in cooperation with representative Federal agencies and the State Planning Office, 122 persons attended. Recreation Vehicle Workshop - this was in cooperation with the Continuing Education Division and 30 persons registered for the Workshop.

The Recreation Program faculty are assisting in the development of a Workshop on Tourism and Hospitality Development in cooperation with the Quality of Life Project and the Department of Development. This workshop will be under the auspices of the Continuing Education Division. This is in response to the Legislative Bill 339, "Travel Service Training Act".

The Social and Creative Arts for Recreation class has continued to provide leadership for social recreation activities and parties in the community.

A special leadership training workshop was conducted by the Recreation Leadership class for the Martineztown House of

Neighborly Service para-professionals and aides.

Faculty members and recreation students, graduate and undergraduate, participated in projects of the Center for Leisure and Recreation, a Program of the Institute for Social Research and Development. Some of these included An Evaluation Study of the Park and Recreation Program and Facilities of Las Cruces, New Mexico, in-service training programs for communities and Indian tribes.

B. Plan for the Future

Significant plans for the future include drafting of training grants for work with the aging and the aged.

The advising system will be structured to provide the student with an adviser in his special interest area. A contract form is being devised to provide the student a graduation requirement check on acceptance into the program.

The faculty is presently working on a revision of the Recreation Field Work Manual to make it more adaptable to all Field Practicum situations. A second manual is also being prepared for graduate internships.

Plans are being considered to move the Recreation Program to Carlisle Gym to allow all the faculty to be together and provide space for recreation laboratory.

It is recommended that the special populations option and specialization be taught by an existing faculty member in the Department of HPER, Dr. F. Papcsy, to provide more personnel in the Recreation Program. The utilization of such will allow more students to enroll without employing additional faculty.

1972-73 UNIVERSITY OF NEW MEXICO

INTRAMURAL/STUDENT FACULTY RECREATION - ANNUAL REPORT

Intramurals and Student Faculty Recreation at UNM adopted a new look during the 1972-73 academic year. The program consisted of four major areas of program emphasis (a) recreation and free play (b) co-educational recreation (c) individual and dual activities and (d) team competition. A fifth area of programming, club sports, was administered by the Intramural and Recreation Board of ASUNM with cooperation from the Intramural Department in scheduling facilities, use of equipment, field preparation and consultation.

Recreation and Free Play: The student today values his "freedom of choice" and highly cherishes his opportunity to "control his own destiny." This attitude is extremely important to understand when programming for campus physical recreation. Opportunities for free impromptu recreation can no longer be left to chance, it must be programmed deliberately. Throughout the past academic year serious attempts were made to schedule facilities so that at least a portion of each different facility was constantly available for free play.

Recreation hours existed from 7:00 AM until 9:30 PM on weekdays and from 1:00 PM - 5:00 PM on Saturdays and Sundays. During holidays and intersession periods, recreation hours were 8:00 AM - 5:00 PM. Exceptions to these time periods varied per activity area and seasonal programming. On several occasions, classes completely occupied areas such as the tennis courts,

gymnasium spaces, and handball/paddleball courts. Swimming meets and water polo competitions pre-empted recreational swimming on occasions. Popular Entertainment Committee activities pre-empted regular free play in Johnson Gymnasium on several days. Intramural basketball, due to the large entry, utilized all Johnson Gym floor area from 6:30 PM - 10:30 PM from January 28 until April 1 on Monday through Thursday evenings.

Beginning with the Spring Semester, 1973, a conservative participation count was conducted on a regular basis. According to our records, the following is an indication of the magnitude and need for a "free play program.

FREE PLAY PARTICIPATION HEAD COUNT

January 24th - April 26th

	Participants
January 24--31	3,588
February 1--28	11,583
March 1--31	10,873
April 1--30	14,044
TOTAL	40,088

	Jan. 24--31	Feb. 1--28	March 1--31	April 1--26
Main Arena	1,336	2,896	3,031	4,389
Auxiliary	1,041	3,435	2,585	3,127
Weight Room	318	1,044	951	1,575
Wrestling Room	7	132	293	20
Room 176	518	1,454	1,556	2,322
Pool (Count Taken Only 2 days in January)	104	1,618	1,650	1,762
Handball Courts	264	954	807	849

--Count taken on Saturday and Sunday 130, 230, 330, 430

--Count taken Monday--Friday 630, 730, 830

These are the totals taken at these times throughout the month.

Several administrative problems existed during the year for recreational free play. A recent Fire Marshall's regulation demands that all doors are to be open when the building is occupied. As a result access to the building is completely unrestricted. Once an individual has entered the building a check of his participation status is extremely difficult for once he has changed into his gym attire he no longer carried an I.D. and to request that he return and present it is most unreasonable. The participant check policy in force this year seemed to be functional in that persons suspected of not being a legal participant were approached and requested to submit proper identification. Due to limited supervisory staff, this policy was implemented only when facilities were crowded and people awaited a vacant space to recreate.

An additional problem existed as a result of the open door policy. Thefts were extremely numerous on occasions. In most cases students either left their possessions in an unlocked basket or forgot to lock their basket. Very few actual break-ins were reported.

The addition of the new swimming pool has been a success but not as great as it might have been. Reasons for a lower participation number than expected intuitively appears to be the tradition of a crowded pool which discouraged swimmers in the past and left swimming less than a daily routine for most students and staff. An additional reason may be a public apathy that swimming is a summer activity.

Toward the end of the school year a recreational skating party was sponsored at Tingley Coliseum. An estimated 300 students and guests were present. Many requests were submitted to continue such a recreational outing in the future.

A ladies exercise program was organized daily from 4:30-5:15 P.M. in the weight-room. Over 90 ladies participated with an average of

20 participants each day. According to all reports, this program was extremely successful and should be continued and promoted.

A UNM Faculty Staff Golf League was organized for play on Wednesday afternoons for all but the months of December, January, February and March. The few persons who have entered, approximately 20 members, appeared to enjoy themselves. It is believed that a true test of the league's feasibility will begin with the arrival of the break between spring and fall sessions.

One Sunday each month was designated as Family Recreation Day, i.e. students, staff and faculty were encouraged to come and recreate as a family. This concept has not been accepted with great support but with better promotion it should prove a valuable program.

Recommendations for improving the "recreation and free play" phase of the program are:

1. Increased hours of supervision (vulnerable between the hours of 3:30 P.M. and 6:30 P.M. week days)
2. Increase the recreation hours (week days until 11:00 P.M. Saturday mornings 9:00 to 12:00 noon and Sunday evenings 5:00 to 10:00 P.M.)
3. Construct additional paddleball/handball courts (18 are recommended).
4. Coordinate all gymnasiums on campus (Johnson Gym, Carlisle Gym, University Arena).
5. Schedule P.E.C. and athletic events in University Arena when ever possible.
6. Separate multi-station weight machines from loose weights so they can be utilized without supervision.

7. Sponsor picnics, backpacking, skiing and overnight camping trips.

Co-recreational Activities:

A pseudo attempt was made to promote co-educational recreation on campus. A specific night (Friday first semester, Thursday, second semester) was called "Co-Rec Night" at which time the auxiliary gymnasium and paddleball courts were reserved for co-rec activities. If after a specified length of time there were no coed requests or participants, the area was open to free play.

The second phase of the coed or co-recreation program was the competitive team and individual and dual sports program. The activities and their respective participation records appear below.

Activity	Participants
Badminton	30
Bowling	10
Flag Football	48
Swimming	0
Volleyball	47
Paddleball	18
Mushball	48

Women participated in several men's intramural activities such as basketball, skiing, track and field, bicycle races, paddleball and swimming.

The following summary and recommendations appear in full as submitted by Frances Anderson, special assistant in Intramurals.

"There was a great deal of interest and enthusiasm on the part of students. They enjoyed each of the activities equally well. I feel that this program is an important facet of the total

intramural program and should be given as much emphasis as the men's intramurals, particularly in view of the coed classes offered here.

I feel that the activities must be carefully supervised by the person handling the program. They should be constantly followed up by contact with the student leaders of each team - by phone if possible. Personal contact seems to somehow keep interest at a high level. Also this association seems to enhance participation. That is why I think perhaps some of the paddleball teams forfeited. Supervision, I feel is one key to a high level of participation. The supervisor should show interest and enthusiasm for the activity and show interest for who is winning and encourage the losers as well.

I would highly recommend that whoever takes this program write up the entire program naming its purpose, etc. for the Lobo early in the year and follow up by visiting all the organizations on campus to explain the program and answer questions. Flyers are great, but personal contact and careful supervision are two key approaches, I feel, to a successful program."

Individual and Dual Activities: This phase of the intramural program was designed to provide recreational activity with a moderate to high competitive atmosphere at four levels of ability. Tournament formats were such that individuals scheduled their own matches at times convenient to them but within a time limitation established by the administration (usually one week). Competition was conducted in two phases (a) classification of players according to ability (b) play-off within each ability level.

Activities conducted under this format and a summary of participation records appears below:

Activity	Participants	Participations
Golf (Match Play)	51	136
Tennis (Singles)	24	56
(Doubles)	62	--
Handball (Singles)	32	72
(Doubles)	30	82
Paddleball (Singles)	76	144
(Doubles)	58	188
Table Tennis (Singles)	58	150
Badminton (Singles)	24	38

Many other individual and dual activities were conducted during the year. These could be classified as individual and dual activities on a team basis, i.e., although an individual performs alone his achievement becomes a part of a total team performance. Tournaments were conducted in these activities with formats similar to those off campus in the same activities.

Activity	Participants	Participations
Golf (Medal Play)	47	47
Skiing	75	132
Bicycle Bash	15	33
Wrist Wrestling	21	21
Pool (8-Ball)	40	336
Cross Country	22	22
Wrestling	53	138
Swimming	45	105
Track and Field	122	267
Bowling	---	--

Activity	Participants	Participations
Bowling	--	--
Free Throw	63	63

Although the participation numbers were small, favorable comments and feedback were received by the Intramural staff. It is hoped that participants who enjoyed themselves will encourage friends to join them next year which should increase the participation in individual and dual activities.

Team Activities: Although major staff programming and planning is necessary for the successful operation of a team activities program it is only equal in importance to the other three phases. Due to the number of persons involved, there is a demand for greater coordination and regular communication among all levels of the operation.

This phase was without a doubt the most successful part of the intramural program.

Nine different team activities were conducted under three different scheduling sturctures. The four major sports: Football, Volleyball, Basketball and Softball were conducted through classification leagues following by class playoff. Champions were declared in both Fraternity and Independent/Dorm divisions at four different levels of ability. The two champions at each level of ability then played each other to determine an all "University" champion.

Activity	No. of Teams	Participants	Participations	Percent of Games Played
Football	29	464	2,682	83
Volleyball	30	300	1,013	80
Basketball	70	700	4,951	99
Softball	26	486	1,872	95

Round Robin leagues were conducted in Flickerball, Baseball, and the League Division of Europen Handball.

Activity	No. of Teams	Participants	Participations	Percent of Games Played
Flickerball	3	40	60	100
Baseball	3	42	70	100
European Hand-ball	4	35	90	100

Weekend tournaments, utilizing the Mueller-Anderson Continuous Play Back tourrnament structure, were conducted in Soccer, and European Handball.

Soccer	13	143	396	85
European Hand-ball	8	61	136	86

Due to the success of both these activities, students requested a spring soccer tournament and a league competition in European Handball. The latter has been reported under round robin leagues. The Spring Soccer Tournament was a four team round robin conducted on a three day weekend, the first of May.

Soccer (League)	4	53	159	100

The most successful team activity which was not conducted by a formal league schedule structure was 3 on 3 Basketball. The schedule format was one developed at the University of Minnesota called the Wilkie-Tutt Perpetual Tournament Structure. A team enters a four team league and plays three ten minute games within an hour. The league winner returns to play against all other league winners from that hour while the losers are eligible to reenter the tournament by joining another league at another hour. The winners at the hour level then play off against other hour winners to determine a day winner. The tournament is conducted for several days and is culminated by a play off of the

representatives, the grand winner, of each day. Throughout the tournament, regardless of the level of play at which a team loses, reentry into the tournament is permitted. Hence it is perpetual in that a team is never eleminated until the last day of play and the tournament can be conducted as long as required.

Activity	No. of Teams	Participants	Participations	Percent of Games Played
3-3Basket-ball	72	159	780	100

The accumulative total for all team activities are:

Activities	Teams	Participants	Participations
9	262	2,483	12,209

Special Events: Several unique and new events were conducted at the extramural level of recreation. A Homecoming Football tournament was scheduled in conjunction with the 1972 Homecoming. Eight regular university teams, one alumni team and an all star team from the University of Albuquerque participated with a university team winning the championship.

The grand finale to the campus basketball program was an eight team continuious play-back tournament among seven New Mexico institutions of higher learning. Each school, State, Western, Tech, Highlands, College of Santa Fe, Albuquerque, New Mexico were represented by the winners of their own intramural league. The eighth team was the runners-up from New Mexico. The tournament ran for three days with each team playing one game a day. The winners were the New Mexico Runners-Up.

A Broomball Clinic was conducted at Tingley Coliseum in cooperation with Ice Sports Corporation in an attempt to introduce a hockey type activity to a community population of non-skaters.

The clinic was successful in generating adequate support for a summer recreational league.

Professional Events: In February, of this year, the Department of Health, Physical Education and Recreation, in conjunction with the Department of Continuing Education conducted an Intramural Workshop in the Kiva. Several prominent intramural authorities, Dr. Bruce Anderson, University of Minnesota, Dr. Kooman Boycheff, University of California at Berkeley, Jean Stephen, Harrison High School in Colorado and Dr. David Wilkie, University of New Mexico were instructors for the workshop.

The program received national promotion through the National Intramural Association. Participants attended from California, Utah, Arizona, Colorado, Idaho, Wyoming, Oklahoma, Canada and New Mexico.

Papers were presented by Dr. Wilkie, Coordinator of Intramurals/ Student Faculty Recreation, at three conferences; New Mexico Education Association, HPER Division, Albuquerque, Southwest District American Association of Health, Physical Education and Recreation, Phoenix, Arizona; Southwest District of National Recreation and Park Administration Association, Albuquerque.

All papers were centered on the theme of Programming in Tune with the Times.

Dr. Wilkie attended the American Association of Health, Physical Education and Recreation convention in Minneapolis. As a result he is currently being considered as the New Mexico representative to the National Intramural Sports Council.

During the current year, Dr. Wilkie served as the Chairman of the Resolutions Committee of the National Intramural Association.

He has been requested to serve in the same position for the 1973-74 year plus become a member of the newly formed Workshop Committee of the NIA.

In Summary: In the year 1972-73, the intramural program conducted activity in four different categories (a) Free Play, (b) Co-recreation, (c) Individual and Dual Activities and (d) Team Activities. A total of thirty-six different activities were conducted with Basketball being the most popular.

WOMEN'S INTRAMURAL DEPARTMENT
ANNUAL REPORT

Laurine M. Mickelsen, Coordinator
Altha Crouch, Asst. Coordinator

Total Student Participation Hours	43,767
Total Number of Activities	26
Voluntary Faculty Assistants	140
Voluntary Student Assistants	430
Required Recreation Student Assistants	800
ASUNM Funds Paid Personnel (excludes officials)	640
HPER Paid Personnel (Excludes coordinator)	700
HPER Paid Coordinator	160
TOTAL	2,870

SUMMARY

Voluntary Assistants Total Hours	1,370
ASUNM Paid Personnel	640
HPER Paid Personnel	860
TOTAL	2,870

COMMENTS:

The program, compared with 1971-1972 was extremely successful. This was due to the cooperation of all the personnel and all of the student participants.

There was a definite lack of supervisory personnel and operating funds.

The following recommendations, if implemented should prove invaluable to improvements for the 1973-74 program:

PERSONNEL:

1 Full time coordinator

2 Graduate Assistant Coordinators

1 Full time secretary

3 Undergraduate Assistants

Budget to cover:

Officials

Awards

Special Events

Supplies

Equipment

Miscellaneous

Telephone for Equipment Room

The need for recreation for handicapped students should be a part of a total Intramural program. This should be implemented in 1973-74.

Respectfully submitted

Laurine Mickelsen

Laurine Mickelsen

Report Prepared by

Altha M. Crouch

Altha Crouch

WOMEN'S INTRAMURAL DEPARTMENT

FALL (1972) ACTIVITIES PARTICIPATION REPORT (ESTIMATIONS)

ACTIVITY	FREQUENCY OF EVENTS	HOURS PER EVENT	NUMBER OF PARTICIPANTS	TOTAL PARTICIPATION HOURS
SOCCER	4	2	24	192
TENNIS	2	3	20	120
VOLLEYBALL	59	1	108	6372
BADMINTON	31	1	20	620
KARATE	80	2	20*	3200
INTERNATIONAL FOLK DANCE	16	2	50*	1600
EXERCISE	80	3/4	35	1500
TRAMPOLINING	16	2	10	320
FREE RECREATION	48	4	30*	5760

*MALE AND FEMALE PARTICIPANTS

TOTAL 19,684 HOURS

WOMEN'S INTRAMURAL DEPARTMENT - SPRING 1973

Activities Participation Report (Estimations)

ACTIVITY	FREQUENCY OF EVENTS	HOURS PER EVENT	AVERAGE NUMBER OF PARTICIPANTS	TOTAL PARTICIPATION HOURS
BASKETBALL	37	2	85	6290
MODERN DANCE	15	2	20	600
CHUNE SHUNME	12	2	8*	192
SOFTBALL	4	1 1/2	28	168
TENNIS	1	3	50*	150
GOLF	2	4	15	120
FENCING	12	3	20*	720
EXERCISE	80	3/4	25	1500
TAICHI (Chinese Dance)	16	2	8*	256
TABLE TENNIS	1	4	6	24
HORSE SHOW & RODEO	1	7	69*	483
PADDLEBALL	4	1	3	12
SWIM MEET	1	3	20	60
BOWLING	12	2	16	384
POOL (8 BALL)	1	1	4	4
INTERNATIONAL FOLK DANCE	16	2	60*	1920
FREE RECREATION	70	4	40*	11200
			TOTAL	24,083 HOURS

WOMEN'S INTERCOLLEGIATE ATHLETICS

There were eight women's intercollegiate athletic teams in Basketball, Golf, Gymnastics, Field Hockey, Swimming, Skiing, Tennis and Volleyball. In addition we sent two women to the AIAW National Track and Field Championships this spring and both may qualify for one of the U.S. track and field teams to be sent to Europe this summer.

The basketball team competed in tournaments at N.M.S.U. in Las Cruces and the University of Arizona in Tucson as well as the district and state AAU tournaments. UNM also joined the University of Albuquerque in co-hostessing the state NMWRAA basketball sportsday.

The field hockey team won the Field Hockey Fiesta which was held at UNM and attended by five schools. They also won the University of Arizona Field Hockey tournament and placed fifth in the Intermountain Conference Field Hockey Tournament which was held at Idaho State University in Pocatello, Idaho.

The golf team competed in tournaments at UNM, NMSU, NMIMT, Arizona State University, University of Arizona, California State, Los Angeles and the AIAW National Tournament at Mt. Holyoke College in Massachusetts. Alexandra Reinhardt won the tournaments at NMSU and California State, Los Angeles. The Tucker Intercollegiate Golf Tournament for Men and Women was held at the University of New Mexico in the fall.

The gymnastics team competed in a meet at Adams State College in Alamosa, Colorado and in the Intermountain Championships at the University of New Mexico, Albuquerque, New Mexico

and in a meet at the University of Arizona in Tucson.

The Ski Team participated in meets at Taos, Red River, Steamboat Springs, Colorado and Winter Park, Colorado

The Swimming team competed in meets at NMSU and Colorado State University in Ft. Collins and in the AIAW National Swimming and Diving Championships at the University of Idaho in Moscow, Idaho. The team was 5th in the nation and Cathy Carr won four national events and she and Eadie Wetzel made the United States swimming team which is being sent to the World University Games in Moscow, Russia this summer.

The tennis team hosted the third annual Roadrunner Intercollegiate Tennis Tournament for Women in the fall. Approximately 90 women from 14 collegsand universities representing six different states competed in the tournament. The women's tennis team also competed in tournaments at NMSU, University of Arizona, Arizona State University, Brigham Young University and Colorado University

The Volleyball team competed in tournaments at Ft. Lewis College in Durango, Colorado, WNMU in Silver City, and took sixth place in the Intermountain Conference Volleyball Championships which were held at Utah State University, Logan, Utah.

In addition, in February, UNM hosted the Intermountain Conference Basketball, Gymnastics and Swimming Championships in which approximately 400 women athletes representing twenty two colleges and universities in the Intermountain Conference competed.

In addition, next year's buget for women's intercollegiate athletics has been increased to $35,000 and eight tuition athletic scholarships for women have been allocated. The additional funds

will be particularly helpful in recruiting coaches since only two women full time HPER faculty members are presently coaching women's teams.

THE REPORT OF THE DEPARTMENT OF HOME ECONOMICS

July 1, 1972 - June 30, 1973

Ednell M. Snell, Chairman

I. General Departmental information

A. Significant achievements during the academic year...

The Home Economics department's enrollment continues to expand. Courses in the department are taken from all colleges and schools on campus. In addition students were enrolled from 2 AA degree programs. In 1966 fall enrollment in Home Economics Education was 350. Fall of 1972, 923 enrolled. With almost a three-fold increase the department has received only one additional faculty and we are constantly turning away students. One hundred were turned away from Nutrition second semester. Spring semester classes averaged 32.9 students.

Fall semester time was spent in planning a Masters degree in the family and child development area and the funding of an AA degree program for aides for day care centers. However with the elimination in December of one staff position, work ceased. We are hoping we can start the MA work again this fall.

Early in January the total faculty developed a philosophy and objective statement to use to communicate to the administration a concept of home economics. A copy of this is attached at the end of this report.

The Allied Health Grant for an undergraduate coordinated program was funded in July of 1972 for five years. Mrs. Eleonora Sanders joined the department in January to be director of the Medical Dietetic Integrated program. In the spring, a revised curriculum was developed and approved; and arrangements were made with local hospitals and agencies to provide the necessary clinical experiences. Presently we are waiting for approval by the American Dietetic Association. Funding has been assured for 1973-74, however, we have recently been notified we must attempt to get local funding beyond 1974. The present

program which requires a BA degree plus an internship had nine people make application and eight received appointments. We believe this something to brag about as there were 1600 students applying for 800 internships. There are no internships offered in New Mexico.

Spring semester, four individualized models were developed to use in teaching Home Economics Education 465 - Home Economics Seminar. As this course is usually taught to small numbers twice a semester, it is anticipated this will improve learning and lower the amount of teaching time. These were tried the last block spring semester and received student praise.

Also, spring semester the individual audio-tutorial learning materials were tried with Food Science. Hopefully, this next year the materials will be correlated with an open lab.

B. Plans and recommendations...

Due to staff cutbacks and increased enrollments the department is beginning to find ways to involve senior majors with field experience supervising freshman small labs. This will increase our ability to accomodate more students in the small laboratory facilities we have. The demand for graduate and undergraduate classes in Child Development and Family continues to increase. Student pressure for a research theory oriented MA degree is also increasing. Plans are to work in this direction.

Sequence in nutrition education offerings need to be attended to as at the present time, overlapping is a major problem as well as meeting needs of both the education and dietetic majors.

As a department, we did not get to work toward student evaluation of classes. Most of the faculty's time and emotions were spent in coping with the demoralizing activities within the Universities. Several faculty members had students evaluate their classes.

C. Appointments to staff...

Mrs. Mary Pittman joined the staff in September 1972 to develop courses and strengthen the area of housing and home furnishings.

A replacement for Dr. Florence Schroeder could not be attracted to the University, therefore in late July a decision was made to fill the position with Dr. Madeline Ulibarri 3/4 time and Mrs. Carol Bruner 1/2 time to teach as a Teaching Associate. Both were on one year appointments.

Mr. Jack Lockett, Director of Food Services joined the department as a part-time instructor in food service.

Mrs. Brenda McGee, graduate assistant taught the four year old section of kindergarten. Mrs. Dorothy Wilson was a teaching assistant in the three year old section.

Mrs. Joyce Burgess continued as a part-time instructor in the area of foods.

Mrs. Susie Ray acted as a professional assistant developing the audio-tutorial materials, assisting with supervision of student teachers and teaching Food Science.

Mrs. Betty Manhart acted as a teaching associate and developed the Vocational Education modules.

As mentioned earlier, Mrs. Eleonora Sanders joined the faculty as director of the Dietetic-Nutrition program on the Allied Medical Health Grant.

D. Separation from staff...

We were notified of the removal of the Child Development position in December 1972. As the State Vocational Education department requires experience working with pre-school children, the department felt they had no choice in the elimination of the housing position and replacing the child development personnel. Mrs. Mary Pittman was separated from the staff as a full-time employee, but will be retained to teach one class a semester in Housing.

II. Composite of information requested on individual biographical supplemencs.

1. Advanced study...

Ruth B. Harris - Registered dietitian - continuing education required for maintenance of registration.

Mary M. Smith - Completed 6 credits of graduate work at UNM.

Terrance D. Olson - Ph.D. completed November 20, 1972 at Florida State University. Dissertation Title: Family Constellation as related to personality and achievement.

2. Sabbaticals, leaves, travel...

Mrs. Ruth B. Harris was granted sabbatical leave for Spring semester 1973 to visit the South Sea Islands.

3. New scholastic honors, fellowships, etc...

The Marion Coons award was given to Lynn Sanchez, graduating senior.

The Albuquerque Home Economist award went to Irma Ramirez.

Claudia Aragon was a co-winner of the Mary Gillespie award.

Student honored with the highest grade point average for four years, given by the department annually, was Kathy Wooten.

4. Publications...

none

5. Other research projects or creative work...

Ednell M. Snell - Dietetic Grant with Allied Medical Health - 5 years - sponsored by U. S. Public Health, Education and Welfare.

Mary Margaret Smith - Wrote proposal to U. S. Office of Education: Consumer Education Teaching Modules - Spring 1972.

Terrance D. Olson - Pilot study on reasons parents enroll their children in nursery school. Journal article in progress "Family Constellation and the MMPI".

6. Activities in learned and professional socities...

Ednell M. Snell - Attended meeting of N.M.H.E.A. Chairman of Pacific Region Conference. Planned and carried out 3 day conference for Pacific Regional Conference of Home Economics Teacher Educators.

Ruth B. Harris - New Mexico Home Economics Assoc. -President

Attended annual meeting in Las Cruces, executive board meetings in Los Alamos, Las Cruces and Albuquerque. American Home Economics Association, attended annual meeting in New Orleans, Louisiana. Albuquerque District Dietetic Association, monthly meetings. Society for Nutrition Education, meeting in Des Moines, Iowa. New Mexico Council on Food, Nutrition and Health, attended meetings in Santa Fe and Albuquerque. Member-Planning Committee - Governor's Conference on Food, Nutrition and Health, discussion group. Resource person for Governor's Conference on Food, Nutrition and Health - discussion group. Nutrition Improvement Program member Advisory Board, attended meeting in Socorro. Four Corners Dietetic Association-Planning Committee.

Mary Margaret Smith - New Mexico Home Economics meeting in Las Cruces, April 1972. New Mexico Governor's Conference on Food, Nutrition and Health, November, 1972.

Imogean McMurray - Attended conference of Association of College Professors of Textile and Clothing, Western Region; Tempe, Arizona in October 1972.

Terrance D. Olson - Attended National Council on Family Relations Convention, Portland, Oregon, October 1972.

7. Other Professional activities...

Ednell M. Snell - Envolvement with Brazilian project in supervision. Consultant for State Vocational Certification. Consultant for Governors Conference on Food, Nutrition and Health.

Ruth B. Harris - Group talks for Salvation Army Home League, Senior Fellowship Group-Central Methodist Church, Duke City Dashers, Health Education Classes - UNM. Rio Grande High School - Seniors and Counsellors.

Mary Margaret Smith - Newspaper feature story - Albuquerque Tribune, July 1972.

Terrance D. Olson - Guest speaker for Bernalillo County head-start teachers; El Dorado and Rio Grande High School Family Living classes; guest shot on "High Noon" KOB radio, Marriage and Family Counseling.

8. Non-teaching University service...

Ednell M. Snell - Advisory Committee - Fashion Merchandising; Department Chairman; Ad hoc Vocational Committee-COE; Manzanita Center Committee; Learning Materials Committee; Continuing Education Committee; Advisory Committee to Director Allied Health Grant, Advisory Committee for Allied Health Prof.; Advisor for Graduate and undergraduate students; Advisory Committee - APS Homemaking.

Ruth B. Harris - Advise students majoring in Dietetics, Sponsor for Kappa Omicron Phi, Advisory Committee - Nutrition Improvement Program; Retirement and Insurance Committee.

Mary Margaret Smith - Responsible for maintenance and budget of Home Management residence; Member of COE Multicultural Educ. Comm.; UNM New Student Orientation; Sem. II '72 temporary member of COE Policy Committee; Advisor to student Home Economics Association.

Imogean McMurray - Learning Materials Center Committee; Bureau of Educational Planning and Development Committee.

Terrance D. Olson - Undergraduate Curriculum Committee.

9. Public Service...

Ednell M. Snell - Model City W I S H Board member; Altrusa Board member, Consultant for Home Economics teachers.

Ruth B. Harris - New Mexico Council on Food, Nutrition and Health.

Imogean McMurray - First Baptist Church Department 5b.

Terrance D. Olson - Bishop, Albuquerque Second Ward, Albuquerque East Side, Church of Jesus Christ of Latter-day Saints.

HOME ECONOMICS DEPARTMENT PRIORITIES

I Teacher Education - Junior and Senior High Home Economics and Vocational Consumer Homemaking.

Secondary programs in this State include home economics in the mid-school and Junior High. These teachers are expected to handle co-ed classes, general homemaking for girls and include units in family relations, child development, foods, consumer education and clothing. At the senior high level some who go into rural schools may be teaching general homemaking, however, we are rapidly switching to semester in-depth classes. The class titles are "Preparation for Marriage," "Preparation for Parenthood," "Family Living," "Housing," "Art in the Home," "Interior Design," "Family Finance," "Consumer Education," "Child Development," "Homemaking for Dual Roles." In the area of foods and clothing the schools have two semester offerings and in Albuquerque even a third semester.

If we are to turn out teachers qualified to teach these home economics courses, we feel strongly that faculty should be specialized and that we need faculty with graduate degrees in each of these areas... 1) Family Relations, 2) Child Development, 3) Management & Consumer competencies, 4) Foods and Nutrition, 5) Clothing and Textiles, 6) Housing and Interior Design and 7) Teacher Education.

II Occupational Teachers for Vocational Programs.

This is the greatest need in New Mexico as Miss Ludwig and Mr. Wade Fredrickson have frequently stated. The State Department feels the UNM is in the best position to train these people. This has been supported by our in-service offerings in 1972 and 1973. Our present teacher education program in combination with our child development courses and the offerings in early childhood courses will meet the occupational demands for personnel trained in understanding and teaching children as well as teaching others about children. This will require at least a full time position in Child Development.

The second area where we could train occupational teachers is in food service. This again would entail very little expansion but would mean we work out an arrangement with Mr. Jack Lockett. This too blends well with training dietetic majors for administrative internships. Food service personnel are necessary if we are to become a tourist state. The best we feel we can do for other areas will be to have some general offerings in conjunction with courses in Vocational Education. I believe great progress has been made by the ad hoc vocational committee and we will have MA people well versed in Vocational Education.

III Dietetic Program

Commitment to the dietetic program is needed from the College of Education. The clinical dietetic intergrated internship program was funded for five years, however, with the second year approval we were told no funds would be available after June 1974. Decisions must be made about possible directions the department should go in relation to this problem. A half time position is necessary to maintain the BS degree leading to an internship.

IV Subject Matter Thesis Masters Degree.
No school in New Mexico has a graduate degree in child development - Family - Management. National statistics indicate that there is a shortage of home economists with advanced degrees. Hopefully, this Masters will begin to create a body of knowledge of Indian and Spanish-American family values and management processes. Presently there is a void of knowledge in this area. If WICHE is signed, we will be able to eventually make it possible for interested students to go on to a doctorate without uprooting the student's family.

V AA Degree in Infancy and Child Development
The program would prepare personnel for day care centers, Health and Social Services, Foster homes, apartment complexes, private nurseries, and neighborhood playgrounds. This program is different from programs offered in Elementary Education, and Education Foundations in that it is concerned with infancy and the pre-school development of the child in the family or family substitute care. This will be pursued only when outside funding is available to start but eventually will demand hard money commitment. Care for children of working parents is a great deal more than nursery or kindergarten classes where the major emphasis is on mental development.

We have set the above five priorities as the minimum contribution in which the Department of Home Economics should be involved.

College of Education

Department of Home Economics

WHAT IS HOME ECONOMICS

Our philosophy of home economics reflects an awareness of the interdependence of individual, family, community and society in the process of human development. Social, cultural, economic, political and moral values are transmitted through the family.

Understanding of the family's role as it affects human growth and development is the foundation of home economics. The facets of family living are the basic core of home economics and provide the means to study human growth and development and the needs of individuals and families at all stages in the life cycle.

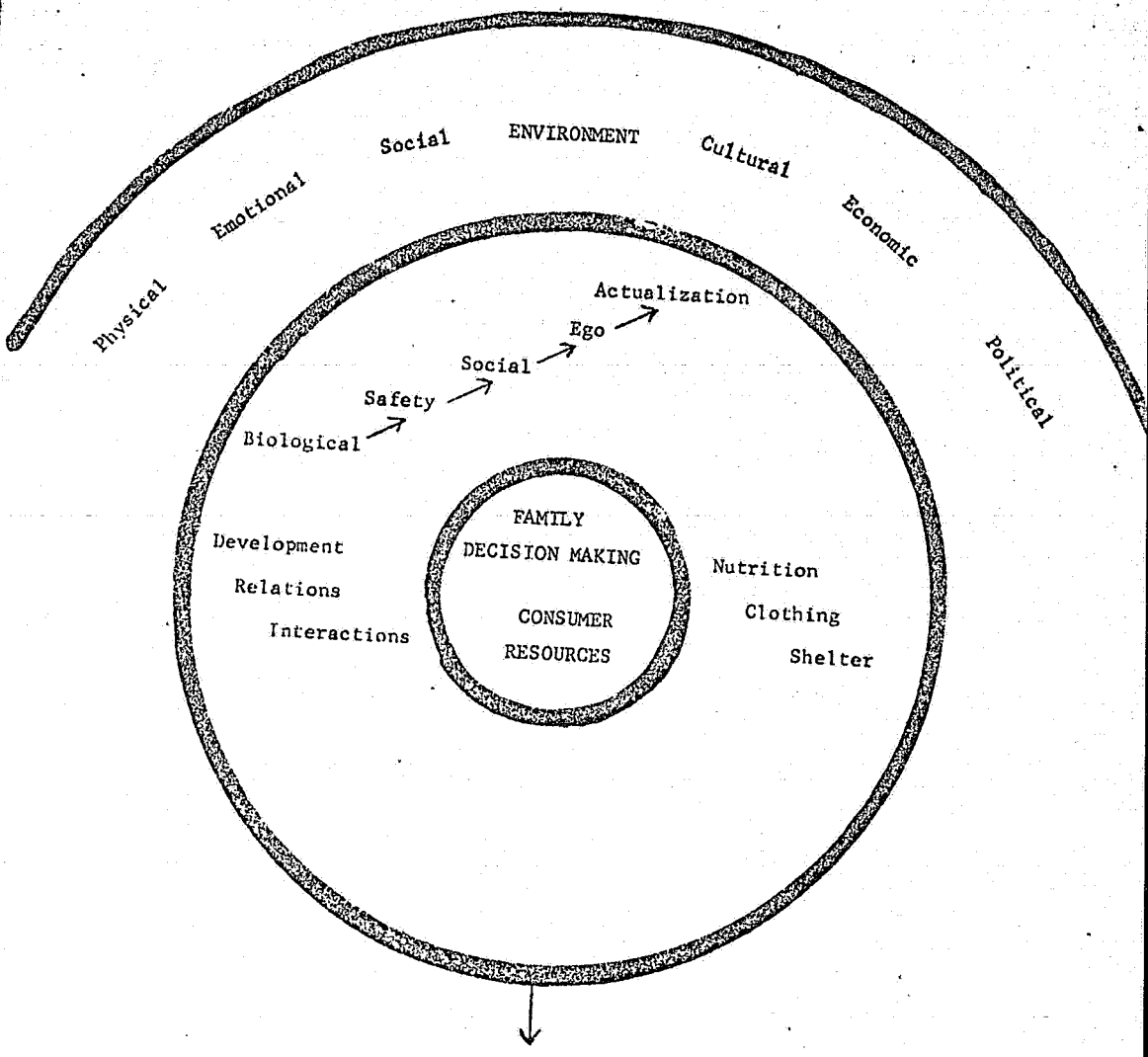
Out of the developmental stages, interpersonal relations and interaction come individual and family values which are illustrated in individual and group behaviors and direct management. Family management is concerned with the sharing of human and non-human resources to achieve individual and group goals. The major shared non-human resources are food, clothing and shelter, which meet the primary physical needs of human life. The family is a consuming unit using varying combinations of resources to meet physical needs and achieve social, economic and psychological goals. As a consuming unit, employment for monetary compensation is required to provide the source of material goods and services.

The family unit, regardless of size, ethnic or racial composition, or location, exists within a larger environment. Components of this environment directly affect the decision families can and do make about how resources are allocated. The environment includes the social structure, cultural orientation, economic enterprises and political governmental organizations which separately and in combination prescribe, influence, direct, and expands individual and family values and behaviors.

The profession recognizes the family as a unique unit of a society. The community is a collection of familial units. Home Economics, then, offers an in-depth look at these familial units, with the goal of seeing how unique family units develop unique human beings, and how the functioning of these individuals in occupational and familial settings can be successfully achieved.

It is the family unit that begins Maslow's need hierarchy. The family meets the biological needs, provides safety, and socializes the child. The success in meeting these needs determines ego development and the extent to which the individual will become self actualized. Teachers for the future need to be self-actualized.

FAMILY FUNCTIONING



SUCCESSFUL ADULTHOOD

Employment

Personal

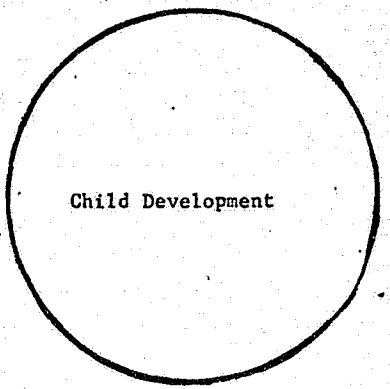
Living

COMPONENTS NEEDING

SEPARATE STUDY

BY

HOME ECONOMISTS

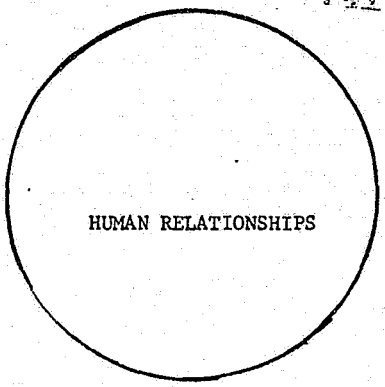


The nurturing of the child from birth through the sixth year is crucial to his later development. Understanding the stages of his physical, emotional, social and intellectual growth is essential if the role of pre-school educator is to be filled adequately. Before methods of teaching the pre-schooler can be applied, the preschooler must be understood. Means to that end are provided through courses in infant and child growth and development, with content, lab experiences, and observations of infant and preschoolers.

The nursery school stands as a hub around which students in Home Economics and Early Childhood Education are educated while also serving concurrently as a laboratory for practicum work by students in Elementary Education, Early Childhood Education, Home Economics, Psychology, and Counseling and Guidance.

The nursery school serves as a suitable model for high school students who regularly observe the workings of the school. In addition, home management students utilize the families in the nursery school for some of their in-home practicum work.

Secondary Home Economics majors and minors, and preschool - early childhood teachers are two major groups served by the content courses in child development. These courses serve as pre-requisites for the curriculum courses related to the child which are offered by Elementary Education. Mrs. Snapp, Home Economics Coordinator of Albuquerque Public Schools has indicated both new high schools will require a home economics teacher qualified to run the nursery for the training of child care aids.



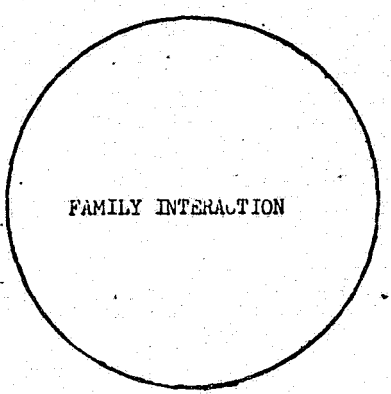
For the secondary teacher in Home Economics who will be discussing human relationships, a grounding in marriage and family interaction is imperative. Six credit hours are required in this area. Marriage and Personal Development is a course offered to provide students with the opportunity to examine themselves and their personal competencies, weaknesses and feelings about themselves and their ability to maintain relationships.

Specifically, the goal is to help the students discover personal attitudes, feelings, hopes, desires and needs which relate to their ability to achieve personal life goals. In addition, a recognition of the value system and cultural backgrounds of others, including an acceptance of the basic worth of all human beings is sought.

Understanding the skills required to maintain a relationship with another human being is developed through laboratory assignments which require the student to "try out" theoretical proposals about relationships in a real world setting. Moreover, a foundation in the content of resources needed to teach about marriage and the family in the secondary schools is provided.

In cooperation with parents of the nursery school children, opportunities are also provided the graduate student in Home Economics, Early Childhood Education, Counseling and Guidance, or Elementary Education, to observe demonstrations on how to work with parents and children in the classroom and in the personal conference settings.

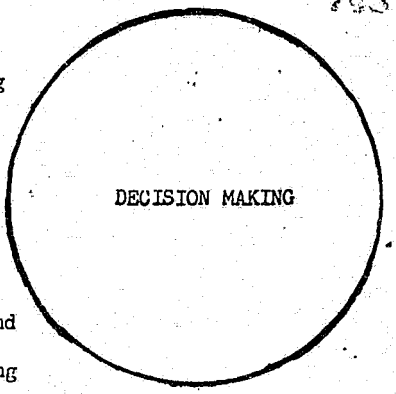
The academic foundation for teaching marriage and family living is presented further in the Family Relationships class. Goals there include the actual demonstration of methods and techniques of presenting marriage and family material using content simultaneously. The source serves graduate students interested in Family Study.



All facets of the Home Economics program blend to provide material for understanding family interaction. This interaction is affected by all the components of the model. Food, Clothing, Shelter, Child Development, Management of Resources - all contribute to an understanding of families and the way they live in modern society.

In our commitment to teacher education, the focus on family interaction includes ways in which parents work with their children, opportunities to educate students to work with their own families, and specific education of student-teachers in working with children in their classrooms. With the total family environment serving as the greatest single molding set of influences on the individual, any teacher fails the students to the extent that the unique family situations of the students are not taken into account.

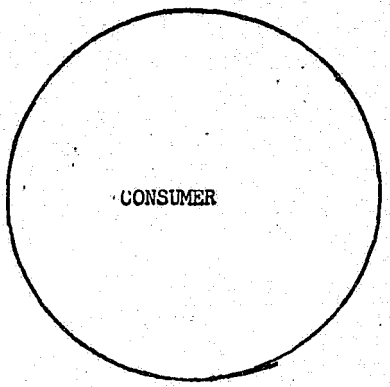
Particularly at the graduate level interest in gaining further knowledge about families is high. Our graduate offerings draw people from Health Education, Elementary and Secondary Education, Urban Affairs, Counseling and Guidance, Special Education, Business, etc. Our offerings provide both theoretical and practical dimensions in child-parent-family interaction. Research is reviewed and current knowledge in the field examined. Examined also is the role of the family and its impact on the individual's personality development, economic success, child-rearing practices, cultural preferances, political idealism, etc. The goal of the offerings is to provide skills and knowledge which can be applied by the graduate student in his occupation, irrespective of what that might be.



The decision-making aspects of family living revolve around family values and goals. Individual and family values are sources of conflict and mediation resulting in the setting or determination of family goals. These goals are guides in making decisions concerning the use of human and non-human resources. The understanding of the long and short term social and psychological consequences of these family decisions is of major importance for families in controlling their environments. Management problems are solved or expedited within the constraints of the cultural, social, political and economic environments. The areas of control exercised by the family determine their life style and goal achievement.

In this area the Home Economics Department offers two undergraduate courses, Theory and Laboratory, which are required for Home Economics Education graduates. One graduate course is listed and offered to students earning an MAT, and has traditionally been offered in alternate summer schools.

Occupations in this area are not as specifically defined as in the skill courses. However, basic to all successful occupational training are the management concepts of goal-setting, supervision, organization, resource use and decision-making. The hospitality industry programs and homemaker services require considerable knowledge in the management field. The professional home economists employed in business organizations such as utility, grocery, retail clothing and food product companies generally operate at mid-management or top management levels. These positions require a basic knowledge of mangement concepts that are included in the core home management courses.



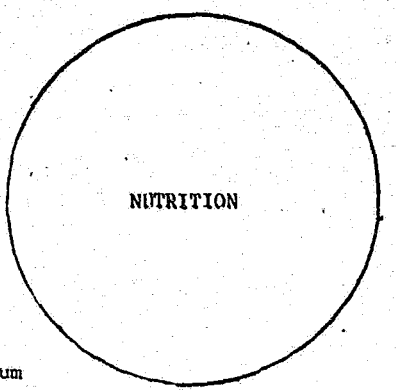
The family is a consuming unit in today's society. The complexity of the market place, governmental regulations and the mobility of the population have contributed to the frustration that many consumers feel in purchasing items necessary for existence in our society.

Most familes are dependent on current income, salaries and wages, to meet physical needs and reach desired goals. The fiscal policies of government, large businesses and labor unions directly affect family income and expenditures.

The role of the family as a consuming unit has been recognized by the State Department of Vocational Consumers Homemaking. It is their recommendation that 25% of a Vocational Consumer Homemaking teacher's time be spent in the area of consumer education.

The Home Economics Department requires a minimum of one general economics course and the one course offered in our department, Family Finance. These courses are required of all Home Economics Education graduates. There are no offerings in this area even though our students are expected to teach semester courses in Consumer Education in the secondary schools in Albuquerque.

In the occupational field either entry level, paraprofessional and professional, it is recognized that personnel problems related to employees financial responsibilities are extremely important. All working individuals will be concerned with taxes, social security, and acquiring basic resources. The actual occupations in the area of finance are at all levels and require varying amounts of training.

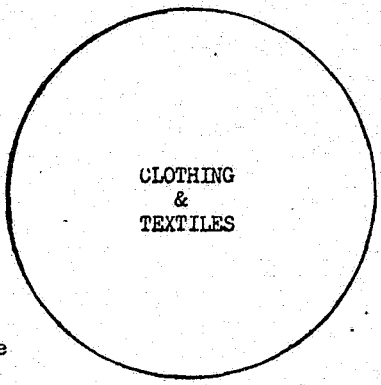


Adequate nutrition is basic to the protection of health from before birth thru old age in any species - but man must learn what is adequate for the human family.

Those who proclaim themselves as teachers have the responsibility of guiding students toward optimum physical and mental health. Basic and medical scientific research provides the information necessary for those who teach applied nutrition principles. The teacher should be trained to evaluate and interpret the information about nutrition regardless of its source. Because patterns of culture are changing, and food has powerful emotional connotations, there is danger that the teacher, without some training in the science of nutrition, will fall prey to quackery and faddism.

The department has more extensive offerings in this area because of the dietetic program. We offer food science, meal management and nutrition to education majors with some students selecting more in depth courses. Foods offers entry level occupations, para professional, management, technical and professional opportunities.

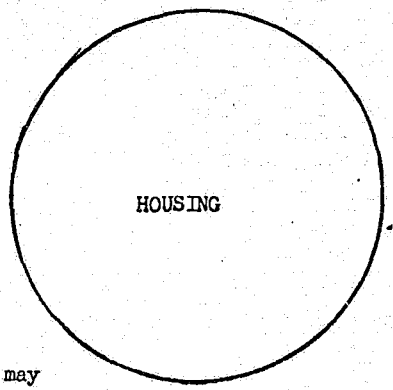
Nutrition will soon be an important area for all educators from infants through college. Demand for nutrition classes reflects the national emphasis in this area.



Clothing for individuals and family, and textiles for clothing and housing is a major area of concern. Again decisions making must be done in line with human and non-human resource. We are putting much more emphasis on the social and psychological factors of clothing. Skill in clothing construction still is expected of the secondary home economics teacher, clothing construction is a creative, leisure activity presently on the increase in our society.

Most secondary schools find clothing courses the most in demand, and a teacher without background in this area would find jobs only in our larger schools. Education majors are required to have a skill course, textiles and socio-psychological aspects of clothing. We do offer tailoring and creative sewing.

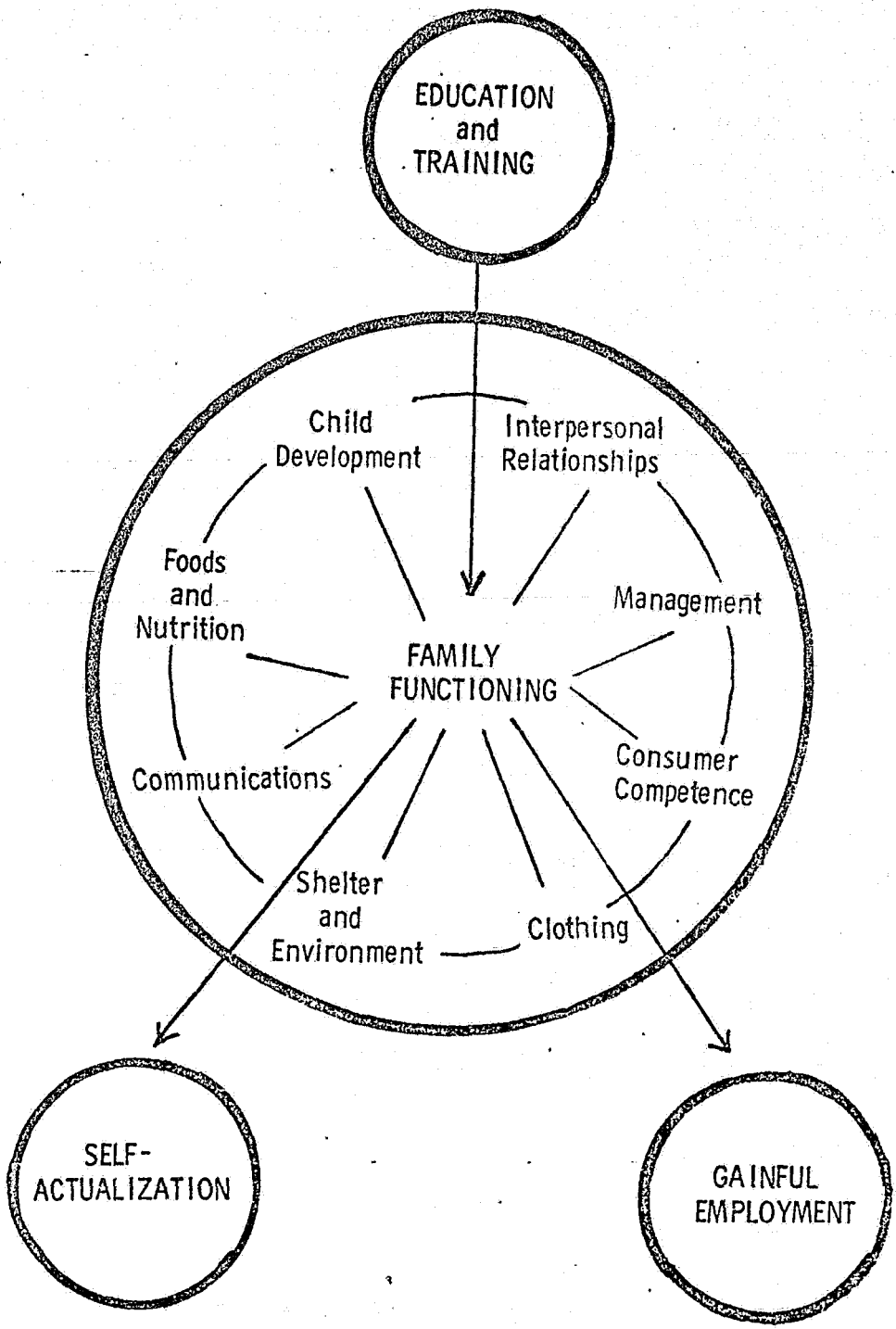
Clothing as an area offers occupational opportunities at the entry level for high school students as well as management and professional opportunities.



Although housing is covered last, it is no less important. Housing decisions are apt to be based on what is available and is one of the family's major investments, therefore, carries long range ramifications for family development and welfare. This area is greatly influenced by the society, and the lack of concern of the past may be why housing is one of the social ills we are trying to solve.

Presently the department has one undergraduate offering. We are currently trying to separate housing from furnishings and equipment. There are no graduate offerings. High schools are offering semester courses which our graduates are expected to teach. Graduates of the University of New Mexico are not prepared to teach this area. It has consistently been taught by temporary instructors. It is imperative that we obtain permanent staff for this area.

Gainful employment for aides for housing projects, skill workers as in draperies construction and assistants for the professional interior designers, are areas that demand this training.


EDUCATION
and
TRAINING
Child
Development
Interpersonal
Relationships
Foods
and
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FAMILY
FUNCTIONING
Communications
Consumer
Competence
Shelter
and
Environment
Clothing
SELF-
ACTUALIZATION
GAINFUL
EMPLOYMENT

ANNUAL REPORT
DEPARTMENT OF SECONDARY EDUCATION
July 1, 1972 - June 30, 1973
Dr. Robert J. Doxtator, Chairman

PART I

General Departmental Information

A. Significant Achievements during the Academic Year 1972-73

1) The department discussed and agreed to details for the new Junior Block Program, Module I. Launching of the module will be fall 1973. Module II of the Junior Block Program received some attention in discussion as did the Senior Block Program. (See Annual Report 1971-72 for details concerning the new block programs, pp. 1-3). Dr. Sigmund Mierzwa served as team planning leader for development of Module I. Departmental agreement later was that he should serve as team leader of the Junior Block. Module II will need to be developed for launching by spring semester 1974. Departmental agreement was that Dr. Robert Doxtator would serve as leader of a Senior Block Planning Team. Departmental agreement was that consensus must be reached on details for the Senior Block Program in time for catalog copy request in fall of 1973 so that the 1974-75 catalog will carry a description of that part of a total program, description of the Junior Block Program now appearing in the 1973-74 catalog. (See annual reports 1967-68, 1968-79, 1969-70, 1970-71, 1971-72 for developmental thread toward block programming).

2) The department agreed to a departmental statement concerning general education requirements for students enrolled in the department.

The statement is consistent with the one adopted by the total faculty of the College of Education. New forms were devised by program heads and assistant chairmen in the department. The new requirements will allow for much greater flexibility in programming students. Additionally, the new requirements invite getting to know the student and the wide variety of offerings in the university for relatedness in programming (see Annual Report, 1971-72, p. 3). In an interesting way, the departmental goal can be realized of establishing education "majors" (e.g., mathematics education, science education, etc. See Annual Report 1971-72 for details concerning "majors" desired, pp. 2-3). Advisement and programming with the new requirements in mind have been on-going Semester II with characteristics involved as described above.

3) The Adult Basic Education Program, known as the Tutorial for UNM Employees, established the second rung of a three-rung ladder. (See Annual Report 1970-71, pp. 3-4, and Annual Report 1971-72, pp. 4-5). Having established the first rung in 1971-72, after a trial in spring 1971 called ESL and Basic English, the second rung was established 1972-73 called GED. Seven UNM employees earned the equivalent of their high school diplomas.

4) The addition to the department of Dr. Leo Macias saw transfer of the teaching of a special methods course to Department of Secondary Education personnel, Methods of Teaching Spanish in the Secondary School. (See Annual Report 1971-72, p. 46, for department position on special methods courses). Additionally, Dr. Macias has been active in offering workshops, topics, and

other courses 1972-73 to update modern language teaching and teachers in the field, plus offering work in bilingual and bi-cultural education which expands explicitly a dimension of the department's work.

5) The mathematics education "major" was passed by the department after discussion, approved by the total College of Education faculty, and approved by appropriate University level personnel and units. (Related to Item 2, above, "majors", and point discussed pp. 2-3, Annual Report 1971-72). Additionally, it was agreed that Dr. Mierzwa would teach the mathematics methods course, 1973-74.

6) "Career Education" and vocational education received greater attention 1972-73. (See reference to both, Annual Report 1971-72, p. 5). Industrial Educational personnel revised and up-dated their offerings, continuing advancement into and "moving into" areas of plastics and graphics. Work in IACP was offered again. (See Annual Report 1971-72, p. 4.) Business Education personnel continued the Vocational Office Laboratory program and offered for a second time Office Simulation under the heading of topics or workshop. Proposal of an established course is the next step. A significant move in Business Education personnel was a community one, as much as a demonstration of vocational competence, as Professors Sampley and Warner aided the Albuquerque Police Department in reorganizing its entire probation file. Dr. W. B. Runge continued to give leadership to vocational and career education as chairman of the COE Vocational Education Committee, plus continuing and expanding offerings and consultant

services in career education.

7) The McKinley Project was well received. Called, probably mistakenly, "The Juvenile Delinquency Project", it involved an LEAA grant and the emphasis was upon teacher attitudes and perceptions of young persons and their behavior (e.g., do teachers make young persons delinquent and foster maintenance of an image of delinquency?) Dr. Hirshfield was "loaned" one quarter to one-third time for the project.

8) Activity continued in the Reading-Language Skills program. The Summer School for Young Persons to improve their language arts skills marks the first time in the chairman's knowledge that a bid was made for fee-paying elementary and secondary students involving the department through one of its faculty members. Combining the training of University students interning and working with the elementary and secondary school students and on-campus, has, perhaps, overtones of a demonstration-laboratory school in an interesting way.

9) It is argumentative whether the effectiveness of a departmental apparatus was a significant achievement. (See Annual Report, 1969-70, p. 1, which made general reference to establishment of departmental sub-committees -- should have read committees -- and p. 2 of that report making reference to faculty conduct of departmental business.) The Appeals Committee of the department dealt with several difficult matters, as did the department Administrative and Programmatic Committee. The department was able, successfully the chairman thought, to keep its own house in order and exhaust inquiry before volatile matters moved decisively to

higher levels. Appeals were made on at least two counts of denial into a program of teacher preparation in Secondary Education, and two cases were considered of removal from student teaching without grade, resulting in no awarding of degrees to two students. The Administrative and Programmatic Committee was of great help in sifting departmental business, developing communication, and aiding department members to formulate positions on matters needing attention. The department Salary and Financial Affairs Committee carried forward a salary appeal by a faculty member. The department Promotion, Tenure and Sabbatical Committee functioned thoughtfully and well.

B. Significant Plans and Recommendations for the Near Future

1) Obviously the launching of Module I of the Junior Block fall 1973 will call for evaluation and, likely, improvements will receive attention.

2) Developing and launching Module II is called for, obviously, during fall 1973 since Semester II, 1973-74 is the target date to introduce Module II.

3) Development of the Senior Block must take place early fall 1973 in time for catalog copy for the year 1974-75.

4) Rung Three needs development in the UNM Employee-Tutorial-Adult Basic Education Program. Industrial-secretarial-business skills was to be the next target with ESL basic English plus GED (math, science, social science) continuing as aspects of the on-campus laboratory before considering going to civic and industrial concerns with offer to implement there a similar

human development program (e.g., a new market for trained personnel in educational service).

5) Programmatic directions need clarification. The "squeeze" on Industrial Education with a demand for expanded and diverse offerings, but with limited equipment and a fixed number of stations continued to pose problems for that program group and for the department. Business Education faces a similar problem in fixed stations and limited equipment. Demand for skills courses at the lower division level continues to create pressure and problems. Other issues call for examination. The desire to move in the direction of preparing administrative office personnel as well as business education teachers has been called an issue with respect to the legal and legitimate charge of the college and the department. The question needs attention of career education being a main thrust and reading, and environmental education, and bicultural-bilingual education, and an examination of programmatic and administrative implications. (See previous annual reports calling attention to Business Education and Industrial Education needs as well as other needs.)

6) Though the departmental committees have been an increasingly effective mechanism to deal with departmental problems, a clarification is needed of their role and function. Presently the committees are advisory to the department chairman who established them several years ago at faculty request. Many matters with which the committees deal are ones in which the department chairman is held responsible for decisions by college and university administration (e.g., tenure of a faculty member, promotion recommendation,

employment of a faculty member). Whether the committees are to continue and, if so, in what form, etc., needs discussion. (See Annual Report 1969-70, p. 7, latter part of Point 10.)

7) As an accompaniment of committee role clarification, the departmental screening committee probably might give leadership to the department in the matter of criteria for student entry into a program or removal from it. Criteria and procedures for screening into and termination from programs of teacher education continues to be a problem, in other words.

8) The departmental graduate program has received no sustained and/or critical evaluation for several years. Recent action by the COE faculty altering procedures and requirements for entry into the doctoral program places an obligation upon the department to clarify its entry procedures, programmatic goals, and examination procedures before final recommendation for a degree. (See Annual Report 1969-70, p. 10, and Annual Report 1968-69, p. 8).

9) Finally, im moving from a past program in teacher education for undergraduates to a new program, a problem has arisen which demands attention. Module I calls for E.F. 300 (3 credits) to be taken concurrently with S.E. 361 (3 credits). Module II calls for an E.F. 310 (3 credits) and S.E. 362 (3 credits) arrangement. Some students have had E.F. 300 and/or 310. Either provision must be made so as not to ask the students to repeat in new combinations work which they were supposed to have had, or a "get tough" policy must go into effect moving all students into a new program, or possibly another alternative can be considered. Further, the past program permitted completion of 24 hours of professional education

in as short a time as two semester or one semester and a summer session. The new program suggests that three semesters minimally, if not four, will be a mandatory pattern for students, including students who are post-baccalaureate. The consequences of such a move need sustained and serious discussion. Use of the Option B in the master's program to "bail out" certain students, or to provide an alternative pattern of teacher preparation raises the question of need to re-examine the original purpose for the Option B, consider extension of it, consider the possible consequences of undercutting the bachelor's degree program, etc.

C. Appointments to Staff

1) Dr. Frank Field was appointed to a position as Assistant Professor in Industrial Education,and Program Head in Industrial Education.

2) Dr. Pat Loyd was appointed to a position as Associate Professor and Program Head in Business Education.

3) Dr. Leo Macias was appointed to a position as Assistant Professor in the field of modern language education.

4) Dr. Roderic Wagoner was appointed chairman of the Department of Secondary Education beginning Semester I, 1973-74. He comes from the University of Ohio, Athens, Ohio, and has been active in school related programs.

5) Professor Gerald Cunico, though returning from a leave-without-pay to complete a doctorate at Utah State University, is treated as an addition to staff under current ground rules for allocation of staff.

D. Separation from Staff

1) Professor Chester Brown retired after twenty-six years of service at UNM.

2) Dr. Peter Prouse transferred to Theatre Arts with his title being shown as Professor of Theatre Arts and Secondary Education.

PART II

Program Review

(Introductory Statement)

Program review reports for Business Education and Industrial Education are attached following Part II. A description follows in part for the total department and in part for what the chairman of the department has called "General Secondary Education". (See Annual Report 1968-69, pp. 2-3, in which the chairman presented Business Education, Industrial Education, and "a third unit in the department for all academic areas". See Annual Report 1969-70, p. 13, wherein expression "General Secondary Education" is used for the first time formally in a departmental annual report.)

Total Department

Graduate students completing degrees in December, 1972, and May 1973:

Master's	74	(includes Business Education, Industrial Education, MAT in Science, MAT in Mathematics, MAT in English. See separate reports for Business Education and Industrial Education for specifics)
* Doctorate level	7	(C&I Secondary level)
Ed. Specialist	2	(C&I Secondary level)

* There are no doctoral level programs in English Education, Business Education, Industrial Education, etc.

Graduate student enrollment 1972-73:

Ed. Specialist	4
Doctoral	45
Master's	178 (does not include MAT-Spanish)

Undergraduates completing Bachelor's degree as of December 1972 and June 1973:

Science	10
Mathematics	7
TESOL	5
Foreign Language	13
Social Studies	28
Communication Arts	17
Business Education	30
Industrial Education	13
	123

Undergraduates in General Secondary Education:

Freshmen	1
Sophomores	47
Juniors	100
Seniors	88
	236

During the 1972-73 school year for General Secondary Education, 226 students applied for entry into a program of teacher preparation. 206 were admitted; 20 were denied. Areas included were: English, communication arts, foreign language, social studies, TESOL, science, mathematics, and dental hygiene. 35 students applied for entry into Business Education; 32 were admitted and 3 were denied admittance. 31 students applied for entry into Industrial Education; 23 were admitted and 8 were denied admittance. The total admits for the department was 251. The total "do not admits" was 31. Separate figures are on file in the department for Semester I and II, 1972-73 and summer session 1972.

Credit Hours for General Secondary Education

Fall-spring 1972-73 credit hours for General Secondary Education were 4241. Summer session 1972 credit hours were 1457. The total for the two semesters compares favorably with about 5000 hours reported for the 1971-72 school year. (See Annual Report for 1971-72, pp. 12-13). About 58% of the hours were in undergraduate instruction. About 42% of the hours were in graduate instruction. The figures compare favorably with the 65% - 35% undergraduate and graduate respectively for last year. (See Annual Report 1971-72, pp. 12-13). General Secondary Education seems to be up from 1971-72 and balancing between graduate and undergraduate enrollment.

To: Robert Doxtator

From: Pat W. Loyd

Subject: Information from Business Education for the Department of Secondary Education's Annual Report, 1972-73

General Departmental Information

A. Significant achievements during the academic year, 1972-73:

The Business Education Programs have continued to attract approximately the same number of students during this academic year as compared to the last. A quick check of Business Education Program records indicates that during the Spring semester, 1973, approximately 1300 to 1350 student credit hours were handled by the Business Education Programs staff. This compares to approximately 1240 credit hours in the Spring of 1972.

Some 20 undergraduate students completed their Bachelor of Science degree in Business Education; four graduate students completed their Master of Arts degree in the Teaching of Business Subjects. Presently in the program are some 60 Two-Year Secretarial students, 70 four-year Business Education majors, and approximately 42 active graduate Business Education students.

During the year, the Business Education Programs have continued to service the entire College of Education through its Vocational Office Laboratory program, whereby students receive practical business education training in on-the-job experiences. This service has been well received by professors in the College of Education, and work provided has been most beneficial in "rounding out" the skill development of students so enrolled. It may be noted here that such student

office experiences contributed approximately $3000 of free secretarial help each semester. Over 5000 hours of secretarial assistance were provided members of the College of Education through this program. Additionally, our Vocational Office Simulation course has materialized so that this course will be permanently established in the curriculum during the coming year.

Through the assistance of the Business Education staff (Professors Sampley and Warner) the entire records section of the Police Probation Department was reorganized to facilitate paper handling and flow of work. This was a free community service project involving many hours of service time donated by the individuals involved.

Graduate students and Business Education professors contributed significantly to the annual National Office Education Association meeting which was held in Albuquerque and involved some 3000 secondary and post-secondary business education students over the United States. Professors judged some of the contests and graduate students helped monitor other contest proceedings.

B. Significant plans and recommendations for the near future:

Physical facilities and proper up-to-date equipment continue to be problems which hamper the operation of the Business Education Programs at UNM. Space and equipment need to be provided which will enable the Business Education Programs to function so as to provide better qualified teachers and office administrative personnel to serve the community and the state.

Work has begun by the entire Business Education Programs staff to historically review business education at UNM; to define its

relationships with other colleges on the campus and its needs in terms of future directions. Present working arrangements with the College of Business and Administrative Sciences do not allow for excellent quality in either Business Education teacher development or office administration program development.

Once a comprehensive plan is presented to the college administration, it is very desirable that decisions shall be made which will result in an up-to-date Business Education program being provided so that all concerned will benefit.

It should be added here that business education at this university should receive a further commitment by the administrative structure so that it can fulfill a very needed role in the community and the state.

To: Robert Doxtator

From: Frank Field

Subject: Information from Industrial Education for the Department of Secondary Education's Annual Report

Part I

A. Significant developments during the academic year of 1972-73.

1. Enrollment in Industrial Education

Number of students declaring Industrial Education as a major (Source: UNM Major listing as of March 1, 1973)

Seniors	21
Juniors	14
Sophomores	25
Freshmen	10
Total	70

Number of active graduate students (Source: Industrial Education files)

29

Undergraduate class sizes for Industrial Education remain at near capacity and over, especially in the laboratory classes. The following chart has been prepared representing total numbers of students enrolled in Industrial Education per year for the past five years. For the undergraduate classes the following is evident:

a.	1972-73	718 enrollments in 36 offerings
b.	1971-72	732 enrollments in 35 offerings
c.	1970-71	731 enrollments in 24 offerings
d.	1969-70	622 enrollments in 25 offerings
e.	1968-69	520 enrollments in 23 offerings

It will be noted that the total yearly enrollment in Industrial Education undergraduate courses has declined slightly from 1971-72 to 1972-73. Industrial Education, along with many other programs

and departments, has experienced problems with enrollment. Many students who preregister for Industrial Education courses do not follow through with the registration procedures or they drop the class after the third or fourth week. The result of their actions leaves certain Industrial Education courses at less than maximum capacity, and no additional enrollments can be achieved after the second week of classes. In order to exercise greater control and to be able to project enrollments more accurately, Industrial Education implemented a pre-pre-enrollment system of its own for the Fall Semester 1973. All Industrial Education courses required the permission of the department for registration. By having students report to the Industrial Education office and sign a roster for each course desired before being given permission to register, Industrial Education staff had much greater opportunity to advise students on scheduling of classes.

The system of pre-pre-registration would seem to have much merit judging from the recent IBM printout on Fall 1973 enrollments. With the exception of one or two, all Industrial Education courses are either full to capacity or reaching that point. All Industrial Education majors are enrolled for the courses they need and requests for Industrial Education courses from students outside of the College of Education have been fulfilled where space was available so that students may be called in the fall if spaces open up in courses they requested but were not able to register for due to full capacity.

Reference was made in the 1971-72 Annual Report regarding the appearance of Industrial Education's enrollment being static. Attention is called to maximum classroom capacities for the Industrial

Education laboratory courses. Due to available space in the Industrial Education facility, laboratory courses have been scheduled with a maximum capacity of twenty students in accordance with the National recommended minimum space standards per person for industrial educational facilities.

Also, many of the lab areas only have equipment for twenty workstations. Where factors such as aisle clearance, high turning speeds of machines and available square footage per person are involved, Industrial Education laboratory course capacities if broken, would exceed the bounds of safe practices.

Growth in enrollments has also been impeded by the limited number of staff. With four full-time faculty and a teaching graduate assistant (1/2 time), Industrial Education course offerings are limited in number to approximately 17-18 per semester. Industrial Education has been fortunate in the past, as part-time monies from the Department of Secondary Education were provided for additional instructional staff.

Looking at the five year figures, Industrial Education has shown growth. Industrial Education now is at a saturation point, given the existing curriculum, facility and number of staff. However, the demand for Industrial Education courses is not at a saturation point but in fact is increasing. In Spring Semester 1973, pre-registration requests exceeded course capacity by 53. This figure does not include summer registration of incoming freshmen.

2. Internal review of the Industrial Education Program

Internal review of the Industrial Education program revealed a number of revisions, modifications and additions. Several course

changes were made in the 1973-74 UNM catalog relative to Industrial Education. The course content for Industrial Education 315 has been broadened and updated, as well as a change in the course title from "Patternmaking and Foundry" to "Hot Processes". As indicated in the 1971-72 Annual Report the sequence of drafting courses and the drafting curriculum were being reviewed. In 1972-73 the traditional drafting content was restructured to reflect construction and manufacturing techniques. The credit hours were changed from three hours per course to four hours each in the two beginning courses and two hours each in the advanced courses.

Industrial Education was responsible for the development and supervision of field experience for three graduate students with the State Department of Education. Two students were involved in the area of Career Education and the third in Industrial Education facility planning relative to the development of a state facility planning guide.

A new Industrial Education course in "Industrial Graphic Processes" was offered under Topics and generated great interest from the Industrial Education students involved. The facilities for this offering were generously provided by the Instructional Media Service. In order to further improve and develop the personal repertoire of Industrial Education teachers in the field, micro teaching activities were incorporated in the Industrial Education 505 graduate class. With the aid of a video tape unit, students both gave and evaluated mini lessons structured around specific teaching techniques such as those identified by Bush, Allen and Cooper.

Team teaching took place in two Industrial Education courses, and cooperative teaching involving both a full-time staff member and a teaching graduate assistant took place in one course. Performance objectives are being identified for a number of the Industrial Education courses and have been implemented in the two beginning drafting classes.

A number of "firsts" were achieved in the Industrial Education program during 1972-73. An off-campus relationship relative to the teaching of the Electricity and Electronics courses was developed with T-VI. T-VI facilities and staff were utilized for teaching a technical course, required in the Industrial Education major area. "Mass production" as a concept relative to the interpretation of modern industry was integrated with the existing curriculum content of the advanced machine metals course.

The Industrial Education graduate class in Industrial Education facility planning undertook the development of plans and detailed equipment lists for specific laboratory areas such as Power Mechanics, Plastics, Metals, etc. The end products were refined to the degree that they are now being implemented in the construction of new Industrial Education facilities in A.P.S.

An established amount for faculty load for teaching laboratory classes was agreed upon during the Fall 1972 semester. Each hour of laboratory contact time performed by each faculty member was set at 0.8 credit load.

The Summer 1973 workshops in Construction and Manufacturing were visited by Dr. Donald L. Clark, Regional Coordinator for I.A.C.P.,

College Station, Texas. His two day visit was for the purpose of evaluation. The evaluation indicated the workshops were progressing properly and were up to standards.

3. Sources of adequacy of support (inside and outside)

Inside Support

Internal support for operation of the Industrial Education program stemmed from two accounts -- salary account and expenses account. The salary account, while nearly covering all anticipated commitments at the start of the year, was not large enough to permit the hiring of a full-time secretary. Industrial Education was allocated funds for a one-half time faculty position. This amount was utilized to hire two Graduate Student Special Assistants (G.S.S.A.) for the 1972-73 year. One of the individuals hired under the classification of G.S.S.A. was unable to fulfill his contract due to illness and resigned at the end of Fall Semester 1972.

The second account, expenses, in the amount of $3,300, caused an already austere program to become more frugal as inflation took its toll. Consideration must be given to increasing the supply and equipment account as the program's physical facility is rapidly becoming a liability to the University.

As indicated in past annual reports, the Industrial Education laboratory equipment is long overdue for major overhaul, and in some instances due for replacement as the useful physical life has been expended. Replacement and repair have been drastically curtailed due to limited funds available. An accident related to any of the physical shortcomings of the facility could result in greater expense to the

University than the amount necessary to provide a safe and functional laboratory environment. Attention is called to the following section regarding facilities under the area of "Recommendations". (Section B)

Outside Support

Again this year, funds were acquired during the fiscal 72-73 year for the operation of the Industrial Arts Curriculum Project (IACP) during the Summer of 1973. The course offering consists of two teacher training workshops designed to assist teachers in the field with the implementation of the IACP package. The curriculum package, briefly described, is an innovative, prevocational, career awareness junior high level industrial arts program.

The funds were quire adequate as well as welcomed. Sources and amounts were as follows:

1. The New Mexico Building Branch of the Associated General Contractors: $1200 cash and $500 donated supplies.
2. The New Mexico State Department of Education: $2000.
3. The U.N.M. Vocational Education Account: $1219 (approximately)

Total $4919

Also, during the Spring of 1973, support for a summer offering in Industrial Plastics was acquired. Brodhead-Garrett and Company, through the regional representative, Mr. Tom Cadigan, loaned the U.N.M.-I.E. program all equipment necessary to conduct the plastics course. Generous donations of plastic materials were made by Gulf Oil Corporation and Phyllips Petroleum Company.

B. Plans and Recommendations for the Future

As a result of recent decisions made by the Entrance and Credits Committee (U.N.M.), colleges and departments and programs will have

the opportunity and responsibility to judge the merits of, and hence give credit for, vocational-technical work from 1) post secondary and 2) higher education institutions to be transferred into a degree program. Furthermore, such faculty bodies may devise mechanisms for 1) evaluation and granting college credit for occupational experience, and 2) development of cooperative degree programs with other state universities.

The ramifications of these decisions present many possibilities in the area of curriculum revision. Plans have been laid for a review of the Industrial Education curriculum during the summer of 1973. It now seems possible to surpass some of the difficulties relative to the offering of a broad, current curriculum, which in the past has been restricted by limited facilities within U.N.M. and shortage of manpower in the Industrial Education program. Opportunities for a student to take advanced technical courses outside of U.N.M. as part of a degree program can be enhanced greatly.

In the area of recommendations, it will be noted that for a number of years the Final Report of the New Mexico Certification and Approval Committee has included numerous references to the Industrial Education laboratory facility. The Committee made such statements and recommendations as "Laboratory space and equipment are seriously inadequate, specifically in the electricity/electronics, and power/auto mechanics areas. If continuation of the program is desirable, then adequate facilities budget and equipment must be provided." (Source 1971 and 1972 Annual Report of C & A Committee.) It is the recommendation of the Industrial Education program that serious consideration be

given in regard to the role of COE in the preparation of teachers in the area of Industrial Education.

PART III

Biographical Notes

1. Advanced Study

Childress McQueen is expected to complete his doctorate at Arizona State University, August, 1973.

Joyce Warner continued work on her dissertation at Michigan State and is expected to complete her degree August,1973.

Gayle Sampley completed a graduate course in Vocational Office Simulation, Spring, 1972, at UNM.

Robert Kline attended a 6-week session in Spanish at Saltillo, Coahilla, Mexico.

Frank Field was awarded his Ed.D. from Ball State University in August, 1972.

Gerald Cunico was awarded his Ed.D. from Utah State University.

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

Bonner Crawford visited secondary schools in Germany, Austria, northern Italy and southern France, May 20-June 8, 1972.

Wilson Ivins was granted leave first semester to study New Zealand schools. Illness forced change in plans and resulted in production of unpublished questionnaire study of trends in career alternatives in New Zealand secondary schools.

Robert Nesbitt was on sabbatical Spring semester 1972. Visited eleven junior colleges investigating innovative programs. Visited three industrial training programs.

William Runge visited schools in Ohio, Colorado, Arizona, Texas and California.

George Stoumbis traveled throughout Brazil, Paraguay, Peru and Argentina.

Paul Tweeten conducted a field course in natural science in Mexico for Navajo students during the spring interim.

Robert White was Educational consultant for 4 weeks in August, 1972, at Kibbutz Hatzor, Israel.

Childress McQueen attended the National Business Education Association convention in Chicago, Illinois, in February, 1973.

Joyce Warner attended the International Reading Association convention in Denver, Colorado, in May, 1973. Much of this IRA convention focused on business education and its relationship to reading programs.

Pat Loyd and Childress McQueen attended the Mountain Plains Business Education convention in Dallas, Texas, June 20-23, 1973.

3. New scholastic honors, fellowships, etc.

A. W. Howard was listed in Who's Who in Education; Contemporary American Authors; Dictionary of International Biography; Who's Who in the Southwest; Personalities in the West and Midwest. Dr. Howard acted as Acting Chairman Summer Session 1973.

Pat Loyd was appointed to the position of Assistant Chairman, Business Education, beginning Fall 1972.

Frank Field was appointed to the position of Assistant Chairman, Industrial Education, beginning Fall 1973.

Pat Loyd received a Citation of Merit for work performed with the Department of Interior, Bureau of Indian Affairs, August, 1972.

A. Milton Garrett received the Outstanding Educators of America Award. Six such awards were given to faculty members at UNM, as

announced March 31, 1973.

4. Publications

George Hirshfield: "Sequential Switching" and "The SCR for Load Protection" listed last year but published this year in October Ham Radio, 1972.

A. W. Howard: "Who Should Teach in Schools for the Middle Years", Clearing House, 46: 279.83, January, 1972. "Discipline Is Caring", Today's Education, 61:52-54, March, 1972. "A Question of Values", in Viewpoints in Secondary Education, Weekes & Denham, Simon & Schuster, 1972.

Peter Prouse completed major revisions for Third Edition of Prouse and Bremer, Skills in Spelling, hardback and softback pupil's and teacher's editions of Books G and H, copyright 1973. (Eight books of approximately 170 pages each). McCormick-Mathers Publishing Company, Inc. Copyrighted in United States, Philippines, and Canada.

W. B. Runge: Handbook for Secondary School Student Teaching, 13th Edition, 58 pp. mimeographed. New course outlines, project proposals, evaluation reports, workshop materials in Career Education, Vocational and Technical Education, Student teaching and field experiences. Evaluation visits and reports on Area Vocational Schools, Bernalillo Career Center, private cosmetology and business schools.

George Stoumbis: "Evaluative Criteria", a manual for improvement of Brazilian schools. Ministry of Education/PREMEN. Rio de Janeiro, Brazil, 1972, 197 pages.

Paul Tweeten submitted two articles.

Robert White has in progress: 7-9th English series for McCormick Mathers Company and Professional Education text "Teaching Basic English

Skills" will be submitted to Wadsworth Publishing Company.

Childress McQueen published an article in the Delta Pi Epsilon Journal, February, 1973. The article was entitled "The Professional Semester in Business Education Teacher Education" and described the senior student teaching block for the future business education teachers at the University of New Mexico.

Research is in progress and near completion being conducted by Joyce Warner and two graduate student special assistance on teacher-made office education materials. This research is a nation-wide survey of such materials and is expected to culminate in publication with South-Western Publishing Company in monograph form.

An article entitled "So You've Collected Those Teacher Evaluation Forms--Now What???" has been written by Graduate Student Special Assistants Bill Rather and Sue Soellers and has been accepted by the Journal of Business Education to be published some time during the 1973-74 school year.

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

Chester Brown: Revision of proposed manual on "SlideRule".

Bonner Crawford: Directed the evaluations, served as the curriculum analyst, and edited the appraisal reports for North Central Association member high schools at Springer, Bloomfield, Manzano APS, Eunice, Jal, Los Alamos, Cobre Bayard, Rio Grande APS, Moriarty, and Jemez Springs.

Robert Doxtator: Director, Adult Basic Education Project, UNM employees, 1-year grant, State Department of Education sponsor.

George Hirshfield: Project in affective education with teachers of McKinley Junior High School under a grant of LEAA. Under this

project led a retreat at La Posada with a group of these teachers.

A. W. Howard: Two articles in press.

Childress McQueen: Working on dissertation at Arizona State University - An Assessment of the Professional Education Program in Business Education, 1960-1972.

Leo Macias: Developing bilingual education and bilingual teacher education program for secondary schools.

Robert Nesbitt: Completed research for book while on sabbatical. Manuscript in progress.

W. B. Runge: Continuing work with total program planning for teacher education in vocational and technical education, career development and Allied Health occupations. Directing workshop in career education at Taft Junior High School under State Department of Education grant to public schools.

George Stoumbis: Chief of Part, UNM Technical Advisory Groups/ Rio de Janeiro, Brazil/Contract between UNM and Brazilian Ministry of Education.

Paul Tweeten wrote and had accepted proposal for funding August, 1973 "Chuska Science Improvement Project" USOE.

Robert White: In progress, Research into Kibbutz Education in Israel; Past, Present, Future.

A research grant application to the National Institute of Education has been submitted by Graduate Student Special Assistants Sue Soellers and Bill Rather on "The Effect of Ethnic Background on Gregg Shorthand as Opposed to Alphabetic Shorthand". Information is not available at this time as to the status of this proposed project.

6. Activities in learned and professional societies

Chester Brown: American Industrial Arts Convention, Dallas, Texas, April, 1972; New Mexico Industrial Arts Convention, Albuquerque, May, 1972.

Bonner Crawford: Addressed the topic: "A New Social Mandate for our Schools - From the Melting Pot to a Mutuality of Cultures" at General Session, North Central Association Annual Meeting, Chicago.

Robert Doxtator: Member of Executive Committee, New Mexico Council for Social Studies; Chairman Nominating Committee, 1972-73 New Mexico Council for Social Studies; Member (one of three from New Mexico) Inter-State Planning Committee, Oklahoma and New Mexico, National Council for Social Studies regional spring meeting, 1973; Member five-man Planning Committee, New Mexico eight-state National Council for Social Studies Regional meeting, Spring, 1974; Member, Program Planning Committee, NMCSS, October, 1972; Member, Committee of Nine, New Mexico State Task Force on Guidelines for NSF Proposals.

Frank Field: Rocky Mountain States Industrial Education Annual Conference, Salt Lake, October, 1972; Participant in The Ohio State University's Western States Directors Conference for the Industrial Arts Curriculum Project, Denver, Colorado, May, 1973.

A. Milton Garrett: New Mexico Membership Chairman for the Industrial Arts Division of American Vocational Association; APS Advisory Committee; IACP World of Construction and World of Manufacturing; Participant in The Ohio State University's Western States Directors Conference for the Industrial Arts Curriculum Project, Denver, Colorado, May, 1973; Annual Mountain States Industrial Arts Conference, Brighton, Utah, Fall, 1972.

Robert Nesbitt: Participated in American Industrial Arts Association Annual Convention, Dallas, Texas (appeared on program three times). Attended New Mexico Industrial Education Spring Conference. Attended Mountain States Annual Conference, Brighton, Utah. Attended Directors Conference, Industrial Arts Curriculum Project, Denver, Colorado.

A. W. Howard: Middle School Conference, Dallas, Texas, April, 1972; NCA Spring Conference, Chicago, March, 1972; NCA Fall Conference, Albuquerque, September, 1972.

Wilson Ivins: Sponsor, Albuquerque chapter Phi Delta Kappa.

Robert Kline: Delivered main address, NMLA, Albuquerque; Presentation - Mountain Plains Media Leadership Symposium, Park City, Utah.

Pat Loyd: Met with State Committee for Career Education; attended USOE sponsored regional conference on higher education in Durango, Colorado. Participated in National Office Education Association convention held in Albuquerque, in April, acting as a judge for the Office Education Association Club of the Year contest and Chapter Activities Manual contest. Became a new member in the Mountain Plains Business Education Association.

Childress McQueen: Attended American Business Communication Convention, San Diego, introduced a speaker, April, 1972. Coordinated a two day workshop on campus - Stenograph Machine Shorthand, June, 1972. Attended New Mexico Business Education Convention, Albuquerque, October, 1972. Joined Phi Delta Kappan, UNM chapter.

Leo Macias: Sixth Annual ACTFL meeting: Co-director, Workshop on Simulation in Foreign Language Teacher Training: A Practical Approach.

W. B. Runge: During the year attended meetings in Columbus, Ohio, El Paso, Phoenix and California. Secretary for State Advisory Committee on Vocational Education. Member of advisory committee on career education. Consultant to State Department of Education for summer workshops and conferences.

Gayle Sampley: Administered the New Mexico state test for Certified Professional Secretaries in May, 1973. Member of National Business Education Association, Mountain-Plain Business Education Association, New Mexico Business Education Association, and National Secretaries Association, International. Attended Mountain Plains Business Education Conference, June, Denver, Colorado, and NSA workshop, April, Albuquerque, University Career Education Committee meeting, September, UNM and two sessions of UNM Career Day Workshop, October.

Lotsee Smith: Attended 1972 AECT National Convention, Minneapolis; attended 1972 ALA National Convention, Chicago.

George Stoumbis: Association of Professors of Education Administration, June, 1972, Neteroi, Brazil.

Paul Tweeten: NSF Project Evaluator, Speaker Environmental Conference, Austin; Finance Committee School Science and Math, Speaker UNM Physics Symposium, AETS Ph.D. Guidelines Committee.

Robert White: Chairman, Secondary Section Meeting, Southwest Conference, I.R.A., March, 1972.

7. Other professional activities

Bonner Crawford: Hosted and directed the 19 States Fall Meeting of the State Chairmen and Administrative Committee of the North

Central Association at Albuquerque, September 30-October 3. Organized and chaired the New Mexico North Central Association State Membership Meeting, October 4, 1972.

A. Milton Garrett: Consultantship: Los Alamos, New Mexico Industrial Arts Curriculum; Consultantship: (1) Brazilian Students - Supervision, (2) Industrial Arts Curriculum Project (IACP); Instrumental in getting $500 in new curriculum materials for Brazilian Project; Guest Lecturer Cu-riculum class: Performance Objectives; Banquet speaker for Albuquerque Rotary Club: IACP. New Mexico Ready-Mix Sand and Gravel Association Convention Speaker: IACP. Team Member on North Central Association Evaluation: Bloomfield, New Mexico. State of New Mexico Career Education for State Universities Committee.

George Hirshfield: Guest lecturer on Alternatives to the Secondary School Experience with Professor Campbell's graduate geography course.

A. W. Howard: Co-presenter Educational Leadership Institutes in Albuquerque, October 19-20, 1972 and New Orleans, November 9-10, 1972.

Wilson Ivins: Talk - "The Youth Culture" Mid-Town Optimists Club. Participation as consultant - New Mexico School Law Institute.

Robert Kline: President, New Mexico Association for Educational Communication and Technology; Moderator, TV show on Education, Channel 4; Attended National AECT meeting in Minneapolis, Minnesota; New Mexico Instructional Media Council.

Childress McQueen: Visited officially all Albuquerque public high schools, Southwest Indian Technological Institute, Albuquerque Skills Center, and Moriarty High School in connection with student

teacher activities.

Robert Nesbitt: Speech "Career Education and Your Child" Xi Rho Chapter, Beta Sigma Phi. Appeared on TV and radio programs for promotion of Community College, produced by UNM public information services. Directed graduate class, Industrial Education 510 in the preparation of educational specifications for five Industrial Education laboratories for Albuquerque Public Schools. Automotive advisory committee, Albuquerque, T-VI.

Peter Prouse: Taught Secondary Education 520 as extension course for English faculty of Bernalillo Schools. Since September 1, 1972, has served as consultant for revision of English program at Bernalillo High School. Organization and planning work as director of High School Theatre Festival held January 8-13, 1973, on UNM campus, involving 18 high schools of New Mexico and some 400 students and sponsors.

W. B. Runge: Evaluator for private business and cosmetology schools in Albuquerque, Santa Fe, and El Paso. State Committees, Albuquerque Schools Committees and in College of Education Continuing Special Secondary Education projects at Women's Job Corps Center, Valley High, McKinley and Taft.

Gayle Sampley: Coordinator of volunteer committee to analyze the office situation of the Albuquerque City Probation Office, October. Toured Moriarty High School Business Department and Southwestern Indian Polytechnic Institute with current Business Education student teachers, October.

George Stoumbis: Consultant to American School, Brasilia, Brazil, October, 1972. Evaluation and accreditation.

Paul Tweeten: Consultant to BIA, APS, State Department of Education, Belen Public Schools, Navajo Tribal Council; Speaker to various school organizations. State Department of Education State textbook selection committee member.

Joyce Warner: Served on NSA workshop committee.

Robert White: Conducted All-day Workshop in English Skill Development, Los Alamos High School English Department, October 13, 1972. Developed and implemented Reading Labs at John Adams and West Mesa High School, Spring, 1972. Completed workshops in reading and English curriculum, Spring, 1972, John Adams and West Mesa High School. Judge in NCTE New Mexico Composition Contest, Spring, 1972.

8. Non-Teaching University service

Chester Brown: Chairman to Secondary Education Tenure, Promotion, Salary Committee, January 1-September 1, 1972. Member of same committee September 1-December 31, 1972. Member of Departmental Screening Appeals Committee.

Bonner Crawford: Advisory Committee Latin American Programs; Secondary Education Salary & Financial Affairs Committee; Chairman North Central Association College and Secondary Schools (New Mexico).

Robert Doxtator: Member, UNM Registration Committee. Member, UNM Registration Task Force. Member, 5-man Mini Task Force, Registration Committee. Member, COE Graduate Curriculum Committee. Ex-Officio member, Secondary Education Department Committees--A&P, Salary and Financial Affairs, Promotion Tenure and Sabbatical, Screening and Appeals.

Frank Field: Member, Secondary Education Salary Committee.

A. Milton Garrett: Chairman, Secondary Education Administrative and Programmatic Committee. Chairman, Industrial Education Curriculum Committee. Member, COE Vocational Education Committee. Member, COE Learning Materials Center Committee. Member, Secondary Education Screening Committee. Member, Ad Hoc Committee for Department Head Selection.

George Hirshfield: Head of on-campus phase of prestudent teaching. Member, COE Faculty Policy Committee. Member of University Research Policy Committee. Member, Departmental Salary and Financial Affairs Committee. Member of Radio Board (KUNM).

A. W. Howard: Chaired four doctoral dissertation committees, completed 1972. Member, Committee to evaluate services, Manzanita Center, 1972.

Wilson Ivins: Departmental Search Committee (Chairman in search for Department Chairman). Chairman, Department Promotion and Tenure Committee. Member, University Academic Freedom and Tenure Committee.

Robert Kline: Member, Culture Program Committee. Member, Speakers Bureau.

Pat Loyd: Member, Department Administrative Programmatic Committee. Assistant Chairman of Secondary Education, Business Education. Advisor to Master's degree candidates for Business Education.

Childress McQueen: Member, College Administrative Programmatic Committee. Member, Learning Materials Center Committee. Advisor to undergraduate Business Education majors.

Leo Macias: Member, Manzanita Center Committee

Peter Prouse: Member, Regent's Committee on Grievance and Disciplinary Procedures. Member, UNM Community Forum. Member, COE Petitions Committee. Member, COE Governance Committee. Member, Departmental Administrative and Policy Committee. Chairman, Committee on Graduate Assistant selection. To June 30, Chairman of Department English Education Study Group. Chairman, Department Ad Hoc Committee to Revise Undergraduate Teacher Training Program. During Fall semester, Senior Block Planner for Revised departmental program. Advisor, principally in program planning, to undergraduate and graduate students in English Education (a responsibility shared with other professors).

W. B. Runge: APS-COE Committee for policies affecting field experiences. New allied health occupations cross campus committees. Member, vocational education program planning committee. Member, APS career education advisory committee.

Gayle Sampley: Member, COE Multicultural Committee. Member, Departmental Salary Affairs Committee. Advisor of two-year secretarial students. Conducted screening interviews for one-half of Business Education applicants.

Paul Tweeten: Chairman, Environmental Committee, COE. Member, COE Faculty Governance committee.

Joyce Warner: Served on COE Student Screening Committee and on Secondary Education Search Committee for a new department chairman.

Robert White: Coordinator and advisor Secondary Education TESOL and Reading programs. Program Head, English Education program, Fall '72. Member, Linguistics and Language Pedagogy Coordinating Committee, UNM.

Member, COE Policy Committee. Member, UNM Curricula Committee. Coordinator, English Skills Program for UNM Physical Plant Workers.

9. Public service

Brown: Marshal Emeritus - Ballut Abyad Shrine.

George Hirshfield: Taught class in electronics to students of Community School.

Robert Kline: Served on two NCA evaluations. Consultant to APS-Media Council, APS Committee on Cable TV, New Mexico Regional Medical Special Task Force.

Childress McQueen: Choir Member in Albuquerque Symphony Orchestra Christmas concert.

Robert Nesbitt: Manager, baseball team, Altamont Little League.

W. B. Runge: Central Methodist Church

Gayle Sampley: Volunteer worker for New Mexico Arthritis Foundation Silent Auction, November. Project director for redesigning office procedures with the Albuquerque Police Department, Probation Division.

George Stoumbis: Active with Boy Scouts, Rio de Janeiro, Brazil.

Paul Tweeten: Assistant Scoutmaster. Board of Directors, Sandia Crest Bowhunters.

Joyce Warner: Project director for redesigning office procedures for the Albuquerque Police Department, Probation Division.

Robert White: Member, Albuquerque Jewish Community Council. Consultant, Temple Albert Religious School Curriculum Committee. Board Member, Albuquerque Gan, Jewish Kindergarten.

10. Personal Information

W. B. Runge's son was married.

Joyce Warner was married to Terrence R. Warner June 24, 1972.

THE REPORT OF THE DEPARTMENT OF SPECIAL EDUCATION
July 1, 1972 - June 30, 1973
Gary W. Adamson, Chairman

A BRIEF DESCRIPTION OF THE GOALS, OBJECTIVES AND PHILOSOPHY OF THE DEPARTMENT OF SPECIAL EDUCATION*

Public school personnel in New Mexico are faced with some of the most unique and perplexing problems of educating the youth of the state that could be found in any of the United States. Confronted with vast expanses of sparsely populated rural areas, rather large urban areas with the concomittant problems of the inner city and high crime rates, and multicultural (not bicultural) demands, public school educators have responded by demonstrating a concern for the individual differences of children.

Essentially the inhabitants of New Mexico are a young, vital people with perhaps the highest ratio of school age youth to adults of any state in the United States. At a time when most communities have consistently refused to support school programs financially, Albuquerque in the fall of 1972 passed a large bond issue by a substantial margin, which demonstrates the concern of the adults in New Mexico for their children. While these encouraging signs exist, educational services are still lacking. New Mexico still does not have state supported kindergartens.

With limited financial resources and large numbers of school age children, public school educators and University teacher trainees have been required to develop new models and strategies to provide for the

*Department formed as of May 1973

diverse educational needs of the children of the state. In order to provide the most efficient and effective use of limited numbers of human and financial resources, the University of New Mexico, Department of Special Education personnel have adopted the Fail-Save Model as a strategy for delivering services to the handicapped youth of New Mexico. The Fail-Save Model was developed from the philosophical point of view that a continuum of services ranging from regular class learning environments, with or without itinerant support personnel, to institutional learning environment, are necessary to facilitate the growth of school age children. In practice, a learning environment is considered appropriate as one which saves the child or as long as it provides each child with a facilitative program. Basically, it is assumed that children should remain in regular classroom settings as long as the child demonstrates continuous growth. When the child exhibits behavior that is excessive, i.e., too much fighting, too much daydreaming, too long to complete tasks; or deficient, i.e., too low production in academic tasks, then it is assumed that that particular learning environment fails the child and various interventions are necessary.

Philosophically, each child should be provided with a learning environment that is save in that it facilitates his educational progress and reduces discrepancies between his real and ideal behavior. Children, whether they are handicapped by sensorial, physical, mental, emotional, social or cultural anomolies, should not be required to continue in learning environments that signal failure; therefore, the goals of the Special Education Department of the University of New Mexico center around the training of competent professional educators who can serve as facilitators of child growth in the Fail-Save Model. (Anyone interested can receive a description of the Fail-Save Model from the Department of

Special Education.

In order to provide a continuum of services for handicapped children, it is necessary to train teachers in the necessary skills to operate in various learning environments. Since the needs of the state demand services for children with learning and behavioral disorders, the top priority of the teacher training program at the University of New Mexico is focused on the areas of Mental Retardation, Learning Disabilities, and Emotional Disturbance. While teachers are trained to man special classes in the categorical areas, the staff at the University of New Mexico has a strong committment to an inter-related training model, particularly at the Resource Room and Itinerant Resource Teacher level.

Doctoral Level Training Program

For the year 1972-73, doctoral level training programs at the University of New Mexico for teacher trainees, supervisors and institutional administrators are at the developmental level. The program is relatively small and individually tailored to meet the needs of a few selected individual candidates. Because of the demands of a relatively large undergraduate program on staff time, provisions for desired seminars are still in the planning stages. It is the opinion of the concerned staff that a well developed doctoral level program should be developed and maintained to meet the needs for teacher trainees and supervisors in the southwest geographical area and that this part of the total Special Education program will receive a higher priority within the next two years as cooperative arrangements are made with other state institutions of higher learning in New Mexico to take over more of the undergraduate teacher training functions.

Resource Room and Consulting Methods and Materials Teacher Programs

The Resource Room Teacher and the Consulting Methods and Materials Teacher models have received high priority by the University of New Mexico staff. There are four reasons for this: (1) it encourages the retention of the handicapped child in the regular class with his peers for as much of the day as that environment facilitates his learning; (2) it is an appropriate model for the rural areas where handicapped children live so far from each other that special classes are not feasible; (3) it can serve more children than the special class model; and (4) it provides for one link in the Fail-Save Model that has hitherto been missing in training programs in New Mexico.

The goal of the University of New Mexico program, in relation to the Resource Room and Consulting Methods and Materials Teacher training programs, has been to select promising teachers and to provide them with competencies in assessment skills, materials analysis skills, prescriptive writing skills and behavioral analysis and management skills. Through course work and practicum experience, students learn these skills and their application in various learning environments, i.e., regular class, resource room, special class and home environments.

Special Class Teachers

Special Class teachers are trained at two levels, undergraduate and graduate, and they are trained categorically. At the undergraduate level, teachers are trained to function in special classes of mentally retarded students. This program was instituted in recent years because of a need disclosed by State Department of Education surveys and mandated legislation. Undergraduate students in this program have contact with pupils starting with their sophomore year. Observation, participation and practicum experience are paired with didactic courses. Students learn

techniques of behavioral observation, educational assessment, materials analysis and prescription, single subject teaching, small group teaching and, finally, special class management as they proceed through the program.

Because of the unique population in the southwest, each special education student is required to take some course work in multicultural education. They are also provided with field experience with children of various ethnic backgrounds.

At the graduate level, special class training is provided in the categorical areas of Emotional Disturbance and Learning Disabilities. These programs become interrelated for students who desire to be consulting teachers. For teachers who desire to become special class teachers for severely retarded or severely disturbed, practicum experiences are provided in residential centers for delinquent children, public school programs for the socially maladjusted children, and severely emotionally disturbed. The Albuquerque Public School system has special education classes for trainable children, severely emotionally disturbed, socially maladjusted, as well as special classes for milder problems of learning and behavioral disorders.

Institutional and Residential Centers

Located within a twenty-five mile radius of the University of New Mexico are a number of state and private institutional settings for severely handicapped children. One of the goals of the University of New Mexico is to provide training programs for teachers who choose to work in these settings. Positive working relationships have been established between the staff of the University of New Mexico and the staffs of the various institutions. Arrangements have been worked out so that the sites are used for practicum experience and members of the University of New Mexico staff serve in consulting roles to the

institutions.

Thus, the goals of the University of New Mexico Special Education Department are to provide educators for the various roles in a continuum of services required in the Fail-Save Model. Academic programs and training sites are available to attain these goals. In essence, the thrust of the University of New Mexico Special Education Program is to provide for and upgrade existing programs for the severely retarded and emotionally disturbed children in institutional and public school settings, provide facilitative educational programs for children from the Spanish, Indian, Black and Anglo cultures who demonstrate severe to moderate handicaps and to develop appropriate educational models to provide service for sparsely populated rural areas.

Exemplary Demonstration Programs

In addition to special education/special class placements that are available as practicum sites, the University of New Mexico has developed three demonstration sites that reflect the philosophy of the University of New Mexico Special Education Department and which were encompassed in the objectives stated in the 1972-73 program assistance grant. As well as serving as demonstration sites, they also serve as practicum sites.

1. Aztec School: The Albuquerque Public Schools cooperated with the University of New Mexico to establish a demonstration school which utilizes the Zero-Reject administrative design. This administrative design grew out of the Special Education in the Regular Classroom concept, which was a three year EPDA project which concludes as of June 1973.

   This program allows trainees (20 support-fund recipients plus 10 non-support trainees) to experience a 9-month full-time on-the-job training sequence. The training program begins with an intensive

summer block and continues during academic 72-73 with two students being placed in each class with a teacher-coordinator in the demonstration setting. Students have maximal opportunities to be involved in the itinerant, resource room special class and the regular classroom throughout the study year. If any students desire institutional residential experience, this is made available. The University's agreement, in exchange for full use of facility and work space plus part-time secretarial service, is to place a full-time professor from Special Education at the Aztec location.

2. Fail-Save Continuum Model (serves as a prototype model for Northwest New Mexico - includes Diagnostic Materials and Demonstration Services): This program was established to provide demonstration and services to the city of Albuquerque and rural Northwest New Mexico, as well as serve as a model for state wide replication. This project is a joint effort among the State Department of Public Instruction, the University of New Mexico and the Public Schools in Northwest New Mexico.

   The major aspects of this component include educational diagnosis, materials selection, implementation and parent and teacher in-service. Twenty to thirty students are assigned to the project for a semester or full year practicum (20 are support-fund recipients).

   Students are assigned to each Methods and Materials consultant/teacher who designs and structures tasks and supervises their performance.

   The students are selected from assistantship students and on-going (traditional) students. Some of these are involved in the summer component and some students are selected who have successfully completed initial stages of the on-going (traditional) graduate program.

3. EPDA: This project for upgrading Special Education in the regular classroom joined in the Aztec program in the summer component (30 participants) but differs from the academic year in that the 10 participants completed a practicum during the first semester and will engage in workshop and in-service programs throughout the rural regions of the state during the second semester. This finding will come to an abrupt end this year, therefore necessitating additional support from this project if rural multilingual New Mexico is ever to have people trained to serve their specific needs.

Educational Diagnostician

State wide planning groups have defined a specific role for the Educational Diagnostician. This specialist should be able to serve as School Psychologist, prescriptologist and special education administrator. This role is vital to any continuum of services that purports to provide appropriate educational services for handicapped children.

Historically, many states have prepared school psychologists to function as evaluators of children for special education classes. Because of the itinerant nature of their role and their knowledge of various handicaps, they have been assigned the role of Director of Special Education in many instances. Seldom have they functioned as educational prescriptologists.

One of the goals of the University of New Mexico, Department of Special Education, in conjunction with the Departments of Educational Administration and Educational Foundations, is to prepare approximately thirty individuals who can serve in this role over the next three year period. Essentially, this will be a post master's degree program leading to certification. At the present time, there is no training program in New Mexico. With the aid of a Program Development Grant such a program

can be established. (Program Development Grant available at Special Education office.)

Procedures and Stategies for Developing Program Goals and Directions

During the fall of 1971 representatives of two parent groups, a member of the State Legislature, and a member of the University of New Mexico Special Education staff met to initiate a plan for improvement of services to exceptional children in New Mexico. At the same time, the Director of Special Education in the State Department of Education called a meeting to discuss state wide planning which involved public schools, universities, and other interested persons. The parent groups with the legislator and the University of New Mexico trainer organized themselves into an ad hoc Special Education advisory council and initiated a meeting of representative groups to begin discussing state wide planning. During the second meeting, the parent group turned the leadership back to the State Department (which is the appropriate agency). This action resulted in a joint session between the ad hoc committee and the State Department of Public Instruction. Following these meetings, approximately a year later, the Director of Special Education, Division of Special Education, State Department of Public Instruction activated the advisory group selected by a representative group of educators at the October 1971 meeting. Documents were prepared and are presently being presented to the State Board of Education, legislature groups and various public school educational personnel. The following time line re-explains the state-wide planning procedure.

Initial Planning Session

Parent legis., UNM group (Fall 1971) → Ad Hoc Meeting (Early 1972) → Special Education Advisory Council formed by State Dept. and Ad Hoc Committee at Supt. Offices in Santa Fe

Director of Sp. Ed. Meeting (Fall 1971) → Attendance by State Dept., personnel, legislators, parents and university and public schools → Special Education Advisory Council formed by State Dept. and Ad Hoc Committee at Supt. Offices in Santa Fe

Second Joint Session

Special Ed. Advisory Council conducted state wide planning session (Spring 1972) → Final Report presented to representatives of Special Education Advisory Council Formed September 1972 → Final Report presented to Advisory Group selected at October 1971 Division of Special Education meeting

Advisory Group given the name University/Public School Special Education Coordinating Committee

Expected to represent Special Education state plan and be presented to Legislature, Board of Education of New Mexico and Supt. of Public Instruction

SPECIAL EDUCATION PLANNING COMMITTEES

Special Education Expansion Committee

Henry M. Willis (Leader	President, APS School Board	Albuquerque
Mary Quigley (Discussion Leader)	Sandia Laboratories	Albuquerque
Roger Luginbill	Superintendent, Roswell Schools	Roswell
Harry Gramann	Exec. Director, AARC	Albuquerque
Pearl Thompson	Albuquerque Public Schools	Albuquerque
Barbara Gray	Special School	Ft. Bayard
Dr. Joy Brown	New Mexico State University	Las Cruces
Dr. Gary Adamson	University of New Mexico	Albuquerque
Dr. James Kennedy	New Mexico ARC	Albuquerque
Larry Cordova	Council for Excep. Children	Albuquerque
Beverly Kurucz	North Area, APS	Albuquerque
Horace Cordova	Work Activity Center	Ft. Bayard
Barbara Stubbs	Mora Public Schools	Mora
Karen Tillman	Special Education Coordinator	Clovis
Jim Little	NM School for the Deal	Santa Fe
Tom Tracey	Tucumcari Public Schools	Tucumcari
Dr. Edgar Garrett	Speech Department NMSU	Las Cruces
Clarence Hill	State Dept. of Education	Santa Fe
Alyce Richards	Muscular Dystrophy Assn.	Albuquerque
Ed Gignac	United Cerebral Palsy	Albuquerque

Program Quality Committee

Dr. Richard McDowell (Leader)	University of New Mexico	Albuquerque
William Dehon (Discussion Leader)	Sandia Laboratories	Albuquerque
John Cantwell	ACLD	Albuquerque
Frank Hall	BIA	Albuquerque
Henrietta Mitchell	Lovington Public Schools	Lovington
Joe Menapace	NM School Board Assn.	Santa Fe
Virginia Sears	DHI	Albuquerque
Phil Roberts	Chairman, State PTA	Roswell
Louise Smith	Gallup Schools	Gallup
Gayle Everett	Inez Elementary	Albuquerque
Dr. Marian Works	University of New Mexico	Albuquerque
Benjamin Baca	Special Education Coordinator	Santa Fe
Judy Mahon	HSSD	Santa Fe
Barbara Archer	NMACLD	Albuquerque
Beth Paak	South Area, APS	Albuquerque
Dalton Tabor	Monument School	Hobbs
Elva Dreibelbis	Raton Public Schools	Raton
Delbert Dyche	Roswell Public Schools	Roswell
Vincent Cordova	Albuquerque Academy	Albuquerque
Pete Gomez	Espanola Schools	Espanola
Barbara Warren	AAUW, PTA	Albuquerque
LaNiece Robison	State Dept. of Education	Santa Fe
Dr. Dave Draper	University of New Mexico	Albuquerque
Tom Lockwood	APS	Albuquerque

SPECIAL EDUCATION PLANNING COMMITTEES (Con't.)

Evaluation and Diagnosis Committee

Jane Blumenfeld (Leader)	North Area, APS	Albuquerque
Bob Lassiter (Discussion Leader)	Sandia Laboratories	Albuquerque
Dr. George Brown	New Mexico ACLD	Albuquerque
Dr. Elizabeth Hirsch	Los Lunas Hospital	Los Lunas
Gav Alford	REPSAC	Clovis
Dick Mechem	College of Santa Fe	Santa Fe
Jim Everett	University of New Mexico	Albuquerque
Dr. Eloy Gonzales	New Mexico Highlands U.	Las Vegas
Judy Nielson	SW Mental Health Center	Las Cruces
Dr. Robert Swanson	DVR	Santa Fe
Ruth Bauer	DVR	Santa Fe
Douglas Johnson	East Area, APS	Albuquerque
Dr. Dina Bayer	Child Development Center	Santa Fe
Bea Brandon	Grants Schools	Grants
Dr. Walter Weir	Santa Fe Public Schools	Santa Fe
David Lee	NEA	Roswell
Helen Harriger	NEA	Albuquerque
Dr. Frank Amadeo	Child Development Center	Santa Fe
Albert S. Gomez	State Department of Education	Santa Fe

Funding Procedures Committee

Representative Bill Waren (Ld.)	LSSC	Albuquerque
Ronald Day (Discussion Leader)	Sandia Laboratories	Albuquerque
R. L. Johnson	LSSC	Santa Fe
Roland Caster	Las Cruces Public Schools	Las Cruces
Weldon Perrin	State Dept. of Education	Santa Fe
Warren Nell	Superintendent, Artesia	Artesia
Jessie Rodgers	Public School Finance	Santa Fe
Phyllis Barber	LSSC	Santa Fe
Gordon King	Superintendent, Hagerman	Hagerman
Grady Mayfield	State Board of Education	Las Cruces
Carl Whittemore	Santa Fe Public Schools	Santa Fe
Dave Walker	Superintendent, Cobre	Cobre
Bill Giron	Director, DHI	Santa Fe
Louis McDonald	Coordinator, Special Education	Roswell
Kermitt Stuve	Executive Director, NMARC	Albuquerque
Ed Gaussoin	NEA	Santa Fe
Dr. Marian Barefoot	APS, Special Education	Albuquerque

The long range goals which evolved from this planning that directly affect the training institutions are:*

Program Expansion needs

1. There is no plan to implement a comprehensive Special Education program.

2. There is a need for flexibility and experimentation in developing needed procedures.

Program Quality

1. Revision of present and/or development of new training models to prepare personnel.

2. Local school needs a system that mandates accountability of Special programs.

3. Parent involvement procedures should be included.

4. Emphasis should be placed on identification, diagnosis, and placement of exceptional children in appropriate situations.

Evaluation and Diagnosis

1. Development of State certification standards.

2. Development of training programs for diagnosticians that are well versed in educational, psychologial, and bilingual testing procedures.

3. Development of a system for supervision of procedures developed for placement.

Special Education Funding Procedures

1. Inadequate numbers of staff members in Division of Special Education.

2. Regional Service Centers could provide a continuum of services if finances available.

3. Inadequate numbers of staff in training institutions.

In an effort to retest the validity of this state plan and the University of New Mexico's training plans, an advisory board was established to assist the faculty in their planning.

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*Taken from prepared Document State plans in press, Division of Special Education, New Mexico State Department of Public Instruction.

UNIVERSITY/PUBLIC SCHOOL SPECIAL EDUCATION COORDINATING COMMITTEE

Mr. Roger L. Luginbill, Superintendent of Schools, Roswell
Dr. Duane Smith, Director of Special Education, Los Alamos
Ms. Henrietta Mitchell, Teacher of Handicapped, Lovington
Mr. Wayne Powell, Vocational Rehabilitation Counselor, Clovis
Ms. Helen Westcott, Director, Division of Certification, State Department of Public Instruction, Santa Fe
Dr. Gary Adamson, Director Special Education, University of New Mexico, Albuquerque
Dr. Lloyd Lamb, Professor in Speech and Hearing, University of New Mexico, Albuquerque
Dr. Richard DeBlassie, Professor Educational Psychology, New Mexico State University, Las Cruces

TECHNICAL ASSISTANCE BOARD FOR STATE WIDE TRAINING NEEDS

Eastern New Mexico University, Portales

Dr. Harold K. Brasell
Mr. Tom Hartman
Mr. Bob Herman
Ms. Virginia Klapperich
Dr. Donald Trubey

New Mexico Highlands University, Las Vegas

Dr. Louis Aptelear
Dr. Eloy Gonzales

New Mexico State University, Las Cruces

Dr. Joy Brown
Dr. Edgar Garrett
Dr. Leonila P. Rivera
Dr. Jack O. L. Saunders
Dr. Darrell Willey

The University of New Mexico, Albuquerque

Dr. Gary Adamson*
Dr. James Everett
Dr. Roger Kroth
Dr. Richard McDowell
Dr. Sidney Rosenblum
Dr. Glen VanEtten
Dr. Bill Watson
Dr. Marian Works

*Chairman of University Board

The plans proposed in this project were shared with the following list of representatives and modifications suggested by them were incorporated.

1. Ron Shoemaker, 724 Maple S.E., Albuquerque,Public Schools, Coordinator Vocational Education
2. Jimie Wilson, 1717 Buena Vista, S.E., Albuquerque Public Schools, Coordinator Special Education
3. Clare Hummel, 2611 Eubank N.E., Albuquerque Public Schools, Coordinator Special Education
4. Jane Blumenfeld, 116 Woodland N.W., Albuquerque Public Schools, Coordinator Special Education
5. Lloyd Lamb, Department of Communicative Disorders, The University of New Mexico, Chairman
6. Henry Pepe, 1420 Edity, Albuquerque, State Department of Special Education, Director Fail-Save Continuum Project
7. Tom Lockwood, Albuquerque Public Schools, Director Special Services
8. Richard Holeman, The University of New Mexico, College of Education, Associate Dean
9. Don Lange, The University of New Mexico, Field Services Coordinator.
10. Earl M. Douglas, The University of New Mexico, Elementary Education, Professor
11. Marian Barefoot, Albuquerque Public Schools, Director of Special Education (Central Office)
12. Albert Gomez, Division of Special Education, State Department of Education
13. Bill Watson, The University of New Mexico, Special Education, Professor.
14. Marian Works, The University of New Mexico, Special Education, Professor
15. Joe Jenkins, Regional Resource Center, Assistant Director, Las Cruces.
16. Glen VanEtten, The University of New Mexico, Special Education, Professor
17. Joe Hurtado, The University of New Mexico, Student (Masters)
18. Viola Sierra, The University of New Mexico, Student (Doctoral)
19. Richard Howell, The University of New Mexico, Student (Masters)
20. Bill Wilson, The University of New Mexico, Student, (Doctoral)
21. Pearl E. Thompson, Director, Buean Vista Center for Retarded Children
22. Beverly A. Kurucz, 116 Woodland N.W., Albuquerque Public Schools, Coordinator of Special Education
23. Marcia C. Miles, Department of Communicative Disorders, The University of New Mexico, Professor
24. David J. Draper, Department of Communicative Disorders, The University of New Mexico, Professor
25. Jim Everett, Department of Special Education, The University of New Mexico, Professor

Program Objectives

The program objectives for the Special Education Department at the University of New Mexico will remain essentially the same in 1973-74 as those for 1972-73, and are an indication of the philosophy and goals of the on-going program. The extent to which the objectives have been met or in the process of being met will appear later in this report. Our new objectives for 1973-74 show additional specific goals and continuation of unfulfilled 1972-73 goals.

Following are the program objectives:

Objective 1: Place 480 in rural, southwest United States by 1976 (480 trained special education teachers and specialists).

Objective 2: To cooperate with other state training institutions and State Department of Public Instruction in assuring that 85% of the existing special education teachers in the State of New Mexico shall meet the State Special Education Certification by 1976.

Objective 3: To develop in conjunction with Albuquerque Public Schools a unique bilingual training site for handicapped children by 1974.

Objective 4: To develop in conjunction with Los Lunas Hospital a training site for severely retarded and emotionally disturbed children by 1975.

Objective 5: To develop in the immediate geographical area (cooperating agency yet unspecified) a training site for educational diagnosticians by 1974.

Objective 6: To establish by the fall of 1975 a Special Education Information and Tracking System in conjunction with the State Division of Special Education, a comprehensive service and manpower analysis thereby establishing a baseline from which program planning and implementation can be introduced and evaluated.

Objective 7: The Department of Special Education, University of New Mexico shall continue to act as a catalyst in the initiation of a state plan where cooperation and mutuality of planning may take place among the various departments of Special Education and Speech and Hearing in state universities and colleges.

Objective 8: To evaluate the University's (UNM) commitment to the Department of Special Education as measured by improvement in:

a) allotment of office space

b) new university positions

c) number of personnel on tenure

d) inter-intra college and departmental cooperation in training both regular and special educators.

Objective 9: To provide technical assistance in the development or expansion of Special Education services to rural and remote school districts in the form of workshops. These workshops will be primarily concerned with such topics as:

a) psychological and educational assessment

b) needs assessment

c) prescriptive teaching

d) concept of Special Education in the regular classroom

e) behavior management

University credit may be earned through participation in workshops.

Objective 10: To follow up the graduates of the Special Education training program at the University of New Mexico as to placement and additional training needs.

Objective 11: All students in Special Education will demonstrate an awareness of the unique social and cultural characteristics and implications thereof in the southwest through course work and planned participation in special activities.

Objective 12: To establish the first Special Education training program for educational diagnosticians in the state of New Mexico (see Program Development Grant available at the Special Education office).

PROGRAM EVALUATION: Teaching Level of Special Education Professors

	Advisement			Supervision			
Staff	Area	U.G.	Grad.	Fall	Spr	Sum	Total/ Year
Adamson G.	Dept. Chrm. & Inter	2	3				
Bransford, L.	M.R.	On Leave					
Everett, J.	Inter. & PDG	48 majors 58 minors	13FT	1	10	0	11
Kroth, R.	E.D.	14	1PT	2	6	2	10
McDowell, R.	E.D.	21	12FT 24PT	3	0	2	5
VanEtten, G.	L.D.	35	16FT 21PT	6	6	4	16
Watson, B.	L.D.	--	14FT	14	14	0	14*
Works, M.	M.R.	46	13FT 30PT	37	63	10	110**
Totals		224	72FT 76PT	63	99	18	116***

Full-time Student Enrollment: 296

Part-time Student Enrollment: 76

Total Student Enrollment: 372

*Aztec Program: 14 full year students.

**Graduate Assistants: (3) are utilized to assist in supervision.

***The Department of Special Education recognizes that it is impossible for its full time staff to adequately supervise the total number of students shown. Therefore, the Department utilizes the assistance of Master Teachers in the field to meet the need. See Section J on Supervision.

Program evaluation is based on degree of fulfillment of stated objectives; following are the objectives and degree of accomplishment:

Objective 1: Place in the schools, by the fall of 1976, approximately 480 additional trained teachers and specialists to serve approximately 17% of the 44,471 handicapped children currently not receiving any special services.

Results:

	1972	1973	1974	1975
B.S.	55	50		
M.S.	33	37		
Ph.D.	1	1		
Ed.D.	1	1		
Certification	11			
Total	101			

1972-73 is the first year that the University of New Mexico has offered a major at the undergraduate level. In addition, three faculty members were added to the UNM staff beginning with the 1972-73 school year.

Objective 2: At the end of a 3-year period, 75% of all Special Education teachers in the state shall meet state Special Education certification.

Results: (from State)

Information not available at this time.

Objective 3: To establish in cooperation with the Albuquerque Public Schools a unique training and service demonstration school which is representative of the state's population.

Results:

The Aztec School Project developed in conjunction with the Albuquerque Public Schools in the spring of 1972 became operational in the fall of 1972. Currently, students are being trained in this setting and will receive a master's degree by the end of the summer of 1973. The

Albuquerque Public Schools have enthusiastically supported the project and it is expected to continue as an exemplary demonstration school. In addition to the stated objective, the Fail-Save Continuum Project was begun in the summer of 1972. This program, reflecting a mutuality of financing, planning, and technical support among the State Department of Special Education, the Albuquerque Public Schools and the University of New Mexico, serves as a demonstration program for the delivery of services to handicapped children in rural and urban New Mexico. Currently, 10 teachers are working in this program.

Objective 4: To establish by the fall of 1973 a Special Education Information and Tracking System in conjunction with the State Division of Special Education, a comprehensive service and manpower analysis thereby establishing a baseline from which program planning and implementation can be introduced and evaluated.

Results: (State)

The establishment of a Special Education Information and Tracking System was not completely fulfilled. In lieu of the establishment of the formalized long range tracking system, a state wide survey was conducted by the State Department of Special Education to ascertain the number of children who should be served in the state. The data received from this survey give some guidance for future planning by state training institutions. However, it is still being planned to continue to identify and locate children eligible for service.

Objective 5: The Department of Special Education, University of New Mexico shall act as a catalyst in the initiation of a state plan where cooperation and mutuality of planning may take place among the various departments of Special Education and

Speech and Hearing in state universities and colleges.

Results:

Members of the University of New Mexico faculty have served on state wide planning committees and have served as consultants throughout the state and the southwest. In addition, the UNM Special Education faculty met with faculties from the other state universities and representatives of the State Department of Special Education in formal planning sessions during 1972 to discuss certification, training programs for educational diagnosticians, etc. As a result of these meetings, a survey of universities' competencies, areas of training, and expertise are being surveyed. The results will be used to set priorities for training by the various universities with the objective of reducing overlap and the development of training in low incidence areas.

Objective 6: To evaluate the university's (UNM) commitment to the Department of Guidance and Special Education as measured by improvement in:

a) allotment of office space

b) new university positions

c) number of personnel on tenure

d) inter-intra college and departmental cooperation in training both regular and special educators.

Results:

Minimal office space is available at UNM and future growth will necessitate alternative procedures. However, emphasis in the Department of Special Education is on community based training programs, so efforts will be made to secure facilities in the community.

Objective 7: To provide technical assistance in the development or expansion of Special Education services to rural and remote

school districts in the form of 16 workshops. These workshops will be primarily concerned with such topics as:

a) psychological and educational assessment

b) needs assessment

c) concept of Special Education in the regular classroom

d) prescriptive teaching

e) behavior management

University credit may be earned through participation in workshops.

Results:

Objective 7 was not fulfilled. Due to lack of funds and staff time, only a few workshops were conducted throughout the state during the 1972-73 school year.

Objective 8: To follow up the graduates of the Special Education training program at the University of New Mexico as to placement and additional training needs.

Results:

A follow-up of the 1972 graduates was conducted. The results are reported under Objective 1. A list of special education students and their current placement is attached (see Attachment A).

Objective 9: All students in Special Education will demonstrate an awareness of unique social and cultural characteristics and implications thereof in the southwest. This will be demonstrated in the following manner.

Results:

All students in Special Education are required to take at least one course in cross-cultural education. Many students take additional courses in Southwest History, Navajo Education, Art, etc. In addition, a

Cultural Awareness component was added to the summer EPDA Program.

Objective 10: To establish in the State of New Mexico the first Special Education Administration Training Program for local and state leadership personnel.

Results:

Objective 10 was not fulfilled. The Program Development Grant was refused for the 1972-73 grant with the suggestion that it be resubmitted for the 1973-76 grant period. After discussions with the various state universities and the State Department of Special Education, a modification of the previous PDG was established as high priority in the State Wide Plan. In July through a cooperative effort with the Regional Resource Center, New Mexico State University and a grant from the United States Office of Education, training will begin for this program.

APPENDIX A

UNM Special Education Graduates

ME	YEAR GRADUATED	DEGREE	TYPE OF AWARD	CURRENT STATUS	
, Lassiter	1967	BA	SR. Trainee	Sp.Ed.	Albuquerque
ta Scott	1968	MA	ED Fellow	Sp.Ed.	Las Cruces
iel Rivera	1968	MA	MR Fellow	Job Corps	Albuquerque
h Kessinger	1968	MA	- - - - - - - -	Reg.Ed.	Albuquerque
olyn Ann Goldenberg	1968	MA	- - - - - - - -	Prog. for Child.	Albuquerque
h James	1968	MA	- - - - - - - -	Sp.Ed.	Albuquerque
oy L. Ortiz	1968	MA	MR Fellow	Biling. Ed.	Albuquerque
sten Underwood	1968	BA	SR. Trainee	Sp.Ed.	Albuquerque
evieve Bonto	1968	BA	SR. Trainee	Sp.Ed.	California
ie Fischer	1968	BA	SR. Trainee	Sp. Ed.	Illinois
anne C. Harvey	1968	BA	SR. Trainee	Reg.Ed.	Albuquerque
cy L. Sanches	1968	BA	SR. Trainee	Sp.Ed.	Albuquerque
y Schenck	1968	BA	SR. Trainee	Speech Therapist	Utah
l Zimmer	1968	BA	- - - - - - - -	Grad. Student	UNM
cedes Belarde	1969	MA	- - - - - - - -	Sp.Ed.	Albuquerque
dred Bild	1969	MA	ED Fellow	Sp.Ed.	Albuquerque
a Cavallero	1969	MA	ED Fellow	Sp.Ed.	Los Lunas
ilyn Chernoff	1969	MA	- - - - - - - -	Sp.Ed.	Albuquerque
riel Contreras	1969	MA	Summer Train.	Sp.Ed.	Los Lunas
Halliday	1969	MA	- - - - - - - -	Prog. for Child.	Albuquerque
l Moeny	1969	MA	ED Fellow	Georgia State College	
Niece Robinson	1969	MA	State Fellow	State Dept.	Santa Fe
ole Schiffli	1969	MA	- - - - - - - -	Sp.Ed.	Albuquerque
Schoemaker	1969	MA	- - - - - - - -	Sp.Ed.	Albuquerque
nadette Silva	1969	MA	MR Fellow	Sp.Ed.	New York
Taylor	1969	MA	- - - - - - - -	Sp.Ed.	New Hampshire
Thomason	1969	MA	- - - - - - - -	Sp.Ed.	Albuquerque
ty Tsao	1969	MA	- - - - - - - -	NIE	New York
e Wan	1969	MA	- - - - - - - -	Prog. for Child.	Albuquerque
dred Williams	1969	MA	- - - - - - - -	Sp.Ed.	Nevada
t Bennett	1969	MA	- - - - - - - -	Sp.Ed.	Colorado
h Chapin	1969	MA	- - - - - - - -	UTL	
ris Griffin	1969	MA	- - - - - - - -	Reg.Ed.	Albuquerque
herine Knight	1969	MA	- - - - - - - -	Reg.Ed.	Albuquerque
ron Mitchell	1969	MA	- - - - - - - -	Sp.Ed.	Nevada
ricia Sherril	1969	MA	- - - - - - - -	Reg.Ed.	Albuquerque
bara Stubbs	1969	MA	- - - - - - - -	Sp.Ed.	Mora
lvia Watts	1969	MA	- - - - - - - -	Sp.Ed.	North Dakota
orah Cain	1969	BA	SR. Trainee	Sp.Ed.	Florida
ilyn Daly	1969	BA	- - - - - - - -	Sp.Ed.	Santa Fe
raine Gutierrez	1969	BA	- - - - - - - -	Grad. Student	UNM
da Avery	1969	BA	SR. Trainee	UTL	

DE: Sp.Ed. = Special Education
Reg.Ed. = Regular Education
NIE = Not in Education
UTL = Unable to locate
Grad. = Graduate

ME	YEAR GRADUATED	DEGREE	TYPE OF AWARD	CURRENT STATUS	
thy Bolles	1969	BA	SR. Trainee	Reg.Ed.	Albuquerque
nnanne Fontecchio	1969	BA	SR. Trainee	Playboy Bunny	Wisconsin
ra Gutierrez	1969	BA	SR. Trainee	Sp.Ed.	Colorado
dy Jeffrey	1969	BA	SR. Trainee	Reg. Ed.	Texas
arcn Jones	1969	BA	- - - - - - - - -	UTL	
ry Ann Russek	1969	BA	- - - - - - - - -	Sp.Ed.	Arizona
irley Schultz	1969	BA	- - - - - - - - -	Reg.Ed.	Texas
nice Sleeper	1969	BA	SR. Trainee	Sp.Ed.	Albuquerque
th Burquete	1970	MA	- - - - - - - - -	Reg.Ed.	Albuquerque
ward L. Chacon	1970	MA	ED.Fellow	Sp.Ed.	Los Lunas
rbara Churchill	1970	MA	Summer Trainee	Sp.Ed.	Santa Fe
ward Dvorak	1970	MA	Ed Fellow	Grad. Student	NMS
mael D. Gallegos	1970	MA	MR Fellow	Sp.Ed.	Los Lunas
lph Garcia	1970	MA	- - - - - - - - -	Sp.Ed.	Las Cruces
rraine Gutierrez	1970	MA	MR Fellow	Grad. Student	UNM
chael Henry	1970	MA	- - - - - - - - -	NIE	Albuquerque
dith Kay Lassiter	1970	MA	Summer Trainee	Sp.Ed.	Albuquerque
izabeth Linneman	1970	MA	ED Fellow	Sp.Ed.	Albuquerque
th Miksovie	1970	MA	- - - - - - - - -	Kindergarten	Albuquerque
aine Reed	1970	MA	ED Fellow	UTL	
drey Gilleland	1970	MA	- - - - - - - - -	Sp.Ed.	Bernalillo
nna Lee Groves	1970	MA	- - - - - - - - -	Sp.Ed.	Albuquerque
chard Miller	1970	MA	- - - - - - - - -	NIE	Albuquerque
izabeth Paak	1970	MA	- - - - - - - - -	Sp.Ed.	Albuquerque
ry Ackroyd	1970	MA	- - - - - - - - -	Reg.Ed.	Albuquerque
nna Clark	1970	MA	Summer Trainee	Biling. Ed.	Albuquerque
rri Dunkle	1970	MA	NDEA Fellow	Clarian State, Pennsylvania	
vid Gillman	1970	MA	- - - - - - - - -	Sp.Ed.	Texas
an Harris	1970	MA	- - - - - - - - -	Sp.Ed.	Magdalena
verely Kurucz	1970	MA	- - - - - - - - -	Sp.Ed.	Albuquerque
D. Maes	1970	MA	ED Fellow	Sp.Ed.	Albuquerque
rjorie McCament	1970	MA	- - - - - - - - -	SEIMC	Albuquerque
nda Tucker	1970	MA	MR Fellow	Sp.Ed.	New Mexico
gela Wanielista	1970	MA	- - - - - - - - -	Sp.Ed.	Illinois
ne Yeggi	1970	MA	- --- - - - - -	NIE	
tsy Yost	1970	MA	- - - - - - - - -	Reg. Ed.	Albuquerque
oria Hathaway	1970	BA	- - - - - - - - -	Job Corps	Albuquerque
ma Kawalec	1970	BA	- - - - - - - - -	Sp.Ed.	Albuquerque
thleen E. McGuckin	1970	BA	- - - - - - - - -	Sp.Ed.	California
tty Ann Trujillo	1970	BA	- - - - - - - - -	Sp.Ed.	Belen
verly J. Bentzen	1970	BA	SR. Trainee	Sp.Ed. - Nazareth	Albuquerque
nnie Armstrong	1970	BA	SR. Trainee	Sp.Ed.	Florida
tricia Dingman	1970	BA	- - - - - - - - -	NIE	
rbara Howell	1970	BA	SR. Trainee	Sp.Ed.	Albuquerque
ren Kahn	1970	BA	SR. Trainee	Reg. Ed.	Texas
len Lundergan	1970	BA	SR. Trainee	Sp.Ed.	Albuquerque
anita Torres	1970	BA	- - - - - - - - -	Sp.Ed.	Belen
tty Veal	1970	BA	SR. Trainee	UTL	
ra E. Lovato	1970	BA	- - - - - - - - -	Sp.Ed.	Los Lunas
thleen McCann	1970	BA	- - - - - - - - -	Sp.Ed.	Cochiti
rbara Cowsert	1970	BA	- - - - - - - - -	Sp.Ed. - (70-71)	Albuquerque
semary Hillimeyer	1970	BA	- - - - - - - - -	Sp.Ed.	Albuquerque
lie Machtunger	1970	BA	SR. Trainee	Reg.Ed.	California
nda Scofield	1970	BA	- - - - - - - - -	Sp.Ed. - (70-71)	Albuquerque
hn Michael Ortiz	1970	BA	Summer Trainee	Sp.Ed.	Albuquerque

AME	YEAR GRADUATED	DEGREE	TYPE OF AWARD	CURRENT STATUS	
en Baca	1971	MA	EPDA Fellow	Sp.Ed.	Santa Fe
arbara Clute	1971	MA	- - - - - - - -	Sp.Ed.	New York
izanne Ralls	1971	MA	- - - - - - - -	Sp.Ed.	Albuquerque
nari Cole Anaya	1971	MA	- - - - - - - -	Sp.Ed.	Morarity
eri Jean Degler	1971	MA	ED Fellow	NIE	
arolyn Epperson	1971	MA	- - - - - - - -	Sp.Ed. - Gables	Albuquerque
errence Hannon	1971	MA	- - - - - - - -	Sp.Ed.	Albuquerque
aria Hurtado	1971	MA	- - - - - - - -	Grad. Student	UNM
amela Novat	1971	MA	- - - - - - - -	Reading	Albuquerque
athleen Nunes	1971	MA	- - - - - - - -	Sp.Ed.	Los Lunas
iane Marie Putman	1971	MA	- - - - - - - -	Reg.Ed.	Albuquerque
ulianne Scurry	1971	MA	- - - - - - - -	SEIMC	Albuquerque
effrey Trujillo	1971	MA	MR Fellow	Sp.Ed.	California
aula Trujillo	1971	MA	- - - - - - - -	Sp.Ed.	California
illy White	1971	MA	- - - - - - - -	Sp.Ed.	North Carolina
ary Sue Niece	1971	MA	EPDA Fellow	Reg.Ed.	Albuquerque
aul Aguilar	1971	MA	EPDA Fellow	BIA	Albuquerque
eonard M. Baca	1971	MA	EPDA Fellow	WICHE	Colorddo
arold Bailey	1971	MA	EPDA Fellow	Sp.Ed.	Albuquerque
ouise A. Bazan	1971	MA	- - - - - - - -	Sp.Ed.	California
ylvia F. Blakslee	1971	MA	EPDA Fellow	Sp.Ed.	New Hampshire
arcia G. Bumkens	1971	MA	- - - - - - - -	Sp.Ed.	Albuquerque
oe R. Bustos	1971	MA	EPDA Fellow	Reg.Ed.	Espanola
lice S. Crokett	1971	MA	EPDA Fellow	Reg.Ed.	Cerants
llen C. Grassl	1971	MA	EPDA Fellow	NIE	Albuquerque
harles D. Gutierrez	1971	MA	EPDA Fellow	Sp.Ed.	Colorado
lchele L. Harrigan	1971	MA	ED Fellow	Sp.Ed.	Albuquerque
anet F. Harriman	1971	MA	- - - - - - - -	Sp.Ed.	Albuquerque
imon J. Hladyshewsky	1971	MA	EPDA Fellow	Reg.Ed.	Ohio
ouglas P. Johnson	1971	MA	- - - - - - - -	Sp.Ed.	Albuquerque
irley H. Lalli	1971	MA	EPDA Fellow	Sp.Ed.	Roswell
ary McCarthy	1971	MA	- - - - - - - -	UTL	
ydia H. McEntire	1971	MA	- - - - - - - -	Reg.Ed.	Albuquerque
izanne P. Parker	1971	MA	NDEA Fellow	Prog. for Child.	Albuquerque
athryn H. Peloquin	1971	MA	- - - - - - - -	Sp.Ed.	Albuquerque
everly A. Perrault	1971	MA	EPDA Fellow	Sp.Ed.	Albuquerque
iphne G. Rowden	1971	MA	ED Fellow	Sp.Ed.	Albuquerque
len D. Spengler	1971	MA	- - - - - - - -	Sp.Ed.	California
tricia A. Trujillo	1971	MA	MR Fellow	Job Corps	Oregon'
rgaret J. Williams	1971	MA	- - - - - - - -	Reg.Ed.	Albuquerque
nora L. Wollman	1971	MA	- - - - - - - -	Sp.Ed.	Albuquerque
ndy Morris	1971	MA	- - - - - - - -	Sp.Ed.	Ft. Sumner
irley Shaffer	1971	MA	- - - - - - - -	Sp.Ed.Center	Albuquerque
lissa Sielick	1971	MA	- - - - - - - -	Sp.Ed.	T or C
annette Smith	1971	MA	MR Fellow	Grad. Student	UNM
ndra Dillon	1971	BA	- - - - - - - -	Grad. Student	UNM
thleen Matey	1971	BA	- - - - - - - -	Sp.Ed.	Los Lunas
thleen McCann	1971	BA	- - - - - - - -	Sp.Ed.	Cochitti
aron Ellis	1971	BA	- - - - - - - -	Sp.Ed.	Socorro
thony S. Espinoza	1971	BA	SR. Trainee	Sp.Ed.	Albuquerque
ry Louise Maes	1971	BA	SR. Trainee	Sp.Ed.	Albuquerque
rol Ortiz	1971	BA	- - - - - - - -	Reg.Ed.	California
ymond G. Bierner	1971	BA	- - - - - - - -	Sp.Ed.	Grants
rry D. Cox	1971	BA	- - - - - - - -	Grad. Student	UNM
semary Spencer	1971	BA	- - - - - - - -	Sp.Ed.	Albuquerque
ane Dietrich	1971	BA	SR. Trainee	NIE	Albuquerque

ME	YEAR GRADUATED	DEGREE	TYPE OF AWARD	CURRENT STATUS	
lleen Mary Hogan	1971	BA	- - - - - - - -	Reg.Ed.	Texas
y E. Karr	1971	BA	SR. Trainee	UTL	
rnadette E. Lopez	1971	BA	SR. Trainee	NIE	Albuquerque
nnifer M. McDonell	1971	BA	SR. Trainee	Head Start	Arizona
dity L. Nunnally	1971	BA	SR. Trainee	Sp.Ed.	Albuquerque
ndra J. Otto	1971	BA	SR. Trainee	Sp.Ed.	Albuquerque
urie S. Roach	1971	BA	- - - - - - - -	Sp.Ed.	Albuquerque
mela Brown	1971	BA	- - - - - - - -	NIE	Albuquerque
ry Johnell Hale	1971	BA	- - - - - - - -	Grad. Student	UNM
ne Marie Otto	1971	BA	- - - - - - - -	Sp.Ed.	Georgia
ry Higgins	1971	BA	- - - - - - - -	Reg.Ed.	Albuquerque
ephanie Wilson	1971	BA	SR. Trainee	Sp.Ed.	Albuquerque
ne Kuehne	1971	BA	- - - - - - - -	NIE	Albuquerque
eryl Ann Yeakel	1971	BA	- - - - - - - -	Reg.Ed.	Albuquerque
yde Archebeque	1971	BA	SR. Trainee	Sp.Ed.	Albuquerque

Doctorates from UNM
With Major Emphasis in Special Education

chard Meachem	1969	Ph.D.	State Fellow	College of Santa Fe
dy Dettre	1969	Ed.D.	- - - - - - - -	Denton, Texas - Public Schools
n Brooks	1970	Ed.D.	State Fellow	Appalachian State, Boone, N.C.
nie Lang	1970	Ed.D.	- - - - - - - -	University of Minnesota
arles Owen	1971	Ed.D.	- - - - - - - -	Virginia, Commonwealth U.
izabeth Hirsch	1971	Ph.D.	- - - - - - - -	Los Lunas State Hospital
ll Moeny	1971	Ed.D.	- - - - - - - -	West Georgia State
oy Gonzalez	1972	Ph.D.	- - - - - - - -	Highlands University, N.M.

UNM Special Education Graduates in 1972

AME	MAJOR/MINOR	DEGREE	TYPE AWARD	CURRENT STATUS
len, Janet Louise	Speech/Sp.Ed.	BA	None	Tchg. Sp.Ed. - Alaska
rennan, Alice Margaret	Sp.Ed/English	BA	None	Sub-Tchg. Albuquerque
ulhaber, Lauralee	Speech/Sp.Ed.	BA	None	UTL
rden, Jeanette	Sp.Ed/Hlth.Ed.	BA	None	Hostess - Braniff
ewellyn, Kathy Sue	Hist/Sp.Ed.	BA	None	Not Teaching
lson, Karen	Sp.Ed.	BA	None	Differ.Ed., Los Alamos
Connell, Ann	Hist/Sp.Ed.	BA	None	Reg.Ed., Texas
att, Daniel	Soc.Si/Sp.Ed.	BA	None	Sp.Ed., Albuquerque
ne, Barbara	Sp.Ed/Psy.	BA	None	Sp.Ed., Albuquerque
nce, Elizabeth	Sp.Ed/Eng.	BA	None	Sp.Ed., Selma, Alabama
rmijo, Darlene	Elem.Ed/Sp.Ed.	BA	None	Teacher Corps
ca, Mario	Elem.Ed/Sp.Ed.	BS	None	Sp.Ed., Albuquerque
ughman, Patricia	Elem.Ed/Sp.Ed.	BS	None	UTL
ll, Patricia	Elem.Ed/Sp.Ed.	BS	None	Sp.Ed., Albuquerque
amberlin, Rachel	Elem.Ed./Sp.Ed.	BS	None	Elem.Ed., Moriarty
avez, Charlene	Elem.Ed/Sp.Ed.	BS	None	Elem.Ed., Albuquerque
ork, Glenna	Elem.Ed/Sp.Ed.	BS	None	Elem.Ed., Albuquerque
atow, Jaclyn	Elem.Ed/Sp.Ed.	BS	None	Sp.Ed., Forth Worth, Texas
edenberg, Terry	Elem.Ed/Sp.Ed.	BS	None	UTL
ttox, Keri Ann	Elem.Ed/Sp.Ed.	BS	None	Sp.Ed., Albuquerque
gging, Betty Sue	Elem.Ed/Sp.Ed.	BS	None	Reg.Ed., Albuquerque
rtado, Joseph	Elem.Ed/Sp.Ed.	BS	None	Grad.Assist., UNM
nd, Barbara	Elem.Ed/Sp.Ed.	BS	None	Sp.Ed., Grants, N.M.

E	MAJOR/MINOR	DEGREE	TYPE AWARD	CURRENT STATUS
lor, Deborah	Elem.Ed/Sp.Ed.	BS	None	UTL
erson, Margaret	Elem.Ed/Sp.Ed.	BS	None	Reg.Ed., Albuquerque
ves, Martha	Elem.Ed/Sp.Ed.	BS	None	Grad. Student, UNM
nolds, Cynthia	Elem.Ed/Sp.Ed.	BS	None	UTL
chez, Louella	Elem.Ed/Sp.Ed.	BS	None	Reg.Ed.
et, Nita	Elem.Ed/Sp.Ed.	BS	None	Reg.Ed., Anthony, N.M.
n, William	Indus.Arts/Sp.Ed.	BS	None	I.A./Sp.Ed., Santa Fe
ncia, Emanual	Sp.Ed.	MA	EPDA	Sp.Ed., Albuquerque
gett, Patricia	Sp.Ed.	MA	- - - -	Sp.Ed., Albuquerque
lds, Mary	Sp.Ed.	MA	- - - -	Sp.Ed., New York
is, Doris	Sp.Ed.	MA	- - - -	UTL
ainant, Levonne	Sp.Ed.	MA	- - - -	Sp.Ed., Albuquerque
legos, Manual	Sp.Ed.	MA	EPDA	Sp.Ed., Albuquerque
zales, Edward	Sp.Ed.	MA	BEH	Grad. Student, State Department
an, Judy	Sp.Ed.	MA	- - - -	Not working
eph, Nancy	Sp.Ed.	MA	EPDA	Sp.Ed., Albuquerque
fman, Paulette	Sp.Ed.	MA	BEH	Sp.Ed., Albuquerque
coln, Pamela	Sp.Ed.	MA	- - - -	Sp.Ed., Albuquerque
er, Linda	Sp.Ed.	MA	EPDA	SanFelipe, BIA
es, Shirley	Sp.Ed.	MA	- - - -	Sp.Ed., Private
sif, Jennifer	Sp.Ed.	MA	EPDA	Unemployed
se, Mary Sue	Sp.Ed.	MA	EPDA	Sp.Ed., Denver
iz, John	Sp.Ed.	MA	- - - -	Grad. Student
des, Richard	Sp.Ed.	MA	- - - -	Reg.Ed., Bernallilo, N.M.
mond, William	Sp.Ed.	MA	- - - -	Sp.Ed., Mass.
chez, Gilbert	Sp.Ed.	MA	- - - -	UTL
der, Alma	Sp.Ed.	MA	EPDA	Sp.Ed., California
ve, Mary	Sp.Ed.	MA	- - - -	Homebound, Albuquerque
hrey, Albert	Sp.Ed.	MA	EPDA	Sp.Ed., Albuquerque
goner, Donna	Sp.Ed.	MA	BEH	Sp.Ed., Albuquerque
lliams, Ronald	Sp.Ed.	MA	EPDA	Sp.Ed., Albuquerque
ha, Stanley	Speech/Sp.Ed.	BA	- - - -	Sp.Ed., BIA, Isleta
eyta, Silvia	Elem.Ed/Sp.Ed.	BA	- - - -	Sp.Ed., Albuquerque
acone, Philip	Elem.Ed/Sp.Ed.	BA	- - - -	Sp.Ed., Santa Fe
dd, Jacqueline	Sp.Ed/Elem.Ed.	BA	- - - -	Unemployed
am, Gail	Sp.Ed.	MA	- - - -	Sp.Ed., Albuquerque
ck, Randolph	Sp.Ed.	MA	- - - -	Sp.Ed., Los Lunas
anch, Dennis	Sp.Ed.	MA	- - - -	Sp.Ed., Albuquerque
rchner, Susan	Sp.Ed.	MA	- - - -	Sp.Ed., Albuquerque
ehbiel, Roberta	Sp.Ed.	MA	BEH	Vista Larga, Private, Albuquerque
chaelson, Pamela	Sp.Ed.	MA	- - - -	Sp.Ed., Phoenix
ckerson, Judy	Sp.Ed.	MA	- - - -	Sp.Ed., Silver City, N.M.
driquez, Maria	Sp.Ed.	MA	- - - -	Sp.Ed., Albuquerque
iesen, Thomas	Sp.Ed.	MA	- - - -	Sp.Ed., Albuquerque
nauss, Sharon	Sp.Ed.	MA	BEH	Sp.Ed., Albuquerque
rri, Louis	Sp.Ed.	Ed.D.		
zales, James	Sp.Ed.	Ph.D.	State Grant	Div. Early Childhood Rocky Mountain Federation Denver, Colorado

Department of Special Education
James S. Everett
Assistant Professor

Composite of information requested on individual biographical supplements:

4. Publications and 6. Activities:

Everett, J. S. A Competency Based Approach for Training Educational Diagnosticians. Unpublished Guide for Universities in the State of New Mexico. Paper presented at the Statewide Planning Committee for Special Education, Santa Fe, New Mexico, March 1973.

Everett, J. S. "Current Issues in Special Education Administration and Suggested Alternatives." Paper presented to Association for Retarded Children, Albuquerque, New Mexico, January, 1973.

8. Non-teaching University service:

Special Education Representative for Universities and Colleges in the State of New Mexico for "Projection Activities Report" (State Plans), State Department of Education, Division of Special Education, Santa Fe, New Mexico.

State Department of Special Education, State Standards for Special Education Services, Santa Fe, New Mexico.

Task Force Director for Planning and Training for Educational Diagnosticians for the State of New Mexico

Task Force Member, "Field Services Committee," College of Education, University of New Mexico.

Undergraduate Curriculum Committee Member, College of Education.

Chairman, 10 Master of Art theses.

Department of Special Education
Roger Kroth
Associate Professor

Composite of information requested on individual biographical supplements.

4. Publications:

"Facilitating Educational Progress By Improving Parent Conferences," Focus on Exceptional Children, December, 1972, Vol. 4, No. 7, pages 1 -10.

"Considerations in the Use of Behavioral Management Techniques," Kansas Elementary Principals' Magazine, Winter, 1972, Vol. 15, No. 1, pages 12-13.

"The Behavioral Q Sort As a Diagnostic Tool," Academic Therapy, Spring, 1973, Vol. 8, No. 3, pages 317-330.

5. Other research project or creative work:

Development of a slide-tape presentation on Target-Behavior, a Behavioral Q Sort for in-service training.

Contracted for a book on parent counseling with Love Publishing Co., Denver, Colo.

6. Activities in learned and professional societies:

Bureau of Education for the Handicapped, (HEW) RUview Panel.

Bureau of Education for the Handicapped, (HEW) Field Reader.

Member of National Advisory Board and Training Consortium - Bureau of Education for the Handicapped, (HEW).

Presentation - "Target Behavior as a Diagnostic Tool," National Council of Exceptional Children, Dallas, Texas, April, 1973.

Talks to educational groups, state department personnel in New Mexico, Arizona, Texas, Kansas and North Dakota.

7. Other professional activities:

Consultant to APS - Special Education in East Area - workshop with teachers.

Consultant to APS - Guidance Department with Wayne Maes in East Area - workshop with counselors and administrators.

Department of Special Education
Roger Kroth
(con't)

8. Non-teaching University service:

Member of the Multicultural Committee, College of Education.

Member of the Dean's Search Committee, College of Education (alternate).

Department of Special Education
Billy L. Watson
Associate Professor

Composite of information requested on individual biographical supplements.

4. Publications:

"Factor Analysis of the Revised ITPA With Underachieving Children," coauthor with Gary Burns, Journal of Learning Disabilities, June, 1973.

5. Other research projects or creative work:

Faculty Research Grant - Short term memory - M.R. & L.D. - Director, Aztec Project.

6. Activities in learned and professional societies:

Presentation of University training of L.D. personnel, International Convention of Association for Children with Learning Disability, March 1973 - Attended Convention of Council for Exceptional Children, April 1973.

7. Other professional activities:

Presentation on Aztec Project - Local Unit of the Council for Exceptional Children.

Participant, Conference on Special Education sponsored by the Navajo Tribe.

8. Non-teaching University service:

Supervised as Chairman 11 Master's theses.

9. Public service:

Educational Director, Pennsylvania St. Church of Christ - 40 teachers.

Department of Special Education
Glen VanEtten
Associate Professor

Composite of information requested on individual biographical supplements.

6. Activities in learned and professional societies:

Paper presented to 51st Annual Conference of the Council of Exceptional Children. Dallas, Texas, April 1973. "Task Analysis As a Diagnostic Approach in Special Education."

Department of Special Education
Richard L. McDowell
Associate Professor

Composite of information requested on individual biographical supplements:

6. Activities:

Professional paper read: "Parent Involvement" International Conference for the Council for Exceptional Children, Dallas, Texas, April 1973.
Attended: Conference on Behavior Modification, Los Angeles, Calif., October 1972.

Attended: Conference on Behavior Modification, Denver, Colorado, March 1973.

7. Other professional activities:

Instructor: "Behavior Management," In-Service Training, APS, Albuquerque, November 1972.

Director: Parent Workshops in Behavior Management, North Area, APS.

Director: Parent Workshop, Albuquerque Special Pre-school, Albuquerque, Spring, 1973.

8. Non-teaching University Service:

Graduate Curriculum Committee, College of Education.

Human Research Committee, College of Education.

9. Public Service:

President, Board of Directors, St. Anthony Child Care Center, Albuquerque.

Member, Board of Directors, New Mexico Association for Children with Learning Disabilities.

Member, Board of Directors, New Mexico Association for Children with Severe Communication and Behavior Disorders.

Member, Advisory Board, Educational Program, Nazareth Hospital, Albuquerque.

Department of Special Education
Gary W. Adamson
Associate Professor
Chairman

Composite of information requested on individual biographical supplements.

4. Publications

"Guiding Children Individually" presented at Nisonger Center, Columbus, Ohio, published in Convention Reports.

Educational Dictionary published by Select-Ed Inc., Spring 1973.

Prescriptive Materials Retrieval System published Spring 1973, Select-Ed. Inc. 2nd Edition.

Basic Educational Skills Inventory, revised Spring 1973, Select-Ed Inc.

6. Activities in learned and professional societies:

Bureau of Education for Handicapped, Review panel (Division of Training).

Bureau of Education for Handicapped Field Reader (Division of Training).

Bureau of Education for Handicapped Field Reader (Division of Research).

Mini-Workshops on Individual Educational Prescriptions in APS (10 to various schools).

7. Other Professional activities:

Consultant to Fail-Save Project jointly supervised by State Department and Albuquerque Public Schools.

Consultant to EPDA Project on in-service training, Olathe Unified School System, Olathe, Kansas.

Appointed by State Board of Education to the Advisory Board for the Department of Special Education.

Chairman, University Organization of Special Education trainers.

Chairman, Committee to Rewrite State Certification Standards for Special Education Teachers.

Director, Northwest Regional Special Education Instructional Materials Center.

INSTITUTE FOR CULTURAL PLURALISM

College of Education The University of New Mexico, Albuquerque

Final Report July 1973

SOUTHWEST CENTER FOR CULTURAL PLURALISM

TECHNICAL ASSISTANCE IN

CULTURAL PLURALISM AND SYSTEMATIC MANAGEMENT

FOR TEACHER CORPS

FINAL REPORT

ON

SOUTHWEST CENTER FOR CULTURAL PLURALISM

TECHNICAL ASSISTANCE IN

CULTURAL PLURALISM AND SYSTEMATIC MANAGEMENT

FOR TEACHER CORPS

U.S. OFFICE OF EDUCATION
GRANT NO. OEG-0-73-0035 (715)
AUGUST 1, 1972 - JULY 31, 1973

INTRODUCTION

This represents a written report of the technical assistance project contracted to the Institute for Cultural Pluralism by Teacher Corps Grant under the U.S.O.E. Grant No. OEG-0-73-0035 (715).

Projects in the field have generally expressed acceptance and support for the technical assistance effort. However, project personnel remain confused concerning the role and function of technical assistance because it has not been clearly defined for them by the Washington office.

The Technical Assistance Center was established to provide assistance to local Teacher Corps projects which would be monitored by Program Specialists from the Washington staff but would receive assistance in project operations by the Institute via project analysts who are specially trained in discrepancy analysis techniques. This function will be fully realized when criteria for coordination with the monitoring effort by the Washington office is established.

The need for which this project was established is still very great. The Washington office is more understaffed than it has ever been. It cannot provide local projects with the help they need to achieve their project objectives and to comply with T.C. Guidelines.

The report is written in the following format: General Objective, followed by the Specific Objectives as they were written in the project proposal is presented. Following each specific objective is a statement on the status of that objective.

SOUTHWEST CENTER FOR CULTURAL PLURALISM

TECHNICAL ASSISTANCE IN

CULTURAL PLURALISM AND SYSTEMATIC MANAGEMENT

FOR TEACHER CORPS

Final Report

A. General Objective. To develop programs and provide consultation and technical assistance in cultural pluralism via community, home, cultural awareness and language training (CHCALT), and to help local projects ascertain needs for technical assistance in competency-based education and to coordinate such assistance.

A.1. Specific Objective. To further carry out the already initiated CHCALT program.

As a part of the CHCALT program, a conference for developing a philosophy of education for the Mexican American was held on the University of Texas campus at Austin in November, 1971. The conference proceedings were printed in manuscript form. In the Spring of 1972, the manuscript was circulated among educators of Mexican American children who evaluated its implications for education. The manuscript was revised to incorporate the educators' comments. It was submitted for publication in June, 1973 and will be published in book form by Appleton-Century-Crofts in January, 1974.

It had been planned to produce similar conferences for developing Indian and Black philosophies of education

during this year but funds were not available. A conference on Indian Education was sponsored by Teacher Corps in Denver, Colorado. Plans now are to evaluate the Denver conference proceedings for possible use in the CHCALT model.

A.2. Specific Objective. To field test, modify, and evaluate programs of oral language training procedures (OLAT).

Modules for OLAT were developed and field tested with Teacher Corps interns at four sites in the Spring of 1972. Adams State College, Alamosa, Colorado; University of Houston; San Diego State University and at the University of Texas at El Paso. These modules are oriented to assessment of the language of children with Spanish and Black dialect influences. The field testing was embedded in a research design to assess the effectiveness of the OLAT modules. The result of this field test is reported in the document submitted to Teacher Corps in May, 1973 entitled: Oral Language Assessment Training; a First Field Test of Instructional Modules. The modules were revised and field tested again in the spring semester of 1973 at the University of Hartford; The University of New Mexico; Texas A & I University at Laredo; the University of Texas at Austin, and the University of Texas at El Paso. The report on the second field test will be submitted to Teacher Corps in August, 1973. After revisions the modules

will then be field tested in a larger setting before they are finalized.

A.3. Specific Objective. To provide consultation and technical assistance to local Teacher Corps projects in cultural pluralism via community, home, cultural awareness, and language training.

Three project analysts participated in two three day sessions on CHCALT. Strategies for assisting local programs were developed. Assistance has been provided to the following T.C. projects: Texas A & I; Adams State; University of Hartford; San Diego State; New Mexico State University; and Texas A & I University. As in objective A.3 full implementation of this objective requires coordination with program specialists from the Washington office. Systematic procedures with the Programs Branch for this effort need to be established.

A.5. Specific Objective. To perform assessment of needs for technical assistance in competency-based education and to facilitate such consultation as appropriate.

Project analysts have been trained to carry out need assessments in competency-based education and they have performed these operations on a limited basis in the field. As with the previous objective, better coordination with Washington is required for proper utilization of this service.

B. General Objective. To develop programs and provide technical assistance in systematic management and systems analysis of overall project functions.

B.1. Specific Objective. To modify, document, and prepare instruction for the understanding and use of a generalizeable approach to systematic planning and management for Teacher Corps projects in the Southwest.

This project developed a generalizeable approach to systematic planning and management and prepared descriptive documentation of the approach. Also, a rudimentary system for instruction in the use of the generalizeable approach was prepared. The project was not funded to field test the plan; however, Kansas State; Adams State College; Hartford University; and Texas A & I University are currently trying modified versions of the plan.

B.2. Specific Objective. To document, develop instruction, provide consultation, and provide computer services for a management information system (MIS) for local southwestern projects. Funds were not provided for this objective.

B.3. Specific Objective. To plan and administer a national workshop or several regional workshops in the area of overall project management. Funds were not provided for this objective. However, a workshop was held in November at the Institute on systematic management.

The following projects participated: University of Hartford; Adams State; University of Wisconsin; Texas A & I; and New Mexico State.

Additionally, illustrative sequences for using systems analysis to derive Management by Objectives for individual projects have been prepared which would provide suitable structures for workshops.

C. General Objective. To develop information linkages between local southwestern projects and the Washington office.

C.1. Specific Objective. To design, implement and operate a computerized information system for National Teacher Corps. This system will be concerned with information about local southwestern Teacher Corps projects and will be oriented to serve the needs of National Teacher Corps administrators, program specialists, and local southwestern Teacher Corps projects. Funds for this objective were not provided.

REPORT ON PROPOSAL AMENDMENT # 1
SPECIAL TECHNICAL ASSISTANCE TO SOUTH TEXAS PROGRAM
FOR BILINGUAL TEACHER EDUCATION
TEXAS A & I UNIVERSITY AT LAREDO AND
CRYSTAL CITY INDEPENDENT SCHOOL DISTRICT

1. TEXAS A & I

1.1 Management

In addition to the meeting of July 9, 1972 at Laredo, Texas attended by three I.C.P. Staff Members, three I.C.P. Representatives participated in two, three-day, on site visits at the Laredo campus to conduct a needs assessment and to assist the project staff start on their management system. No representative from the school district participated in the last two sessions.

The project Director and the Principal of the school where Teacher Corps is housed in Crystal City attended the management workshop at the Institute and worked on their management plan with assistance from the I.C.P. Staff. They returned to Laredo and were to complete the management plan by December.

A site visit was made in November to assist on finalizing the plan but only the university portion had been worked on.

Coordination problems between the university and the school district developed. Their Program Specialist from Washington worked with them on that and we have not been involved with their management operations since.

1.2 CHCALT

At the request of the School Superintendent a presentation was made on the CHCALT model and the Oral Language Assessment techniques to School Administrators, the District's Bilingual Council, the Bilingual Education Teaching Staff, and to Community Representatives. Teacher Corps Members did not participate in any of these sessions. The reason given for this by the Associate Director was that the CHCALT sessions had been scheduled when the Interns were involved in examination schedules.

1.3 OLAT

The Oral Language Assessment Modules were taught by Dr. Manuel Pacheco from Texas A & I to all the Interns. Dr. Pacheco participated in two, three-day workshops on OLAT. Participation in the modules was well documented and the results appear in the official report which will be submitted to Teacher Corps in August, 1973.

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2. Conclusions & Recommendations

Not having been involved in the negotiations that occurred with the Program Specialist and the Washington Staff these observations may already have been considered.

2.1 Teacher Corps Expectations

The Crystal City School District and the Texas A & I University at Laredo do not have common goals and expectations of Teacher Corps. The School District sees the project as a means of acquiring additional staff to work with children and expects the university to provide training for the Interns as required by the District. The university is attempting to deal with the issue of Competency Based Education and sees Teacher Corps as a means of establishing ways to include the field experience dimension to their regular Teacher Training Program. Teacher Corps goals and objectives need to be clearly defined and operating procedures need to be established that will permit implementation of these goals. In order to be able to keep this project, close coordination with the Program Specialist is essential.

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3. Hartford Teacher Corps

3.1 Oral Language Assessment

The Hartford Project participated in the OLAT modules during the Spring semester. By special approval Alberto Hernandez was employed by the project to teach the modules. Funds were approved for this project to provide them with the equipment and materials under this projects Special Lease Arrangements. Travel for the two,three day meetings for training of the OLAT Coordinator, was approved for the Hartford Project. The results of the Hartford participation in the OLAT will appear in the August report to Teacher Corps.

The Report of the Latin American Projects in Education
July 1, 1972 - June 30, 1973
Ambrosio J. Ortega, Acting Director

On July 1, 1972 Ambrosio J. Ortega was named Acting Director of the Latin American Projects in Education and Dr. Heriberto J. Jaramillo was named Assistant Director. Ortega replaced Dr. Ronald E. Blood, who had been serving as Acting Director since September 1, 1971 when Dr. Frank Angel was appointed President of New Mexico Highlands University.

The Latin American Projects Office continued to provide campus backstopping services to the University of New Mexico Field Teams in Brazil, Ecuador and Paraguay. One of its major backstopping efforts revolved around a training program for twenty-four Paraguayan Nationals who studied on campus from August 1972 to May 1973. Dr. Jaramillo directed the training program for these Paraguayan teachers. He was assisted by Mr. Eduardo Ahumada, a UNM student from Colombia. The training was in the areas of supervision, administration, physical education, bilingual education, curriculum development, textbook writing and production, and elementary science. The first semester was devoted to the study of educational supervision and administration while the second semester was dedicated to field experiences in the other areas mentioned above. The Paraguayan teachers spent several weeks observing teachers, supervisors, and administrators in the Albuquerque Public Schools and the Albuquerque Technical Vocational Institute. Virtually all of the instruction

was conducted in Spanish.

In October, 1972 Dr. Jaramillo and Ambrosio Ortega visited several countries in Latin America to promote program development and to meet with members of the UNM field staff. These countries included Panamá, Ecuador, Paraguay and Colombia.

In April, 1973 Dr. Ferrel Heady, Dr. Dolores Gonzales and Mr. Ortega made a field visit to Ecuador, Paraguay, Colombia, and Brazil. Again, the objectives of this trip was to promote program development and to receive briefings from the UNM staff on the status of the projects in Ecuador and Paraguay. In Colombia Dr. Heady addressed the Asociación de Ex-Alumnos Colombianos de la Universidad de New Mexico, the first Alumni Association group in Latin America.

In March, 1973 a group of 19 Latin American educators arrived on campus to participate in a one-month seminar in educational administration and supervision conducted by the Latin American Projects in Education office. There were seven countries represented in this seminar--Bolivia, Colombia, Ecuador, El Salvador, Honduras, Panamá and Paraguay. Dr. Jaramillo and Mr. Ahumada codirected this seminar. The seminar was funded by the Department of Health, Education, and Welfare, Office of Education, Division of International Exchange and Training, Washington, D. C.

In both instances--the Paraguay Participant Project and the Multi-Nation Seminar--some of the instruction was given by UNM faculty and staff but a large portion of the instructional services

were provided by APS and TVI personnel.

During the year, Dr. Louis Rosasco, Chairman of the Department of Educational Foundations, and Dr. Heriberto Jaramillo, attended a two-day seminar (February 3-4, 1973) on International Education sponsored by World Campus Afloat off the coast of Florida.

Other campus backstopping activities included making arrangements for on-campus visits by Latin American and U. S. government officials. Some of these dignitaries were: Dr. Raúl Peña, Minister of Education, Paraguay; Professors Jorge Centurión, General Administrator, Educational Council, Ministry of Education; Adolfo Céspedes, Director of Secondary Education, Paraguay; Dr. Fabio Rivas, Director General of Education, Paraguay; Dr. Carlos Ortíz, Director of Elementary Education, Paraguay; Dr. Frank Mann, Chief of the Education Division, USAID, Paraguay; Mr. Jon Gant, Chief of the Division of Civic Development and Education, USAID, Ecuador; Mr. César Jaramillo, Education Technician, USAID, Ecuador; Dr. Luis Pachano Carrión, ex-Minister of Education, Ecuador; Dr. Luis Cobos Moscoso, Director General of Education, Ecuador; Professor Juan Francisco Leoro, Rector, Juan Montalvo Normal School, Ecuador; Mr. Galo Chavez, Director of Teacher Training, Ministry of Education, Ecuador; Miss Elsa Reyes, Director of the Textbook Department, Ministry of Education, Ecuador; Professor Luzuriaga, Director of Elementary Education, Ecuador, and Mr. Stan Handleman, USAID Education Officer, El Salvador.

Ernest Gurulé and Elias Bernal completed their two-year tour in Paraguay on June 30, 1973. All reports indicate that these two

technicians did an outstanding job representing UNM in that country--Gurulé as Chief of Party/Curriculum Specialist and Bernal as Educational Administration Specialist. Present plans call for this project to continue and two new technicians have been contracted by UNM to carry on the work started by Bernal and Gurulé. Norbert C. López has accepted the Chief of Party/Educational Administration position while Carolina Acosta-González has accepted the Curriculum/ Teacher Education Specialist assignment.

UNM's Brazil Contract expired on June 30, 1973 eventhough the two UNM technicians in that country returned to the United States in January, 1973 after having completed their regular tour of duty. Dr. George Stoumbis returned to the Department of Secondary Education, in the College of Education and Dr. John H. Hansen accepted a professorship at the University of Florida in Tallahassee.

The Ecuador Primary Education Loan Project continues to be UNM's most active project in Latin America. Miss Eustolia Perez extended her tour for an additional year. She went to Ecuador in August of 1970 and expects to return June 30, 1974. Dr. Alberto Sandoval joined the Ecuador Field Team in June, 1972. His tour ends on June 30, 1974. José A. Gandert was replaced as Chief of Party by Frank Torres on June 25, 1973. Gandert plans to enroll at UNM this Fall to complete the remainder of his work toward the doctorate degree.

The Latin American Projects in Education Office employed several people during the past year to help with UNM's campus backstopping activities. Gladis Maresma and Henry Almagro are regular members of

the office staff. Patricia Rose, Daniel Trujillo, Delcia Rusk, Luz Beaty, Robert Onstine, Loretta Anderson and Gloria Bahamón served on the office staff during the year.

In last year's report two recommendations were made related to the operation of the Latin American Projects in Education Office. These were: 1) "that the College of Education budget some 'hard monies' for the program", and 2) that the "COE should name a faculty committee which would serve in an Advisory capacity and at the same time improve the communications between the Latin American Projects and the College of Education Faculty." Both of these recommendations have become a reality. Beginning July 1, 1972, the College of Education started paying fifty percent of the Acting Director's salary from the Department of Educational Foundations. This commitment has been extended for another year beginning July 1, 1973. The Advisory Committee on International Education was named by Dean Lawrence. The membership of this committee is as follows: Dr. Ronald Blood, Chairman; Professor Dolores Gonzales, Elementary Education; Professor Louis Rosasco, Educational Foundations; Professor Paul Resta, Assistant Dean; Professor Bonner Crawford, Secondary Education and Dr. Nicholas Abeyta. Abeyta will be replaced as he is no longer at UNM.

A partial list of Latin American Government and USAID officials entertained by the staff of the Latin American Projects during the past year points to a very real need in this area. The Acting Director, and other who occasionally volunteer, are faced with the

financial burden month after month of providing food, drink, and entertainment to these visiting dignitaries but the University of New Mexico makes no provisions for reimbursing these expenditures. It is recommended that the UNM or COE Administration provide a representation fund which will provide at least partial relief for this financial hardships.

LEARNING MATERIALS CENTER

COLLEGE OF EDUCATION

ANNUAL REPORT

JULY 1, 1972 - JUNE 30, 1973

Submitted By:

Guy Watson, Director LMC

The following report consists of four parts: (1). A brief listing of problems and progress in the LMC during 1972-1973; (2). A detailed report on the status, problems and recommendations relating to the LMC that was prepared in November, 1972; (3). A brief description of two new programs established by Mrs. Lotsee Smith, Associate Director, LMC and (4). an itemized breakdown of materials obtained processed by the LMC, a description of specific services performed and number and type of clients using the LMC during '72-'73. The latter was prepared by Gemma Morris, LMC Coordinator.

PART I

Budget:

The detailed report prepared in November, 1972, is still relevant. In that summary, (Part II of this report), it was predicted that the budget was not adequate to handle the minimal personnel, equipment and material needs of the LMC thru the remainder of 1973. This prediction was born out when the LMC equipment and materials budget was exhausted in January, 1973. In other words, the LMC operated in the red from January to June. Funds to keep the LMC operating on a daily basis from January to June had to be obtained through the Dean's office. This should come as no suprise to anyone who has studied the LMC budget over the last 2 years. Each of the past 2 years, the LMC had run out of money by January or February. The LMC charges students for all materials used and collects fines on overdue books and related materials. Despite this income, the continuous drain on LMC funds by COE faculty, who do not get charged due to existing policy, wipes out any margin of profit. Another reason for the dollar shortage is the increasing demand on the services and equipment of the LMC. The Center has had a 50% increase in the number of people using the facility. As a result, equipment maintainence costs have gone up. Looking toward the next fiscal year, the financial picture can only get worse. Clientele is increasing and the University has passed on a 75% cut in the area of equipment. The LMC will have approximately $350.00 in its equipment budget for next year instead of $1400.00. Since we ran out of money in January of this year, we undoubtedly will run out by November or December, of the upcoming fiscal year. Increased demand for increased services and equipment with a reduction in dollars can only spell increasing fiscal difficulties.

Progress:

(1). There has been a 50% or better increase in student and faculty use of the LMC over the previous fiscal period. More professors are using the LMC as an extension of the classroom. The summer session, has produced a heavy demand for materials. Over 2,000 checkouts were made during the 1st week of the summer session.

(2). The services of the part time artist have been in constant demand by both students and faculty. Last year, the artist was barely able to keep busy.

(3). An agreement with Dean Harvy, of Zimmerman, permits the COE faculty, to purchase non-book materials needed by them in their classes with zimmerman funds. In addition, these materials can be stored in the LMC. This means that gradually the LMC holdings will come to reflect the classroom needs rather than the present system of accepting free "handouts" from materials producers. These "handouts", are welcome, but seldom reflect the specific needs of faculty and students.

(4). A Title II Grant was received from the State to obtain Career Educational Materials for preview, evaluation and purchase. See Mrs. Smith's report for a more complete description of this Grant. One major consideration related to this Grant, is that because it is a State Grant, the LMC is now responsible to service educators from throughout the State. This places an increased demand on the LMC personnel who previously have had to deal only with students, and faculty of the COE and a few local educators.

(5). The Dental Hygiene program has added the 431 and 432 courses to its list of requirements. This new client group has forced the LMC to add to its collection materials relevant to the Dental Hygiene program.

(6). Use of the darkroom has been expanded to include any student or faculty member on campus who desires to develop or print materials for use in a class. The result is a continuous and heavy scheduling of this facility.

(7). The artist for 1973-1974 has been budgeted a permanent part time position.

Problems:

(1). The increased use of the LMC demands that more time be spent by Work Study students in checking in and out materials, bookeeping, reshelving, assisting patrons, This reduces the overall quality of service to the patrons and has resulted in a backlog of work in the processing area. The reduction this last year in the Work Study allocation from 12 to 6, means a reduction in service and security. Along with the increased use of materials, has come an increase in the use of the production side of the LMC. The artist is now spending most of her time selling materials and operating the ditto machines. A Work Study student in the production area is badly needed to handle the increased load and to permit the artist to do her job as an artist.

(2). Increased clientele also means people have to wait longer to get to limited equipment. This includes equipment for production as well as equipment to view or listen to materials. The Title II Grant and the new materials from Zimmerman add to this overload.

(3). In March, the Division of Instructional Media Services, under Dr. Kline, made available several additional pieces of media equipment on permanent loan to the LMC. These items were needed by students and faculty in the viewing and production of media materials.

The LMC loaned these items to students and faculty to use in the LMC and in classrooms. A limited number of items were loaned overnight to students and faculty for projects directly connected with classwork. A bookeeping procedure to handle the loans was set up and a storage room was converted to handle the check outs and security. Steel shelves were installed and extra locks placed in the doors. During the period from March through May, 130 pieces of equipment were checked out and returned. There were no lost or damaged pieces of equipment. Many very effective materials were produced. The loan procedure was counted on by faculty and students in Educational Foundations, Industrial Education, Elementary Education, Secondary Education and the Media courses. At the end of the semester, Dr. Kline, notified the Director of the LMC that because equipment had been loaned directly to students and faculty, he would no longer provide the equipment. This was an unilateral decision. There was no opportunity to discuss our needs or to offer a modified loan procedure that might satisfy Dr. Kline and yet still provide some of the needed services. The loss of this equipment has curtailed the work of many students and faculty who were producing materials for class needs.

Recommendation:

(1). Provide 6 additional Work Study. At least one of these to be assigned full time in the production area.

(2). Increase the budget for equipment and materials to allow for the additional clientele. See specific recommendations in Part II.

(3). Provide funds to redesign the perimeter area of the LMC to guarantee security for equipment and materials.

(4). Change policy related to "free" material for COE faculty. A new policy permitting charge-backs to COE departments will help keep the LMC from operating in the red.

(5). Identify areas for physical expansion of the LMC. The present collection is rapidly outgrowing its limited space.

(6). Request that the IMC, (Dr. Kline), return the additional equipment that was on permanent loan to the LMC from March through May. An agreement in writing, needs to be prepared between LMC and IMC, guaranteeing that the equipment will be left in the LMC for use by qualified, trained, students and faculty and that none of the equipment will be taken off campus except with the written permission of Dr. Kline or his representatives.

PART II

LEARNING MATERIALS CENTER

An overview of the present program,
its problems and some recommendations

By Guy Watson, Director
Learning Materials Center
November 2, 1972

Learning Materials Center
Present:

1) Resources: The Center presently has a collection of learning resources for use by students and faculty, and local educators. The collection consists primarily of donated book and non-book materials. The printed materials far exceed the non-book media. The majority of books in the LMC are texts dating back to 1966 (16,000). In addition, we have the Children's Book Collection (4,000), the Anita Osuna Carr Collection of Bilingual Materials, a limited reference section, curriculum guides, and a test file.

   In the non-book area there are 121 S8mm Film Loops, 2 sets of slides, 20 Sound Filmstrips, 150 Cassettes, 40 sets of flat pictures, 12 transparency sets and 150 filmstrip sets which include several hundred individual filmstrips. There are also approximately 75 educational "kits" and games. In addition there are several thousand individual mounted pictures taken from magazines.

2) Facilities and Equipment: The LMC provides through the production side of the center the following facilities:
   Equipment and materials for making:
   - Thermal ditto masters
   - Ditto and Mimeo copies from prepared masters
   - Thermofax and Diazo transparencies
   - Dry mount press for mounting and laminating picture, graphic and print materials
   - Paper trimmer and cutters
   - Typewriters (pica, executive, primary and bulletin)
   - Light table for viewing slides and transparencies
   - Lettering equipment (under supervision)
   - Drawing boards and drafting equipment
   - Darkroom with minimal equipment and materials for black and white developing and printing

3) Services: The part-time graphic artist provides the following services:
   Instructional design and production of:
   - Graphs
   - Charts
   - Bulletin boards
   - Cartooning
   - Lettering
   - Posters

Illustration
Technical drawings
Brochure layout and production
Masters for slides and transparencies

4) Hours: The LMC is open 8am to 5pm Monday through Friday and 9am to 12 on Saturday during fall and spring semesters. It is closed on Saturday during the summer session due to a shortage of work-study.

5) Personnel: The LMC staff consists of:
- # The Director, Guy Watson, responsible for overall administration of the LMC.
- # Assoc. Director, Lotsee Smith, primary, delegated responsibility for the material resources in the LMC.
- # Coordinator, Gemma Morris, responsible for day to day operation of the LMC (full time).
- # Secretary, Martha Chavez (full time).
- # Graphic Artist, Phyllis Benia (30 hours, part time).
- # Six Work Study students (Fall & Spring). 4 Work Study during summer.

Note: Both the Director and Associate Director of the LMC are also responsible for the present academic programs in Media ("AV" and Library Science) and for the development of a Masters program in Media.

6) Clientele: Approximately 3500 students in the College of Education, approximately 140 full time and 60 part time faculty in the COE, non-COE faculty and state educators.

Present Equipment Level to support academic and Learning Materials Center operations:

LMC graphic production area:
- 2 Ditto machines
- 1 Mimeograph
- 2 Diazo transparency makers
- 1 Thermofax transparency maker
- 3 Paper cutters
- 2 Dry mount presses
- 1 Light box
- 3 Standard typewriters
- 1 Primary typewriter (for transparencies)
- 1 Bulletin typewriter (for transparencies)

Assorted writing tools
2 Drafting tables and 2 stools

Dark Room equipment:

1 Vivitar enlarger (very cheap and old)
* 2 Sets of developing trays
* 1 Print dryer, home type
1 Thermometer
1 Print washer, home type
1 Copy stand (cheap and unsteady)
3 Developing tanks (new)
3 Easels, print
* 3 Watson bulk film loaders
1 Morris tank (to develop 16mm film, NG)
1 Timer
2 Safe lights
1 Refrigerator
Assorted tongs, beakers, and plastic bottles

Note: All above items are at the "home dark room" level of quality.

Photographic Production and Editing equipment:

1 Camera, Pentax 35mm w/accessories
* 1 Camera, 58mm Nikon w/case
* 2 Cameras, 58mm Bolex
* 2 Editor/Viewers 58mm
3 Light stands
1 Light Meter, 'Luna Pro'
1 Tripod
* 2 Cameras, Instamatic (Kodak)
* 3 Splicers, 58mm and 16mm

LMC display equipment owned by the Center:

1 S8mm loop projector and RP screen
1 OH Projector 3M #88 (broken, not repairable)
1 Recorder, tape, reel to reel, Wallensak (broken)
1 Microfiche reader
1 Microfilm reader
1 Cart, "Movie Mover" with RP screen for 16mm
4 Cassette tape players (no record capability and in poor repair)
3 Filmstrip viewers
* 1 M95 Kodak 58mm Projector

Audiovisual display equipment on temporary loan to the LMC from A.V. Services (Dr. Kline):

1 Listening Center w/8 head sets new replacement

* Items purchased w/LMC funds during year '72-'73.

1 Bell & Howell Specialist 16mm film projector
2 Kodak Slide Carousel 800, Ektographic Model E
1 SVE Graflex filmstrip projector
1 Sony-O-Matic tape recorder
1 Record player, Newcomb
1 Cassette recorder, Norelco
1 Bell & Howell overhead projector used
1 Opaque projector
1 Tape Recorder, Sony #106 used
1 Dissolve, Kodak

Budget: There is one budget provided to cover both the Academic Program and the LMC. For the year July 1972 to June 1973 the following was allotted to the LMC.

Personnel (includes all LMC personnel)	$43,167.00
Equipment	1,400.00
Materials	1,400.00

Note: For fiscal year 1973-'74 the equipment budget has been cut to $350.00.

Additional Sources of Income: Students and non-COE faculty are charged for all materials used. This practice does not produce sufficient income to offset the drain on materials budget produced by the requirement of providing COE faculty with free materials.

Note: Policy establish prior to the present administration of the LMC determined that in exchange for free ditto paper from Ed. Admin., the LMC should give to the COE faculty free services and materials. An example of how this works is detailed below.

LMC Orders	LMC Provides Free	LMC Charges
100 reams of ditto paper from COE	Free ditto paper to COE faculty as well as free Thermal Masters, transparencies, mount and graphic materials.	Non-COE faculty and departments
7/1/72-10/19/72	7/1/72-10/19/72	7/1/72-10/19/72
LMC = Free COE = $90.00	LMC = $308.62 COE = Free	Non-COE faculty = $93.34 "charge backs"
Sales to students	"Break even" on materials	Net loss to LMC 308.62 93.34 $215.28

Problems in the Development of the Learning Materials Center

The following list of problems are presented as reasons for the present underdeveloped and under utilized Learning Materials Center.

1. A lack of committment on the part of the COE to develop the LMC is seen as the primary weakness in further developing the facility. This lack of committment can be seen in the budget level for materials, equipment, and personnel. The present budget of $1400.00 for materials and $1400.00 for equipment is not even a minimum program maintenance budget. By charging students and non-COE faculty and departments for materials, it is barely possible to break even at the end of the year. At the present rate of materials utilization, the budget for materials will not last through this year.

   Because of the extremely small materials budget, the LMC is forced to beg for free copies of books and related materials. This does not permit selection of the best materials but rather forces acceptance of whatever the publisher will send. Non-book materials are not usually donated. Their cost prohibits producers from giving "sample" copies.

   Equipment for use by the client to view non-book materials is 'loaned' to the LMC by A.V. Services. There is one of each of the standard AV devices (i.e. 1 16mm, 1 filmstrip, etc.). On many occasions users have to wait in line to use the equipment. Since a film or sound-filmstrip may run from 10 minutes to 1/2 hour or longer the client does not have time to wait.

   Personnel for the LMC consists of part of Mr. Watson and Ms. Smith's time, the full time coordinator, Ms. Morris, 1/2 time of the secretary, Ms. Chavez, six Work Study students and a part time artist. During the year 1971-72 there were 12 Work Study and money for part time instructors in the academic area as well. The salary for Ms. Smith took up many of the necessary dollars for Work Study and part time people. We are understaffed and as a result security and service are degenerating.

2. Because of the design of the LMC the equipment and materials are subject to easy pilfering. Heavy production equipment must be carried each night into the artist's office and locked up for the night. This means that for night courses instructors must carry the equipment again into the storage room at the end of each class.

3. There is no accepted policy for charging COE faculty and departments for materials used by them. This results in the LMC budget being a kind of "slush fund" for COE departments.

4. Students in their practice teaching semesters are scheduled in such a way as to leave them little time to use the LMC. Saturday is the only day free to use the LMC. To staff the LMC for operations on Saturday reduces still further the available staff for weekday operation.

Summary:

It is believed that with adequate funding for materials, equipment and personnel, the offerings of the LMC could be selected with the COE faculty and student needs in mind and, hence, be of more direct relevance to the instructional program. Additional equipment to view the non-book materials and an adequate staffing level would permit more service to students and faculty. A true LMC, adequately financed can become an important part of the ongoing instructional program and as such will be integrated into the planned experiences of pre and inservice training programs.

The American Library Association and the National Education Association prepared a set of standards for media centers. Their recommendations for the elements of a good media program are as follows:

> The media center should provide:
> "Consultant services to improve learning, instruction, and the use of media resources and facilities
> Instruction to improve learning through the use of printed and audiovisual resources
> Information on new educational developments
> New materials created and produced to suit special needs of students and teachers
> Materials for class instruction and individual investigation and exploration
> Efficient working areas for students, faculty, and media staff
> Equipment to convey materials to the student and teacher"

A more complete description of the role and functions of the LMC can be found in Standards for School Media Programs, ALA and NEA, 1969. Another source for role and function descriptions can be found in Instructional Materials Centers, Pearson and Butler, Burgess Pub. Co., 1969 (Section 1--Philosophy, pp. 1-75 and Section 4--College and University, pp. 187-221).

Summary on Expenditures to 10/31/72:

Equipment expenditures between July 1 and October 31 have been for minimal graphic and photographic equipment to replace worn out and missing equipment and to buy equipment, mostly graphic, that has up to now been provided by the graphic artist from her own personal supplies. Our equipment budget after less than two months of school = $800.00.

Materials expenditures between July 1 and October 10 have been for replacement of dwindling stocks due to the drain produced by providing free materials to the COE faculty.

As of October 10, 1972	144.82
Sales to students and charges to non-COE	537.12
	$681.94

PART III

PART III

SPECIAL GRANTS

Associate Director, Lotsee Smith, submitted two proposals for special programs to outside agencies. Both proposals were funded.

The first, an on-sight training program for Pueblo Indian Aids, was funded by the U. S. Office of Education under Title II B. The Grant which totals nearly $67,000.00, will be used to train Pueblo Indians as library para-professionals. The institute will be directed by Mrs. Smith, the one year instructor and a secretary will be hired, to implement the training program. The support and cooperation of the Northern and Southern Pueblo Agencies, has been extended to the institute Director and staff. At the conclusion of the year long training institute, eight library aids in eight Pueblos should have suffcient skills to adequately manage libraries in the Bureau of Indian Affairs day schools in which they are employed.

The second Grant was submitted to the New Mexico State Department of Education, Title II, ESEA special projects. The Grant of $5,000.00, will enable the Learning Materials Center to purchase Career Education materials. Mrs. Smith and Mrs. Morris, the LMC Coordinator, will order Career Education materials and submit them to professionals, and to students for previewing and evaluation. Those that are reviewed favorably will be purchased. The evaluations will be maintained on file in the LMC and at the State Department of Education. List of recommended materials will be made available to persons requesting such information throughout the State.

Both Grants represent an effort by a UNM faculty member to "reach out" to serve the State and to extend the boundaries of the University beyond the campus.

PART IV

ANNUAL REPORT

JULY 1, 1972
JUNE 30, 1973

LEARNING MATERIALS CENTER

Submitted By Gemma Morris

WORK STUDY

Had 6 each semester and 4 during the summer.
Previously, we had 12 during each semster.

CIRCULATION

FACULTY	598
STUDENTS	21,329
TOTAL	21,927
ESTIMATED ATTENDANCE	18,642

RESERVE SECTION

Numbers of Professors	22
Number of items on Reserve	3,000

PROCESSING

Processed items by the Learning Materials Staff	5,353
Processed items partially complete from Zimmerman Library, (childrens literature)	341

ACQUISITIONS

Materials given to Learning Materials Center Approximate sale value	$6,758.05
Material Purchased	$275.00

FINE MONIES

Fines Collected (Money went into Learning Materials Center Account)	$1,157.00

E X H I B I T S

Note - number alongside name indicates how many times this publisher put up an exhibit in the Learning Materials Center.

Santa Fe Childrens Traveling Exhibit - 12
Special Education - Richards Co.
Games - Teaching resources
Simulation Games
Plays
N A E Y C - Early Childhood
Mast Teaching Machine
Argus, Posters, & Media
Interact
Childrens Press ---------- Posters,
Morrow ---------- Study Prints
Lothrop, Lee ---------- Childrens Books
Wingered ----------
Latin American Production
E N B - Encyclopedia Brittanica
Crestwood Sports Books
Stuck Vaughn Science
Economy Reading & Spelling
Rand McNally
Grolier Encyclopedia
P.E. Art Exhibit - 8
New Materials (Miscellaneous Co.) - 4
Gas & Ecology Exhibit
E S S Science
Anthropology Kits
T.S. Dennison Childrens Books - 2
Aero Math & Spanish Kits
SVE - 4
Mr. Barretts Special Education Equipment
MacMillan Teachers Mini-Concerts
Miller Brody Poem Visuals
Home Economics Food Display
Art Education Crafts
Photography & Media Books
SRA Exhibit
Free Materials - Midwest Publications - Math
Navajo Reading Project
Bilingual - UNM Publications - Institute de Entrenamiento
New Childrens Books
Social Studies SRA
Rendulums American People Series
Holt Basic Reading system & Teaching Pictures
Challenge Book Series
McDougal - Littell

ORIENTATIONS	HOW MANY		NO. OF STUDENTS
Navajo Teachers			40
290 Students	8	25 ea.	200
361 Students	7	30 ea.	180
Special Ed.	2	20 ea.	40
Jr. Block	1	45	45
Young Students Jr. High and High School From A.P.S.	2	35 ea.	70
Business Students	1	35	35
Misc. groups	8	20 ea.	160
Individual Orientation & Equipment		6	6
Home Economics	1	25	25
Total	29	241	801

RECOMMENDATIONS

(1). The number of Work Study students be increased from 6 to 12. The Work Study students are needed to process new materials as well as catch up on the backlog that exists presently due to short staffing. The Work Study students also are needed to assist in the development of a catalog and to free the Coordinator of the LMC to offer more professional reference assistance.

(2). Presently, the Graphic Artist in the LMC is part time. This position should be full time and part of the regular budget.

(3). Increase the LMC materials budget from $1400.00 per year to $5,000.00 and allow the LMC to charge COE departments for all materials used. This will provide a minimum acquisition budget for book and non-book materials for the resource area as well as allow a modest shelf stock of production materials to be used in the graphic and photographic areas. The increased materials budget will also assist in providing dollars for maintainance and upkeep of equipment (i.e., ditto, mimeo, and transparency equipment).

(4). The LMC acts as a laboratory for the academic media course, and as a service to faculty and students, so it is recommended that an immediate capital outlay for equipment to support the academic and LMC functions be provided. Attached is a list of required minimum equipment needed to support the present program. The first 8 items on the list of equipment are to be used in automating parts of the production course (432). Preparation of self-instructional materials for the production course will begin as soon as the equipment is obtained. The advantage of a self-instructional production lab is that a graduate assistant can supervise the course thus freeihg an instructor or professor to develop a new offering or teach another section of a course not so easily "automated."

The equipment list includes replacement of the items presently loaned to the LMC by Dr. Kline's A.V. Services. The first list titled Required Equipment includes the needed number and type of equipment to support the present program. The second list ittled Additions to Equipment Request lists several items that are needed but not required for the ongoing program.

An item-by-item justifiecation for all pieces of equipment on the two lists will be produced upon request. This list represents minimal basic equipment for the instructional and LMC program. It does not include "frill" items.

(5). Redesign the LMC production area to assure equipment securty. There is no security in the overall LMC area. Anyone can climb over or through the book cases in the resource side, and in the production area you simply walk in. The building is not secure at night.

(6). A basic yearly equipment budget of $3,000.00 is needed to maintain and replace existing equipment and acquire new equipment to handle expansion of the program.

(7). Establish a major "sales" and inservice program for COE faculty. As soon as the previous six recommendations are accomplished the LMC staff must design and implement a continuing inservice program for the COE faculty and staff. This program will acquaint the COE teaching personnel with the role of media in the schools, the functions and offerings of the LMC and the academic program in Media.

Any program of inservice training and sales begun before the recommendations in this report are carried out will produce an additional overload on the existing facilities and programs and will frustrate the potential user. There is no sense in creating a need that cannot be met.

Required Equipment to Support

Academic and LMC Programs

* 6 ea.	Carousels, Kodak with zoom @ $150.00	$900.00
1 ea.	Closed Loop Record/Playback (Cont. Play) (Teaching Dynamics Co.) w/ pulser # 650 pulser	$329.00 $27.00
3 ea.	Rear proj. screens (VisUline "Portable Theater") @ $30.00	$90.00
1 ea.	Projector, S8mm Technicolor # 810Z	$162.00
3 ea.	RP Screens for @ $18.95	$56.85
2 ea.	Projector, S8mm #810W (10mm lens) @ $176.00	$352.00
* 1 ea.	Bell & Howell AutoLoad (Specialist) 16mm	$897.00
1 ea.	Sound Filmstrip "Graflex AutoVance II Study Mate	$124.95
	. . . . .	
1 ea.	Port VTR (Sony/AVC3400) Camera, VTR & Mike (GSA)	$1287.00
1 ea.	VTR, Sony AV3650 (electronic edit) (GSA)	$897.00
1 ea.	Camera, Sony AVC3210DX (Complete kit) w/viewfinder, carrying case, mike & tripod (GSA)	$697.00
1 ea.	Dolly for tripod "The Challenger" (get through Sony) model DGW/H4	$40.00
1 ea.	Monitor, Sony 11" (GSA)	$209.00
1 ea.	A.V. Center Cart, "Wilson" (for TV equip.) w/ adj. drop shelf, $19.50; w/ 20' power cord, $14.00	$203.50
1 ea.	T.V. Battery for Portapack BP-20 (GSA)	$35.00
1 ea.	T.V. Carrying Case 1c3400 (GSA)	$65.00
1 ea.	T.V. Video-Audio Power Extension Cable (16') GSA	$45.00
	. . . . .	
1 ea.	Wallensak 3M Company, Recorder #2550 AV Slide Sync.	$299.95
	Headset, $12.95; Mixer, $39.95; Companion Speaker, $59.95 =	$112.95
1 ea.	Kodak Dissolve Unit	est. $215.00
3 ea.	Tripod, Camera @ $51.00	$153.00

2 ea.	Projector, 16 mm Kodak Pageant #AV-12E6		$650.00
1 ea.	Bifocal converter for above		$42.00
1 ea.	Editor/Viewer (Zeis Ikon) S8mm		est. $99.95
* 2 ea.	Record Player, Newcomb #EDT-20M @ $93.95		$187.90
* 3 ea.	Overhead Projector, 3M #576 @ $179.00		$358.00
1 ea.	Light set, "Smith Victor" Model # K3B		$200.00
1 ea.	Magazine Rack, "Smith System" #420 w/4 #421 shelves		$60.00
1 ea.	Filmstrip/Slide Cabinet "Newmade" Model MSF-5		$59.00
1 ea.	Film rack, 16mm "Newmade" Reelmobile # RM-77		$95.25
1 ea.	Slide sorter/light box, large (to be constructed)		est. $150.00
1 ea.	Card Catalog Brodart 54-890L		$189.00
1 ea.	Card Catalog leg base 45-892L		$65.00
* 1 ea.	Filmstrip projector "Graflex" #SM1000		$172.00
* 1 ea.	Cassette Recorder "Norelco North American Phillips" * 150 CaryUorder		$54.95
* 1 ea.	Opaque projector "VuLyte II"		$396.00
1 Recorder,	Stereo "Wallensak" #6200 (replaces monaural reel to reel sony-Matic from Dr. Kline)		$239.95
2 ea.	Camera, 35mm "Miranda" 2/50mm 1.8 (47th St. Photo 67 W. 47th St., N.Y., N.Y.) $129.00		$258.00
1 ea.	Lens, 105mm (for Miranda) Soligor	eat.	$95.00
		TOTAL	$10,649.15

Note: * Each line item marked with an asterisk represents a new replacement for the 8 items presently loaned to the LMC by A.V. Services

Note: With approximately 15% discount on all items except those marked GSA, the total is $9427.39.

Additions to Equipment Request

1 ea.	Copy Stand "Safelock"	$46.75
1 ea.	Language Master or EFI Cord Reader	$250.00
1 ea.	Monitor w/ receiver, 18" Sony (GSA)	$246.00
1 ea.	Screen, 70 x 70 (Radiant Audio Master AYO)	$78.95
1 ea.	T.V. RF Adapter # RFU53W (GSA)	$55.00
1 ea.	Book Truck, "Smith System" # 43-4	$59.00
1 ea.	Carousel "Sound Syncronizer" Model 2	$39.50
	TOTAL ON " ADDITIONS:	$775.20

Note: With 15% discount the total is $658.92.

NEW MEXICO RESEARCH AND STUDY COUNCIL
1972-73

Member School District:	Representative:
Albuquerque	Phillip Gonzales, Associate Superintendent for Finance
Belen	John S. Aragon, Superintendent
Bernalillo	Pete Santistevan, Superintendent
Cuba	Melvin Cordova, Superintendent
Encino	Frank Davila, Superintendent
Fort Sumner	James R. Fincke, Superintendent
Grants	E. V. Arvizu, Superintendent
Jemez Springs	Donald Wood, Superintendent
Las Vegas West	Ray Leger, Superintendent
Los Alamos	Duane W. Smith, Superintendent
Los Lunas	Bernard Baca, Superintendent
Magdalena	Ray Smith, Superintendent
Moriarty	Alfred H. Maxey, Superintendent
Ojo Caliente	Benito Duran, Superintendent
Pecos	Eloy J. Blea, Superintendent
Penasco	Felix L. Duran, Superintendent
Pojoaque	Frank B. Lopez, Superintendent
Questa	Horace Martinez, Superintendent
Socorro	J. Placido Garcia, Superintendent

Board of Directors:

John S. Aragon, President
Horace Martinez, Vice-President
Eloy J. Blea, Secretary-Treasurer
E. V. Arvizu
Felix L. Duran
J. Placido Garcia
Ernest A. Vigil
Richard F. Tonigan

Cooperating Agencies:	Representative:
New Mexico State Department of Education	Ernest A. Vigil
College of Education, the University of New Mexico	Richard F. Tonigan

Staff: (All Part-Time Employees)

Richard F. Tonigan, Executive Director
Harold L Gordon, Special Assistant
Matilda C. Campbell, Office Manager

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AN OPEN INVITATION. . . .

The New Mexico Research and Study Council welcomes into its membership all interested public school districts and interested public educational institutions.

Inquiries regarding membership may be directed to:

Richard F. Tonigan, Executive Director
New Mexico Research and Study Council
Room 121, College of Education
The University of New Mexico
Albuquerque, New Mexico 87131
Telephone: (505) 277-2621

A COOPERATIVE VENTURE. . . .

The New Mexico Research and Study Council is a cooperative venture of nineteen school districts located throughout northern and central New Mexico, the College of Education at the University of New Mexico, and the New Mexico State Department of Education.

The purpose of the Council is to provide an organizational structure through which the diverse educational resources of Council participants can be brought to bear upon current school problems, with an aim to identify alternative solutions.

The Council is governed by a Board of Directors composed of seven school district representatives, a representative from the New Mexico State Department of Education, and an executive director. The executive director, a faculty member of the University of New Mexico's College of Education, has responsibility for general management of the Council.

Principal financial support for the Council is from dues payments by member school districts; in addition, the University of New Mexico provides the services of the executive director on a part-time basis at no charge, and contributes office space, utilities, and other facilities. When the Council offers workshops offering university credit, the University of New Mexico's Continuing Education Department usually shares workshop costs. The Council operates on an annual budget of approximately $10,000.

YIELDING MUTUAL BENEFITS. . . .

Each year the Council sponsors conferences and workshops, publishes special reports, and distributes a monthly newsletter which cover recent research efforts, coming events of interest to school personnel, and national trends in educational programs and procedures.

CERTIFICATES OF MERIT. . . .

A special feature of the Council during the 1972-73 year was the establishment of an awards program whereby Certificates of Merit were awarded to fifty-four New Mexico educators and other citizens who made significant contributions to the establishment and continued operation of the Council (since its inception in 1958).

The Certificates of Merit read as follows:

> TO ALL TO WHOM THESE PRESENTS SHALL COME:
>
> GREETINGS: Reposing special trust and confidence in the ability and untiring efforts of
> (Name)
> the Board of Directors of the New Mexico Research and Study Council hereby awards this CERTIFICATE OF OUTSTANDING MERIT as a token for h__ excellence in serving the Council.
>
> /s/Executive Director /s/ President
> (SEAL)

Persons who have been awarded Certificates of Merit thus far are: Frank Angel, John S. Aragon, Bernard Baca, Leonard Bearking, Eloy J. Blea, Arnold Brown, Carl Buckner, Melvin Cordova, Raul Cordova, Ronald W. Coss, Leonard DeLayo, Benito Duran, Felix L. Duran, Mildred Fitzpatrick, Louis J. Flores, A. C. Galaz, J. Placido Garcia, Alfonso J. Garde, Phillip Gonzales, Joseph T. Gonzalez, Robert E. Hall, Governor Bruce King (Honorary), LaMoine Langston, Richard E. Lawrence, Eugene P. LeDoux, Frank B. Lopez, Patrick D. Lynch, Horace Martinez, Manuel B. McBride (posthumously), Dennis P. McCabe, Frankie McCarty, Canuto Melendez,

Joe L. Otero, Jose A. Perea, Weldon Perrin, Paul Petty, J. C. Porterfield, Jess E. Price, George Prigmore, Justin B. Rinaldi, Devoy A. Ryan, H. D. "Dave" Sanchez, Pete Santistevan, Barbara Sena, Tony Serna (posthumously), Emmett Shockley, Ray Smith, James C. Steinepreis, Lewis Stratton, Chester C. Travelstead, Noah Turpen, Tom Wiley, Harry Wugalter, and Miles V. Zintz.

(In 1973-74 approximately forty Certificates will be awarded, which will then put the Council on a current operating basis.)

The Executive Director has noted with interest that many persons who received Certificates of Merit have displayed their Certificates in conspicuous places in their offices or studies--without any doubt, this vote of appreciation to award recipients quite unexpectedly turned into a good public relations effort.

The Honorary Certificate of Merit was presented to Governor Bruce King at a special Christmas party program held at La Posada Inn in Santa Fe. It was at this presentation ceremony that the Governor publicly voiced support of a proposed public school capital outlay fund project; subsequently passed by the 1973 Legislature, bringing $6 million for capital construction purposes to the public school districts of New Mexico.

Harry Wugalter, presently Chief of the Public School Finance Division, Department of Finance and Administration, State of New Mexico, was awarded his Certificate of Merit at a luncheon on November 14, 1972. Mr. Wugalter was one of the persons responsible for the establishment of the New Mexico Research and Study Council when he was business manager at Grants.

CHRISTMAS PARTY. . . .

A special treat for representatives of member school districts was a social hour and Christmas party following a business meeting held at the La Posada Inn in Santa Fe on December 15, 1972. Members and their spouses were treated to pre-dinner music by Ediruald DeMello, composer and professor of English from Brazil, and to colorful table decorations created by June Tonigan.

As mentioned earlier, New Mexico's Governor Bruce King was presented an Honorary Certificate of Merit for his contributions to education at the December 15 party. Mrs. Ray (Barbara) Sena, retired State School Board Member, also was the recipient of a Certificate of Merit.

The meeting concluded with several persons suggesting that a similar December Christmas-oriented meeting be held annually.

PRESIDENT JOHN S. ARAGON REELECTED. . . .

For the first time in the history of the New Mexico Research and Study Council, a president of the Council succeeded himself in office. Having performed outstandingly in the 1971-72 year, the nominations committee unanimously recommended that Mr. Aragon be reelected so that he could lead the Council in continued growth and improvement.

BID AND PURCHASE PROGRAM. . . .

By consolidating the purchasing requirements of school districts, the Council's bid and purchase program enables its member schools to pay a lower, bulk-rate, price on a wide variety of items.

Comparisons of prices paid by member and non-member districts indicate that savings of 10%-20% are common on purchases made

by member school districts under the Council's bid and purchase program. Based upon a minimum 10% savings, it is estimated that participating member districts saved considerably more money per district than their annual expenditures for New Mexico Research and Study Council membership dues.

Bids for 1973-74 supplies were received and contracts were awarded vendors in March 1973. Harold L. "Smokey" Gordon, the Council's special assistant for 1972-73, guided by an advisory committee of school business managers (chaired by Ray Gabaldon of Los Lunas), did an excellent job in conducting this year's bid and purchase program.

SPECIAL ASSISTANT, HAROLD L. "SMOKEY" GORDON, CONTINUES AT UNM. . . .

Most graduate students secure doctorates to better qualify them to become successful as either school administrators or as professors--which also was the objective of Harold L. Gordon, the Council's special assistant for 1972-73. However, the University of New Mexico offered a job as Assistant Director of Student Aids to Mr. Gordon, which he readily accepted. Mr. Gordon is the third special assistant supported by the Council who, in recent years, continued on the staff of the University of New Mexico. (Others were George Prigmore and H. D. "Dave" Sanchez.)

FOR A MINIMAL EXPENDITURE. . . .

Dues and expenses are purposely kept to a minimum to encourage school district participation. Membership dues primarily are used to support the Council staff which is responsible for maintaining records and performing services in connection with conferences, workshops, meetings, publications, newsletters, and the like.

The dues structure for previous years and the 1973-74 year are as follows:

School District Enrollment	1958-73 Dues	1973-74 Dues
999 and below	$300	$400
1000 to 1499	400	500
Over 1499	500	600

During 1972-73 the Board of Directors of the New Mexico Research and Study Council found it necessary, due to inflation, to increase membership dues charged to school districts, by $100 per school district. This was the first dues increase since the creation of the Council in 1958!

A Revenue and Expenditure Statement is shown below:

1972-73 REVENUE AND EXPENDITURES

REVENUE:			
Balance from 1971-72		$ 3,547.75	
·Membership Dues	$7,500.00		
·Traveling Seminar	4,027.00		
·Nationwide Papers Plnt Mgmt Wkshop	100.00	11,627.00	$15,174.75
EXPENDITURES:			
·Wages & Salaries	$7,019.00		
·Fringe Benefits	425.99		
·Matls & Services	1,826.18		
·Postage, Communications&Freight	489.14		
·Travel	219.70		
·Other	3,477.19	13,457.20	
BALANCE: (Funds Reserved for 1973-74		1,717.55	$15,174.75

PUBLICATIONS. . . .

- Fred A. Moehlenbrock, "The Traveling Seminar--A Creative Workshop," Catalyst for Change, Journal of the National School Development Council (Winter 1973), pp. 11-13.

- The "Holding Power" Workshop, edited by Betty M. Skupaka (1972).

- The School Administrator and Employee Negotiations, by Paul V. Petty (1972).

- Effectiveness of Process Teaching in High Schools: A Survey of Judgments by Their Graduates, by Wilson H. Ivins (1971).

- Experimental Education: New Mexico, 1970-71: 12 Innovative Programs, by Jose A. Perea (1971).

- Factors Influencing the Role of Supervisors of English, by George T. Prigmore (1969).

- John Hersey on the Educational Malaise, by Albert W. Vogel (1968).

- Areas of Conflict Between Administrators and Teachers: a New Mexico Report, by John Seaberg and Horacio Ulibarri (1968).

- Textbooks are Here to Stay: a New Mexico Report, by Mildred Fitzpatrick (1968).

- School Administration: Some Observations, by Tom Wiley, assisted by Richard L. Holeman (1967).

WORKSHOPS AND CONFERENCES. . . .

- "Traveling Seminar to Colorado" (a three-day workshop, November 1972)

The Council took thirty Council members to Colorado to observe educational programs and facilities in Colorado Springs and Denver suburbs. A special conference-type bus was utilized to provide participants an experience of learning while riding. The bus was equipped with closed circuit television, an on-board library, and two conference tables. With the exception of a severe snowstorm which kept participants "hotelized" an extra day in Denver, this was truly a fantastic seminar. (The November 1972 Newsletter summarized many innovative practices observed by participants.)

- "Energy Crisis" Workshop (a two-day workshop) April 20-21, 1973)

The Council was co-sponsor of the "Energy Crisis: Impact on Educational Facilities" Workshop conducted at Albuquerque's Airport Marina Hotel. Other co-sponsors were: Southwest Regional Council of Educational Facility Planners, Educational Facilities Laboratories, Inc. (established by Ford Foundation), Council of Educational Facility Planners, International (CEFP), Southern Union Gas Company, Public Service Company of New Mexico, and the University of New Mexico's Bureau of Educational Planning and Development and Department of Educational Administration in the College of Education. The workshop was an "eye opener" for most of the 150 participants; speakers included many national figures in the energy crisis area, all of whom performed superbly.

- "Plant Management Workshops" (an old veteran returns)...(two one-day workshops--June 12 and June 14, 1973)

In the past, the Council conducted numerous plant management training workshops. Upon

popular demand, two such workshops were offered in June 1973--one (for Southern New Mexico member school districts) was held in Los Lunas Senior High School on June 12; the other (for Northern member school districts) was held at Pojoaque Elementary School on June 14. Both workshops were identical in content; two-hour morning sessions were for custodians, and two-hour afternoon sessions were for administrators.

The Council's thanks are extended to Fred A. Moehlenbrock, the instructor of these workshops, about whom the Council has received considerable praise for the excellent way in which he organized and presented the workshops. The Council was fortunate in securing Fred's services. Fred (presently a doctoral student at UNM) spent 1969-1972 as a plant management specialist for the South Carolina State Department of Education where he inspected plant management programs in over five hundred schools, and conducted custodial training programs for approximately three thousand public school custodians.

- "Career Education" (a one-day workshop, February 1972)
- "Critical Concerns of New Mexico's Public Education System" (a one-day conference, November 1971)
- "Holding Power" (a five-day workshop on Indian dropout problems, August 1971)
- "Cultural Awareness" (a one-day workshop on special problems of Indian children in public schools, March 1971)
- "How Administrators and Counselors Talk with Students about Dope" (a one-day workshop, December 1970)
- "PPBS Conceptualization and Application" (a one-day workshop, October 1970)

- "A Look at the Bernalillo Vocational Program with Implications for the State of New Mexico" (a one-day workshop, May 1970)

- "Promoting School Bond Issues in New Mexico" (a one-day conference for superintendents, April 1970)

- "Emerging Developments in School Business Management" (a one-day workshop, December 1969)

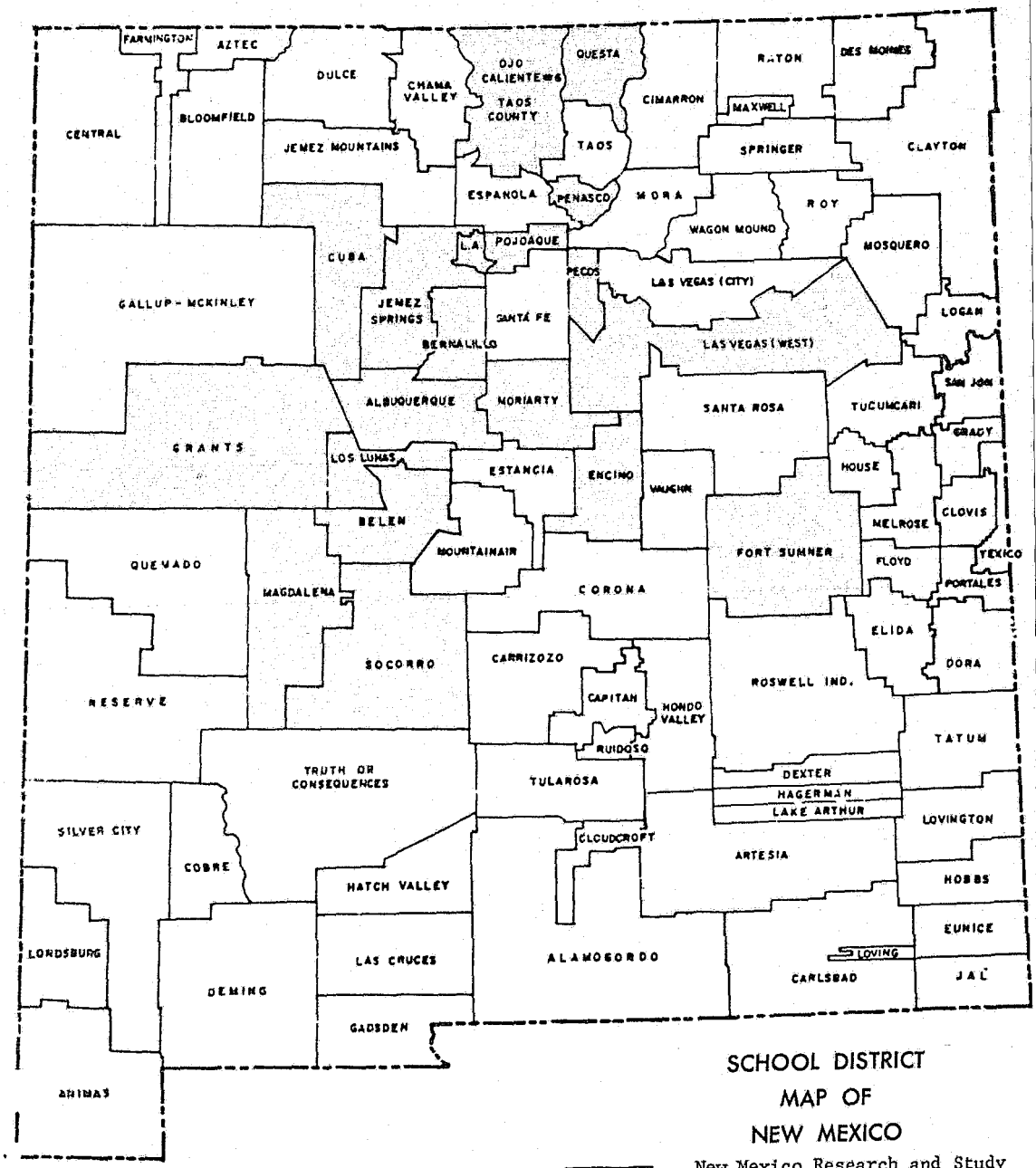
- "Relevancy of New Processes and Content in Secondary Schools" (a one-day workshop, October 1969)

The 1972-73 year was perhaps one of the Council's most unique workshop years--the "Traveling Seminar" was a different and exciting learning-on-wheels experience, and the "Energy Crisis" Workshop, as its name implies, dealt with a topic which may have seemed to be ahead of its time; but, in reality, very timely!

1972-73 will be hard to beat!

* * * * *

APPENDIX A



SCHOOL DISTRICT MAP OF NEW MEXICO

SHADED AREA — New Mexico Research and Study Council Member School Districts, 1972-73.

APPENDIXES

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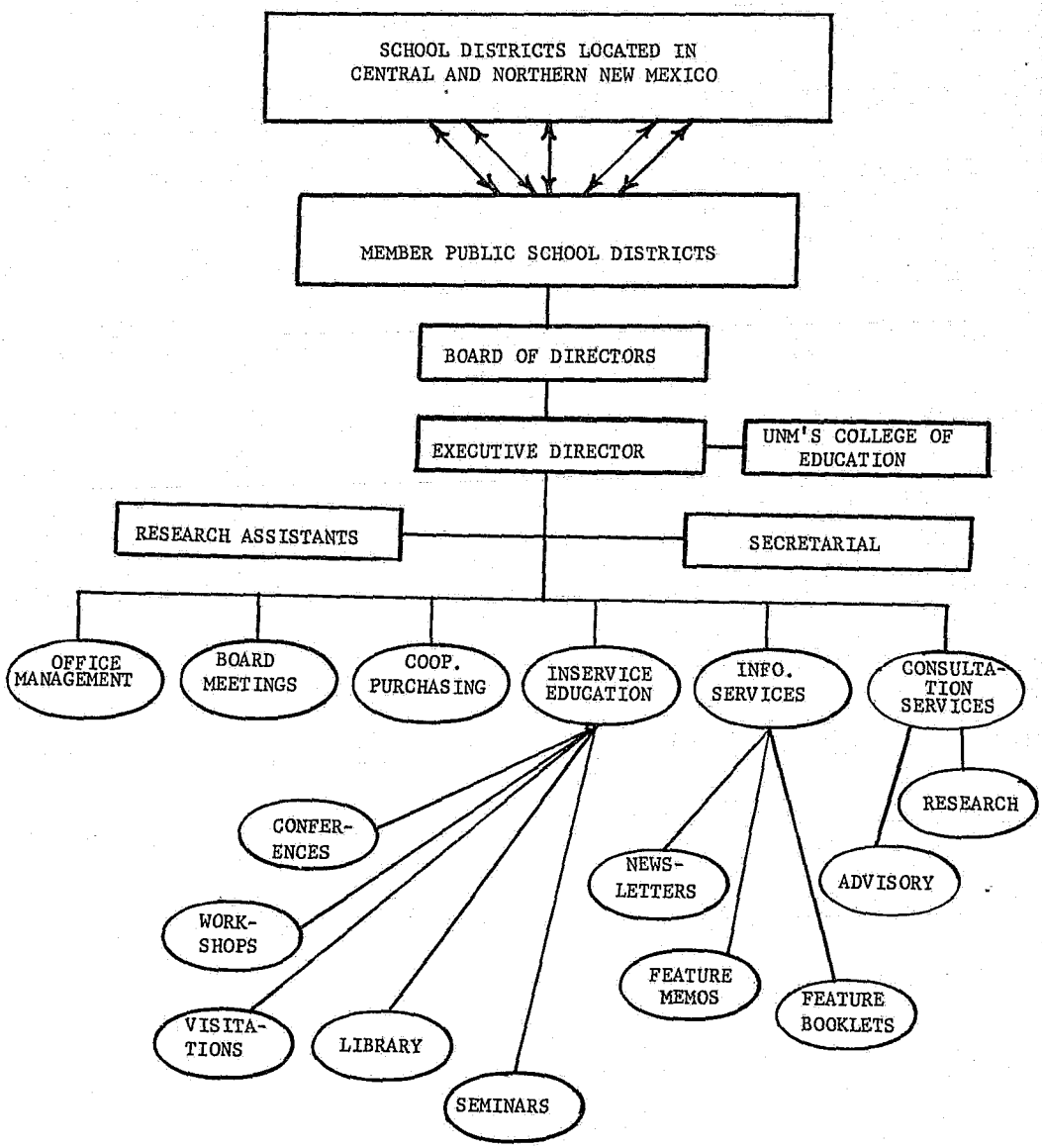
NEW MEXICO RESEARCH AND STUDY COUNCIL
ORGANIZATIONAL AND FUNCTIONAL RELATIONSHIPS



COMPARING THE NEW MEXICO RESEARCH AND STUDY COUNCIL (NMRSC) TO OTHER U. S. STUDY COUNCILS

In a 1970 study, 71 U. S. study councils were analyzed by William P. Danenburg. This study, Characteristics of School Study and Development Councils in the United States, included the NMRSC. The following comparison reveals that the NMRSC possesses characteristics similar to typical characteristics possessed by the 71 U. S. study councils analyzed in Mr. Danenburg's study.

STUDY COUNCIL PROFILES (1969-72)

	Typical Characteristics	Other Councils	NMRSC
1.	Sponsored by a university.	Yes	Yes
2.	Associated with an Educational Administration Department.	Yes	Yes
3.	Serves a multi-country area.	Yes	Yes
4.	Membership contains rural, urban, and suburban school districts.	Yes	Yes
5.	Governed by a board of directors.	Yes	Yes
6.	Boards are composed primarily of:		
	a) Superintendents	5	6
	b) Council staff member	1	1
	c) Representative of another university	1	0
	d) Representative of state department of education	0	1
7.	Council employs a part-time director.	Yes	No
8.	Council employs graduate students.	Several	Two
9.	Council employs a secretary.	F.T.	P.T.
10.	Staff performs most administrative duties.	Yes	Yes
11.	Council receives most revenue from dues.	50% ±	99%
12.	Dues are based upon student enrollment.	Yes	Yes
13.	Council is incorporated.	50% ±	Yes
14.	Highest priority functions are:		
	a) Inservice education	Yes	Yes
	b) Sharing information and materials	Yes	Yes
	c) Newsletter	Yes	Yes
	d) Research and service projects	Yes	Yes
	e) Disseminating research	Yes	Yes
	f) Sharing employed consultants	Yes	No
	g) Curriculum development	Yes	Yes
	h) Cooperative Purchasing	No	Yes
15.	Decade council was established.	1960's	1950's

(Contd)

Typical Characteristics	Other Councils	NMRSC
16. Number of member school districts:		
a) Initial	21	19
b) 1969-72	26	19
17. Headquartered in metropolitan area.	Yes	Yes
18. Population of membership area.	750,000	Less
19. Student population served.	160,000	Less
20. Executive director employed by either board or sponsor.	Yes	Yes
21. Sponsoring university contributes:		
a) Office space	Yes	Yes
b) Salary of executive director	1/3	Less
c) 30% of council's budget (cash)	Yes	None
d) 15% of council's budget (support)	Yes	Yes
22. Oriented to administrators.	Yes	Yes
23. Works with other school personnel.	Yes	Yes
24. Publishes newsletter.	Yes	Yes
25. Representatives attend annual meeting of National School Development Council (the national association of study councils).	Yes	No

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BUREAU OF EDUCATIONAL PLANNING AND DEVELOPMENT (BOEPAD)
College of Education (COE)
The University of New Mexico (UNM)
Albuquerque, New Mexico 87131

A N N U A L R E P O R T

1972-73

ADVISORY COMMITTEE (1972-73)

Dr. Joe Bertinetti	Dr. Imogean McMurray
Dr. Peggy Blackwell	Dr. Robert Nesbitt
Dr. David Darling	Dr. Philip Peterson
Dr. John Gustafson	Dr. Paul Pohland

DIRECTOR'S OFFICE

Matilda C. Campbell, Office Manager
Dr. Richard F. Tonigan, Director

July 1973

what is BOEPAD?

The Bureau of Educational Planning and Development (BOEPAD) helps lay and professional groups to plan, develop, manage, and evaluate their resources effectively, and to solve educational problems. BOEPAD is a University of New Mexico service organization.

what does BOEPAD do?

It brings innovative ideas and creative alternatives to those who must meet educational challenges. Today's accelerating rate of change exacts constant adaptation from men and systems. As new stresses occur, responses that seemed to work well only a few days ago suddenly no longer do the job. Demands unheard of up to now are made continually on curriculum content, teaching strategies, administrative practices—the list is long.

These modern problems require BOEPAD's sophisticated techniques of appraisal and implementation. Preparing programs for professional and paraprofessional personnel, critiquing curriculum and facility plans, providing sensitivity training, using charrettes, systems analysis, and other operations research methods: this is only the beginning of the multiple services possible through flexible, future-oriented educational project management.

By staffing assignments individually, BOEPAD offers meaningful, long-lasting solutions for most school problems.

does unm support BOEPAD?

UNM's professional schools, departments, and specialized bureaus and institutes have established a tradition of making their knowledge available to the people of New Mexico. As a result, many resources that must be sought in separate locations in the private sector are concentrated on the UNM campus. All of the University's facilities such as libraries, audiovisual materials, data processing, and computer programming are at the disposal of BOEPAD and its clients.

Already the state's largest, most comprehensive, and leading university, UNM continues to upgrade its graduate and undergraduate schools and colleges, providing a high-quality reservoir of talent in many fields. An impressive number of UNM faculty have national and international reputations.

how does BOEPAD work?

It selects from the full scope of the College of Education faculty and other specialists best fitted to each client's needs. Experts are at hand to deal with virtually any subject—management processes, staffing patterns, technology. Or plan curriculums for the many kinds of education in the urban, rural, and vocational spectrums. The College is demonstrating intensified concern for bilingual education, programs for the disadvantaged, instruction for Indian students, and career education, to name a few. Popular demand in the College itself has resulted in the genesis of many new ideas in multicultural education.

BOEPAD: modern solutions for educational problems

who are BOEPAD'S clients?

Former clients represent the whole range of educational interests, preschool through the university level, for example:

Public School Systems

Albuquerque	Las Vegas	Pojoaque
Bernalillo	Los Alamos	Socorro
Carrie Tingley	Los Lunas	Vaughn

Post-Secondary and University Planning

New Mexico State Department of Education
Northern New Mexico Vocational School
The University of New Mexico

Special Interest Clients

American Association of Junior Colleges
Gallup Urban Development Agency
Institute for Social Research and Development (UNM)
New Mexico State Vocational-Technical Advisory Council
U.S. Office of Education

THE UNIVERSITY OF NEW MEXICO

bureau of
educational
planning and
development

what do BOEPAD clients ask for?

Clients describe their requirements; BOEPAD provides the answers. Requests for help have included:

- Administrative Staffing and Practices
- Board Policy Reviews
- Curriculum Planning and Educational Specifications
- Facility Planning
- Feasibility Studies
- On-Site Teacher Inservice Education Programs
- Plant and Program Evaluations
- Staff Personnel Training
- Surveys: Attitudinal/Opinion, Socioeconomic, School/Community, Opinion Polls

who directs BOEPAD?

Its director is Professor Richard F. Tonigan. Dr. Tonigan's project management experiences have taken him throughout the United States and to Canada, Latin America, Europe, and Russia. Educational planning, the development of improved environments for learning, and educational project management are areas in which he is becoming increasingly specialized. He has directed or participated in more than thirty local and State of New Mexico educational studies.

Professor Tonigan is a frequent contributor to educational texts (*Encyclopedia of Education,* 1971; *Education in the States: Nationwide Development Since 1900,* 1969; *Schools for America,* 1967; *Guide for the Planning of School Facilities, 1964*). His business management, educational planning, and plant management articles appear regularly in professional journals.

Dr. Tonigan is also the executive director of the New Mexico Research and Study Council, a cooperative educational improvement venture which the University of New Mexico shares with nineteen New Mexico school districts.

how to reach BOEPAD

BUREAU OF EDUCATIONAL PLANNING AND DEVELOPMENT
College of Education
The University of New Mexico
Albuquerque, New Mexico 87106
Director: Dr. Richard F. Tonigan
Telephone: (505) 277-2622

INTRODUCTION

This year's Annual Report contains a brief summary of BOEPAD's history and a more detailed account of activity during 1972-73.

Incidentally, blow out five candles for BOEPAD (July 1, 1973)! The College of Education's (COE's) Bureau of Educational Planning and Development (BOEPAD) enters its sixth year with considerable anticipation. Thanks to the University of New Mexico for once again providing a major portion of BOEPAD's annual operating funds and to the fact that BOEPAD is entering the new fiscal year with more projects than ever before.

It should be pointed out that BOEPAD is operated on a half-time basis, and that BOEPAD shares facilities with the New Mexico Research and Study Council (NMRSC). BOEPAD's two employees each work one-half time for BOEPAD; the other one-half time of the first employee, the Office Manager, is assigned to the NMRSC and the other one-half time of the second employee, the Director, is assigned in the Department of Educational Administration. By cooperatively conducting the business of these two organizations in common facilities with shared personnel the two organizations are able to have one office in operation during the full business week. All other persons who work for BOEPAD are employed to work as consultants or other staff members and are reimbursed from contracted project funds; they normally work in the field or in their own UNM offices.

A second aspect of BOEPAD's operation which may be confusing to some is the source of its operating funds. Unlike most continuously operated activities in COE, BOEPAD's operating funds do not generally come from the State of New Mexico legislated appropriation. Most of BOEPAD's annual funds come from a UNM allocation (out of non-State funds); a small amount which is sometimes allocated by COE; and, the balance comes from charges made against specific contracted projects to compensate BOEPAD for the time its staff devotes to those projects.

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TABLE

I. BOEPAD COMPLETED AND PROJECTED PROJECTS, 1968-74	3

FIVE-YEAR SUMMARY

FIVE-YEAR SUMMARY

The annual dollar value of BOEPAD's contracts is summarized below:

Year	Dollar Value of Contracts
1968-69	$ 61,885
1969-70	56,188
1970-71	18,638
1971-72	26,866
1972-73	47,408
	Total: $210,985

Table I on the following page is a detailed listing of all of the thirty-three projects for which BOEPAD has made a commitment; all of them have been completed except projects 2 and 4 in 1972-73 listed on page 5.

A summary of the dollar value of contracts by source follows:

Federal	$118,892
State	45,350
Local	20,115
UNM	24,670
Other	1,958
Total:	$210,985

TABLE I

BOEPAD COMPLETED AND PROJECTED PROJECTS, 1968-74

YEAR OF COMPLETION	NO.	TITLE	DOLLAR VALUE OF CONTRACTS BY SOURCE					
			Local	State	Federal	UNM	Other	Total
1968-69	1.	Curriculum and Facility Planning, Deming Elementary School	$ 1,000	$	$	$	$	$
	2.	Curriculum and Facility Planning, Vaughn High School	885					
	3.	Curriculum and Facility Planning, Espanola Vocational-Technical School		4,500				
	4.	UNM Branch College Feasibility Study ("4-in-1")				15,000		
	5.	Los Lunas Multi-Cultural Sensitivity Training			39,500			
	6.	Title I Workshop			1,000			$ 61,885
1969-70	1.	Curriculum and Facility Planning, Los Lunas High School	4,000					
	2.	Curriculum and Facility Planning, Pojoaque Elementary School	1,300					
	3.	Curriculum and Facility Planning, Carrie Tingley Hospital			913			
	4.	Curriculum and Facility Planning, Las Vegas Middle School	3,500					
	5.	Health Behavior Inventory		1,500				
	6.	Health Curriculum Guide		1,000				

(Contd)

YEAR OF COMPLETION	NO.	TITLE	DOLLAR VALUE OF CONTRACTS BY SOURCE					
			Local	State	Federal	UNM	Other	Total
	7.	Los Alamos Parent-Student Opinion Poll	$ 3,592	$	$	$	$	$
	8.	Review of State Board Policies		500				
	9.	UNM Staff Training Program				2,670		
	10.	Statewide Vocational-Technical Evaluation			15,150			
	11.	Gallup Branch, UNM Vocational-Technical Feasibility Study				3,000		
	12.	Albuquerque Health Occupations Charrette	1,000		16,000		1,000	
	13.	Plant Design Awards, American Association of Junior Colleges					958	
	14.	Los Lunas Administrative Reorganization	105					$ 56,188
1970-71	1.	Child Care and Development Center, ISRAD			2,338			
	2.	Curriculum Improvement, Socorro	1,500					
	3.	Space Study, College of Education, UNM				4,000		
	4.	Socioeconomic and Attitudinal Survey, Gallup Urban Development Agency			10,000			
	5.	Los Lunas Inservice Teacher Training	800					$ 18,638

(Contd)

YEAR OF COMPLETION	NO.	TITLE	DOLLAR VALUE OF CONTRACTS BY SOURCE Local	State	Federal	UNM	Other	Total
1971-72	1.	Evaluation of School-on-Wheels, Albuquerque	$	$	$ 1,000	$	$	$
	2.	Organizational Structure Evaluation, Pojoaque	875					
	3.	Vocational-Technical Information System, NMSDE			22,491			
	4.	Evaluation of the Exemplary Project in Vocational Education-PY1, Bernalillo			2,500			$ 26,866
1972-73	1.	Tri-Cultural Vocational Exploratory Career and Work Experience Education Program-PY2, Bernalillo			8,000			
	2.	Pojoaque K-12 Facility Planning Assistance	1,000*					
	3.	Belen School Community Survey	558					
	4.	Public School Capital Outlay Fund Project, NMSDE		$37,850**				$ 47,408
		TOTALS:	$ 20,115	$45,350	$118,892	$ 24,670	$ 1,958	$210,985

NOTES: *This project was contracted in mid 1972-73, but no income was realized during 1972-73.
**This project was contracted in late 1972-73; all income will be received by December 31, 1973.

1972 - 73

THE BUREAU OF EDUCATIONAL PLANNING AND DEVELOPMENT SECURES SECOND BIGGEST CONTRACT

Public School Capital Outlay Fund Project

The Bureau of Educational Planning and Development's major highlight in 1972-73 was being awarded a $37,850 contract by the New Mexico State Department of Education (NMSDE) for another statewide survey. Next to the Los Lunas Multi-Cultural Sensivity Training grant awarded to BOEPAD by the U. S. Office of Education in 1968-69, this NMSDE project is the second highest funded contract in BOEPAD's five-year history.

BOEPAD's responsibilities in the performance of this Public School Capital Outlay Fund Project include: (1) inventorying the educational space in all elementary and secondary school buildings in New Mexico, (2) assessing the physical condition of all New Mexico school plants, (3) assessing the public school capital outlay funding condition of each of New Mexico's eighty-eight public school districts, (4) developing a computerized facilities information system, and (5) preparing a summative report.

The overall project is a joint effort of the NMSDE and BOEPAD. The NMSDE's responsibilities include: (1) making a five-year enrollment projection for each New Mexico public school district, (2) identifying the priority rating criteria which should be used in making public school capital outlay funding improvement grants to New Mexico's public school districts, (3) securing data portraying the capital funding condition and efforts of each public school district, and (4) providing liaison between BOEPAD and other State agencies whose periodic reports will be abstracted from by BOEPAD personnel, e.g., state fire marshal's office, public health department, chief

of the Public School Finance Division, NMSDE's school district evaluations.

The project was mandated by an Act of the 1973 Legislature. The sum of $90,000 was appropriated to the N. M. State Department of Education for the project. About $53,000 is being utilized by the NMSDE to perform its administrative and data development portions of the project; and, as mentioned earlier, $37,850 has been awarded to BOEPAD for performing its designated responsibilities.

The end product will be a comprehensive report summarizing and interpreting data collected by the NMSDE and BOEPAD. This report will be disseminated by the NMSDE to a number of distribution points including, of course, members of the Legislature. The Bill appropriating the $90,000 for the conduct of this study also appropriated $5,910,000 for distribution to New Mexico's public school districts during the current year; all of this money is to be granted for public school capital outlay funding purposes. What effect the results of the study will have on the Legislature's future allocations in the public school capital outlay funding arena remains to be seen.

Service to the State

BOEPAD has conducted several major studies for the New Mexico State Department of Education. This has been mutually beneficial to both organizations. For example, the NMSDE has been given reduced overhead rates on many of its projects; and, in addition, considerable low-cost or no-cost graduate student input is included in the performance of each project. On the other hand, University of New Mexico faculty members and students are funded through these NMSDE contracts for project-related expenses, and

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sometimes for compensation. BOEPAD, as a collegewide agency, is able to reach into the total faculty of the College of Education (and the University of New Mexico), and to assist in seeing that NMSDE work is processed by the best available brainpower.

EVALUATION ASSISTANCE

Most years, a portion of BOEPAD's operation is related to either conducting evaluation studies for local public school districts, or in assisting school districts to evaluate themselves. Sometimes they are performed in an annual series.

The Bernalillo Tri-Cultural Vocational Exploratory Career and Work Experience Education Program illustrates just such an evaluation effort. During 1972-73, BOEPAD completed its second annual evaluation of this Bernalillo program. Under an $8,000 contract, Professor Paul Pohland, Department of Educational Administration, Professors Mollie Bailey and William Runge, Department of Secondary Education, and several graduate students from the College of Education designed a series of evaluation programs, worked with project staff members in Bernalillo, visited the eleven schools in the Bernalillo school system to collect evaluation data; then, after compiling the data, wrote an interpretative statement summarizing the evaluation findings. The Director of BOEPAD then assembled these evaluative documents into a report* which is being used by the Bernalillo project staff in the development of a continuous evaluation program for the 1973-74 project year.

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*Bernalillo Tri-Cultural Vocational Exploratory Career and Work Experience Education Program: Evaluation Report Phase II. June 1973.

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COMMUNITY DEVELOPMENT IMPLICATIONS OF BOEPAD PROJECTS

BOEPAD's projects can develop significant community impact. The 1972-73 Belen School Community Survey is a prime example. It caused the School Board and the City to reconsider future planning efforts. The two-volume final report* of this school community survey included recommendations such as:

. . . . . .

Joint School Community Planning

The Survey Team wishes to call to the attention of the School District two long-range planning problems.

The first of these relates to what appears to be a need for the School System to join with the City of Belen in helping with the development of a comprehensive community plan. Apparently, the approval of such a plan is now being considered by the City. It appears that the active involvement of the School Board and its representatives is essential to the creation of a community plan which will: (1) provide for adequate and safe school sites, (2) implement to the maximum degree possible the school-park concept, and (3) implement opportunity for maximum community growth as a result of the operation of the schools within the City of Belen.

The second problem relates to the Horizon Corporation development. The Survey Team was unable to secure from the Horizon Corporation any meaningful data which would give the School District sufficient assurance that an adequate number of carefully selected, properly located, adequately sized, school sites were being reserved in the development of plans of Horizon Corporation properties.

It is recommended that: (1) the School District make one of its employees (or a small committee) responsible for becoming intimately acquainted with the overall plans of Horizon Corporation, (2) the School District maintain month-by-month information on the status of Horizon Corporation developments, (3) the School Board adopt policies and procedures for the selection, sizing, siting, and other factors pertinent to providing adequately for the long-range

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*Belen Looks Ahead. Vol. I and II, January 1973.

school site needs on properties controlled by Horizon Corporation within the Belen School District.[1]

. . . . . .

A second recommendation in this report was that the Belen School System upgrade school plants in a dollar amount approximating three million dollars (see Appendix A[2] and Appendix B[3]).

A third significant recommendation of this report urged the School Board to establish site selection and sizing criteria for all of the future school sites which will be needed as the Horizon Corporation properties become more populated. Since the land now being developed by Horizon Corporation contains far more acreage than the balance of the Belen School System, this was a most important recommendation.

While the Belen study concerned the local level, the "Energy Crisis" conference operated at the regional and national level. This conference was devoted to bringing together planners and managers from public service utilities companies; state agencies; local, school and community planners; higher education institutions; and other diverse organizations, all of whom were or are responsible for planning or controlling the utilization of the nation's energy resources. Participants included engineers from Los Alamos Scientific Laboratories, Sandia Laboratories, Public Service Company of New Mexico, Southern Union Gas Company, the University of New Mexico, El Paso Natural Gas Company, Educational Facilities Laboratory (New York City), and school planners, architects, and engineers from a number of states,

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[1] Belen Looks Ahead, Vol. I, p. 33.
[2] Ibid., p. 30.
[3] Ibid., p. 32.

including all of those in the Southwest. About thirty UNM graduate students from engineering, education, architecture, and other schools participated also.

The "Energy Crisis" conference was a joint effort of several organizations, including BOEPAD. The Director of BOEPAD organized and conducted the two-day conference.

FIELD EXPERIENCE OPPORTUNITIES

Projects conducted during 1972-73 offered field experience opportunities to many students. For example, the Belen Survey was conducted jointly by twelve students from the field of education, four from architecture, two from economics, and a professor from each of these three fields. The NMSDE Public School Capital Outlay Fund Project has involved twenty students from at least five departments within the College of Education; it is anticipated that another fifteen to twenty students will become involved in the project before its completion in December 1973. These students have worked as on-site surveyors, administrative assistants, computer coordinators, and field directors. The "Energy Crisis" conference workshop participants included eight College of Education students who worked in setting up and conducting the conference, and another thirty UNM students who participated in the conference itself.

The scope and nature of each student's involvement varied from project to project, of course. Some students enrolled in "Problem" or "Field Experience" courses; some students participated in the projects in lieu of preparing term papers; some students worked as volunteers, purely for the experience of participating in off-campus field experiences.

A number of students earned money while participating in the projects. The highest funded student is receiving $4,500 for a six-month assignment; non-salaried students usually received expenses related to food, travel, and supplies. In almost every case, contract funds included sufficient monies to reimburse students for all of their expenses.

BOEPAD PROJECT LABORATORY

As in previous years, students and faculty of the College of Education relied heavily upon BOEPAD library resources for educational and educational facilities planning and management materials. Although no records were maintained during the 1972-73 year, a study during the 1971-72 year revealed that there were over seven hundred such uses of the library and the general operation of BOEPAD, and that the 1973-74 year was even a busier year.

Although projects conducted by BOEPAD have first preference for the utilization of this laboratory space, a half dozen or so doctoral students found it possible to utilize the facilities, between projects, as a place in which to write and prepare their doctoral dissertations.

The materials deposited in the library portion of the laboratory continue to increase in volume. Approximately fifty new planning and management books were added, and approximately seventy-five to one hundred reports of planning studies and developmental efforts were also secured. Finally, several hundred brochures, pamphlets, newsletters, state reports, and other documents reporting educational plans and developments of U. S. public school districts and other educational agencies were received by the New Mexico Research and Study Council and the Bureau of Educational Planning and Development and placed in the library for future student and faculty usage.

INCOME AND EXPENDITURES
BOEPAD ACCOUNT #283-401-1: 1972-73*

A.	FUNDS AVAILABLE			
	1. University Allocation		$16,000.00	
	2. College of Education Allocation		-0-	
	3. Other		558.33	$16,558.33
B.	EXPENDITURES			
	1. Salaries and Wages	$11,142.50		
	2. Fringe Benefits	1,292.70		
	3. Materials and Services	1,506.54		
	4. Postage, Communications, Freight, and Shipping	246.25		
	5. Equipment	887.94		
	6. Travel	411.25		
	7. Other	847.40	$16,334.58	
C.	END OF YEAR BALANCE		223.75**	$16,558.33

*This account does not contain project funds against which a portion (about 25%) of BOEPAD's staff-related costs are charged.

**Returned to Central Administration.

1973-74

THE OUTLOOK FOR 1973-74

The Bureau of Educational Planning and Development entered the 1973-74 fiscal year with a major contract already in process (the previously mentioned NMSDE Public School Capital Outlay Fund Project). This is the first year in which BOEPAD entered a new fiscal year with a major contract already in process. This is significant in that a portion of BOEPAD's costs must come from client-related projects--and one is already in hand.

In addition, BOEPAD is almost assured that its annual contract for the evaluation of the Bernalillo Public School System's Tri-Cultural Vocational Exploratory Career and Work Experience Education Program will be re-funded for the third consecutive year at an $8,000 contract level. Potential for funding staff and student involvement (as consultants, interns, and scholars) will be the same as for the current year; and, again, treble the contract amount of the first year.

Another small contract which is presently in process, a contract in which BOEPAD has agreed to assist, is the development of educational specifications and plans for an addition to the Pojoaque Public School District's elementary school. This work should be completed in the 1973-74 fiscal year. The ultimate contract value will range between $1,000 and $2,000.

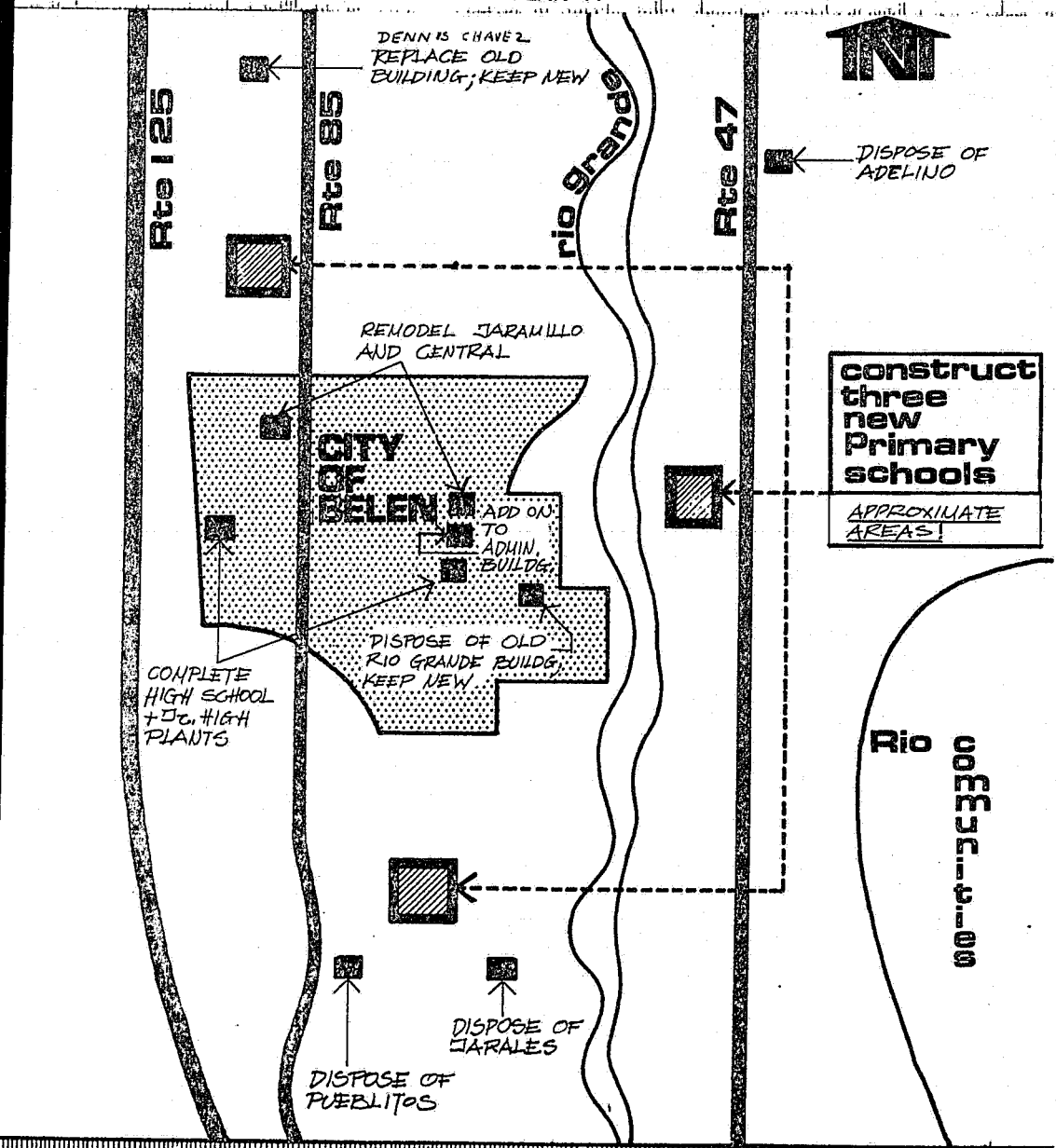
If history repeats, the Bureau of Educational Planning and Development can also anticipate joint venture involvements with the New Mexico Research and Study Council, the New Mexico State Department of Education, and local school districts--in cooperative efforts to conduct a few

workshop and publication efforts. The degree to which additional contracts may develop will have to await the test of time--but usually as summer comes to a close a few New Mexico districts turn directly to BOEPAD for assistance.

As in the past, every effort will be made to continue to search for ways to share the College's potential with other agencies and communities and to increase the impact of COE potentials and activities upon the programs of New Mexico's schools and agencies.

APPENDIXES

CHART 3
PLAN II



- RECOMMENDED PLAN
- FACILITY CHANGES

CHART 5
PRELIMINARY COST ESTIMATES FOR A PROPOSED
LONG-RANGE CAPITAL IMPROVEMENTS PROGRAM
FOR THE BELEN SCHOOL DISTRICT
(1/19/73)

PLAN II	GROSS SQ. FT. OF FLOOR AREA	EST'D UNIT COST	EXTENDED UNIT COST	NOTES (Dates are approx.)
A. MODERNIZATION OF OLD BUILDINGS				
1. Central Elementary	19,177	$15	$ 287,655	
2. Jaramillo Elementary	17,699	10	176,990	Built in 1951.
3. Junior High	39,364	10	393,640	All 6 buildings built in early
			$ 858,285	1950's.
B. DISPOSE OF				
1. Adelino				) To be disposed of at
2. Pueblitos				) no cost and perhaps
3. Jarales				) some income.
4. Dennis Chavez				) Built in 1934.
5. Rio Grande				) Built in 1940.
C. REPLACE OLD BUILDING WITH NEW BUILDING				
1. Jaramillo Elementary	3,703	$25	$ 92,575	Built in 1941.
1. Junior High Locker-Shower Room	4,000	30	120,000	
			$ 212,575	
D. CONSTRUCTION OF NEW BUILDINGS				
1. Three new primary schools			$1,350,000	
2. High School (Facilities for music, art, drama, some voc-tech, expanded administration, dining and related areas, student, teachers, health education.)	15,000	$27	$ 405,000	
3. Administrative Building Addition	2,630	25	65,750	
4. Central Food Preparation Center	5,250	35	183,750	
			$2,004,500	
E. SITE ACQUISITION (30-45A.)			$ 75,000	
F. SITE IMPROVEMENTS			$ 50,000	
G. EQUIPMENT (Instructional, Office, Kitchen, Plant)			$ 553,564	18% of "Extended Cost" less "F" and "G".
	GRAND TOTAL:		$3,753,924	

MINORITY GROUP CULTURAL AWARENESS CENTER

REPORT
by
Bryan McOlash

August 30, 1973

The Report of the MINORITY GROUP CULTURAL AWARENESS CENTER

July 1, 1972 -- June 30, 1973

Dr. John Aragon, Director
Ray Rodriguez, Acting Director

Annual Report of the
MINORITY GROUP CULTURAL AWARENESS CENTER
July 1, 1972 to June 30, 1973
Dr. John Aragon, Director

Submitted by Bryan McOlash

The general objectives of the Cultural Awareness Center have been extensively elaborated on within the documentation of previous annual reports.

In brief, the objectives and issues have been identified as revolving around a lack of awareness among educators in the State of the cultural differences which exist among the students in the majority of the school districts. This lack of awareness has resulted, quite naturally, in a strong tendency throughout the educational history of the State, to anchor the educational function in curricula and instructional modalities responsive to the needs and demands of the middle-class Anglo society. For whatever reason, the distinctive needs inherent in the different life styles of the Spanish-Surnamed, Indian and Black people have not been taken into account in the shaping or implementation of the educational process.

The major effort of the Center during the last three years has been concentrated on helping the educators in the public schools of the State to become more aware of these cultural differences. More specifically, the effort has been directed toward showing how these differences in cultural background actually come into conflict with the traditional educational process, with the ultimate effect of nullifying or greatly

minimizing the productivity of the traditional educational approaches.

While it is true that there remain some schools in the State which still need assistance in increasing their awareness of cultural differences, it can be safely stated that educators are now beginning to make modifications in curriculum and instructional strategies so as to take into account the differences in cultural backgrounds. The requests for technical assistance for the development and implementation of new instructional approaches have increased to such an extent that these requests serve as mute testimony of the existence of this maturing awareness.

During the last four years, and particularly in 1972-1973, efforts have been directed towards promoting and supporting technical assistance. Although the main effort of the Center has been the promotion of increased awareness of cultural differences, the shift toward providing technical assistance has increased. The Center has been changing its role to that of helping individual school districts or buildings within districts to develop and often implement the necessary revisions in the educational programs. During the current program year, the Center has conducted a number of workshops for specific districts or buildings.

During this same period, the Center has also continued to advance institutes in which the effects of cultural differences are dealt with in relation to specified subject matter areas. The implication of these efforts has been that each subject

matter area has certain unique concerns and problems that can be dealt with more directly by restricting participation to people from single, specified fields. The long range inference from this approach is that, if enough direct and pragmatic aid is provided for a broad range of subject matter areas, these separate program elements will coalesce into a coherent educational program.

Finally, the Center staff expended a great deal of effort in providing technical assistance to school districts for obtaining federal funding for equality of educational opportunity. The Center provided direct and comprehensive technical assistance to sixteen districts who submitted proposals for funding under the Emergency School Aid Act (Title VII, Public Law 92-318). As a consequence of the efforts, the sixteen districts received a total of $1.827 million for local use in comprehensive programs for culturally different students.

The present report will attempt to summarize the Center's activities from July 1, 1972 to June 30, 1973. Data and information will be provided in terms of the number of requests for technical assistance and the school districts or agencies served. ESAA related requests for technical assistance are reported separately. Information will also be provided on the number of training programs and seminars with an inclusion of the number of districts and participants served.

In addition specific staff activities including publications or outside professional activities and appointments to, or separations from the staff will be included. Finally, a

brief narrative summary will be provided concerning the plans and recommendations for the future.

Terms like technical assistance and training programs will be defined where appropriate. For the moment, it should be noted that technical assistance and training programs often overlap. A technical assistance request may eventually lead to a training program. As a result, there will be some redundancy in reporting.

I. Requests for Technical Assistance

Technical assistance may, among other activities, include making available information regarding effective methods of coping with particular problems in minority group education and making available personnel specifically equipped to advise and assist schools with such problems. Training programs for specific schools since they relate to unique and defined problems or specific subject matter area programs are considered technical assistance efforts in the present report.

In general, requests for technical assistance reflect simply the requests and not the number of staff members who fulfilled each request. In other words, one request could have precipitated a response from only one or from several members of the staff. Additionally, the count for technical assistance reflects only those that involved some direct and concrete activity on the part of the Center. Requests that were made, but for some reason, were not responded to are not included.

Almost all activities relative to ESAA can be classified

in the realm of technical assistance. However, since ESAA related work has involved a significant proportion of the Center's work load, it was decided to include these activities under a separate heading. This decision means a chronological summary of ESAA involvement by the staff. This summary will include actions and events initiated by the Dallas Regional Office, the Center, the State Department of Education, the school districts and related agencies in New Mexico. This latter classification of school district initiated actions quite properly can be classified as requests for technical assistance. These requests for technical assistance are reflected in Part I, Requests for Technical Assistance and in Table I, School Districts Receiving Technical Assistance.

The reported activities only reflect overt extra-office efforts by the Center staff and do not include numerous phone calls requesting information or correspondence with districts and other appropriate agencies or informal conversations with interested people.

Following is a listing of the number of technical assistance requests by various agencies along with a history of school districts served. Table I provides a more detailed picture of the nature of the assistance rendered.

State Requests for Technical Assistance

New Mexico

State Department	5
Schools	232
Universities	16
TOTAL	253

Texas

Schools	2
Universities	1
TOTAL	3

Oklahoma

Universities	1
TOTAL	1

Wyoming

Universities	1
TOTAL	1

Idaho

Schools	1
TOTAL	1

Oregon		
Universities		1
	TOTAL	1
Others		
(See Table I)		35

GRAND TOTAL-296

ESAA ACTIVITIES

July 1, 1972 - June 30, 1973

Participating Agency	Description
USOE, Dallas	Orientation session involving ESAA regulations.
Cultural Awareness Center	Correspondence with state school officials concerning ESAA Statewide Conference.
USOE, Dallas	Planning meeting with USOE in Albuquerque for November 20, Statewide Conference.
*New Mexico School Districts	Statewide Conference for school districts on ESAA legislation..

Bloomfield	Magdelena
Aztec	Grants
Socorro	Hondo Valley
Alamorgordo	Springer
Albuquerque	Portales
Las Vegas City	Silver City
Wagon Mound	Hobbs
Carlsbad	Pojoaque
Deming	Des Moines
Artesia	Hatch
Penasco	Vaughn
Jal	Cloudcroft
Chama Valley	UNM
Santa Rosa	Archdiocese of Santa Fe
Roswell	SWCEL
All Indian Pueblo Council	State Dept. of Education
Questa	Belen
Santa Fe	Raton
Bernalillo	Dexter
Quemado	Taos
Encino	Hagerman
Dulce	West Las Vegas
Jemez Mountains	Cuba

Cultural Awareness Center Advisory Board	Overview and discussion of ESAA.
Center Staff	Office work reviewing ESAA regulations, etc.
*Non-Profit Organization (NPO), Albuquerque	Explanation and presentation of material on legislation.
*Albuquerque Public Schools	Meeting with APS proposal writer - ESAA
*Albuquerque Public Schools	ESAA Meeting -- APS Administrative staff.
*Non-Profit (NPO) Parent Groups Albuquerque	ESAA meeting with NPO representatives.
*Albuquerque Public Schools	ESAA meeting with middle level management.
*School Districts from Central part of the State, Albuquerque	Explanation and further information on ESAA Archdiocese of Santa Fe Farmington Fort Sumner Los Lunas Tularosa Socorro Jemez Pueblo Albuquerque Learning Center
*Northern Area School Districts Santa Fe	Explanation and further information on ESAA. Dulce Santa Fe Questa Espanola Santa Rosa Jicarilla - CAP Penasco St. Anthony (Penasco) Gallup McKinely Taos Chama Valley
*Southwestern Area School Districts, Roswell	Similar meeting for area superintendents.

	Lovington, Hobbs Artesia, Portales Hagerman, Clovis Roswell
*Southern Area School District, Las Cruces	Similar meeting for area. Hatch, Alamogordo Las Cruces, Gadsden
*Northeastern Area School District, Las Vegas	Similar meeting for area. Las Vegas City West Las Vegas Des Moines Tucumcari
*Albuquerque Public Schools	Meeting with USOE, Dallas, Program Officer and school personnel relative to ESAA guidelines.
*Southwestern Cooperative Educational Laboratory Albuquerque	Overview of ESAA legislation relative to NPO and Institute funding.
USOE, Dallas	Albuquerque meeting concerning bilingual education guidelines and ESAA Comprehensive Educational Plans.
*Albuquerque Public Schools	Meeting with local Bilingual Program Director relative to ESAA bilingual guidelines.
*NPO, Albuquerque	Explanation of required relationship between NPO's and local school districts.
*Mora Independent School District	Outline of assistance available from Center in proposal submission.
*Dulce Independent School District	Meeting with Superintendent regarding District's eligibility for ESAA.

*Albuquerque Public Schools	Meeting Superintendent and assistants concerning ESAA legislation and the reassignment of students.
*Hagerman School District	Detailed discussion of ESAA applications.
*Hobbs School District	Detailed discussion of ESAA applications.
*Espanola School District	Discussion of ESAA guidelines and application procedures.
*Espanola School District	Detailed discussion of ESAA application with local Director of Instruction, State Department of Education, and Dallas Regional Office.
*Chief of New Mexico Educational Finances -- Pre-Budget Conference, Albuquerque	Brief presentation on ESAA by OE, Dallas and informal discussions with a number of school districts. Grants — Las Vegas City Chama VAlley — Cuba Mountainair — Penasco Carizozo — Lake Arthur Questa — Santa Rosa Socorro — Hatch Pojoaque — Belen Carlsbad — Taos Dulce — Gallup Las Cruces — Pecos Penasco — Bloomfield National Indian Leadership Training
*Chama Valley School District	Discussion of ESAA and allowable activities with local Director of Instruction, State Department of Education, and Dallas Regional Office.
*West Las Vegas Schools	Direct assistance with Comprehensive Educational Plan.

*Las Vegas City Schools	Assistance with concept of eligibility and requirements of a Comprehensive Plan.
*Mora School District	Direct assistance with Comprehensive Educational Plan.
OCR, Dallas	Albuquerque meeting concerning Hobbs' Comprehensive Educational Plan.
*Hobbs School District	Meeting with OE Program Officer, OCR representative and school officials relative to ESAA and Plan.
*NPO, Hobbs *Carlsbad	Meeting with two NPO's to outline permissable activities and required relationships with local districts.
*Eight School Districts	Meeting in Albuquerque to outline the writing of Comprehensive Plans. Fort Sumner — Questa Hagerman — Dulce Santa Rosa — Socorro Bloomfield — Taos
*Mora School District	Assistance in forming District-Wide Advisory Committee and discussion of Plan.
*Mora School District	Final review and writing of Plan before submission to OCR.
*West Las Vegas School District	Review of Plan before submission to OCR.
*Dulce School District	Meeting with school Superintendent and Advisory Committee on ESAA proposal.

*Center Staff	Provided week-long technical assistance session for following districts: Taos, Chama Valley Santa Rosa, Espanola Dulce, Bloomfield Socorro, West Las Vegas Mora, Las Vegas City Questa
*Las Vegas City School District	Direct assistance in proposal writing.
*West Las Vegas School District	Review of proposal status.
*Mora School District	Further development of bilingual proposal.
*Carlsbad School District *Hatch School District	Assistance with development of ESAA proposals.
*Hobbs School District	Continuation of ESAA proposal development.
*Carlsbad School District	Continuation of ESAA proposal development.
*Mora School District	Further refinement of Comprehensive Plan and ESAA proposal.
*West Las Vegas School District	Review of additions to Comprehensive Plan.
*Las Vegas City School District	Review of proposal progress.
*Hagerman School District	Assistance with application.
*Hobbs School District	Further assistance with Desegregation Plan and ESAA Proposal.
*Socorro School District	Review of suggested revisions of ESAA proposal.

*Mora School District	Final drafting of proposal.
*Hagerman School District	Finalize ESAA application.
*Penasco School District	Worked with State Department of Education to complete proposal.
*Carlsbad School District	Review of final proposal draft and reformulated Comprehensive Plan.
*Carlsbad, NPO	Assisted in writing proposal.
*Hobbs School District	Reviewed current proposal and recommended changes.
*Hobbs, NPO	Met with NPO representative and suggested procedures for incorporating the recommended changes reviewed from Dallas.
*Hobbs School District	Finalized revised ESAA proposal.
*Chama Valley School District	Finalized resubmission.
*ESAA Funded Districts	Dallas Regional Office meeting for budget "negotiations."
*Mora School District	Assistance with budget revisions.
*Carlsbad School District	Assistance with budget revisions.
*Carlsbad, NPO	Report on final status of proposal ----- rejected.
*Requests for technical assistance.	

Districts or Agencies Requesting Technical Assistance

NAME OF SCHOOL DISTRICT	LOCATION
Albuquerque	Albuquerque, New Mexico
Gallup - McKinley	Gallup, New Mexico
Grants	Grants, New Mexico
Bernalillo	Bernalillo, New Mexico
Las Cruces	Las Cruces, New Mexico
West Las Vegas	Las Vegas, New Mexico
Cuba	Cuba, New Mexico
Mora	Mora, New Mexico
Los Alamos	Los Alamos, New Mexico
Artesia	Artesia, New Mexico
Jemez Valley	Jemez, New Mexico
Chama Valley	Tierra Amarilla, New Mexico
Hobbs	Hobbs, New Mexico
Portales	Portales, New Mexico
Las Vegas City	Las Vegas, New Mexico
Roswell	Roswell, New Mexico
Silver City	Silver City, New Mexico
Wagon Mound	Wagon Mound, New Mexico
Carlsbad	Carlsbad, New Mexico
Pojoaque	Pojoaque, New Mexico
Deming	Deming, New Mexico
Des Moines	Des Moines, New Mexico
Hatch	Hatch, New Mexico

Districts or Agencies Requesting Technical Assistance
(Continued)

Name of School District	Location
Peñasco	Peñasco, New Mexico
Vaughn	Vaughn, New Mexico
Jal	Jal, New Mexico
Cloudcroft	Cloudcroft, New Mexico
Cobre	Bayard, New Mexico
Truth or Consequences	Truth or Consequences, New Mexico
Lake Arthur	Lake Arthur, New Mexico
Santa Rosa	Santa Rosa, New Mexico
Questa	Questa, New Mexico
Belen	Belen, New Mexico
Santa Fe	Santa Fe, New Mexico
Raton	Raton, New Mexico
Dexter	Dexter, New Mexico
Quemado	Quemado, New Mexico
Taos	Taos, New Mexico
Encino	Encino, New Mexico
Hagerman	Hagerman, New Mexico
Dulce	Dulce, New Mexico
Jemez Mountain	Gallinas, New Mexico
Bloomfield	Bloomfield, New Mexico
Aztec	Aztec, New Mexico
Socorro	Socorro, New Mexico
Alamagordo	Alamagordo, New Mexico
Magdalena	Magdalena, New Mexico

Districts or Agencies Requesting Technical Assistance
(Continued)

Name of School District	Location
Hondo Valley	Hondo, New Mexico
Springer	Springer, New Mexico
Tularosa	Tularosa, New Mexico
Farmington	Farmington, New Mexico
Fort Sumner	Fort Sumner, New Mexico
Los Lunas	Los Lunas, New Mexico
Expañola	Española, New Mexico
Lovington	Lovington, New Mexico
Gadsden	Gadsden, New Mexico
Clovis	Clovis, New Mexico
Tucumcarri	Tucumcarri, New Mexico
Carizozo	Carizozo, New Mexico
El Paso	El Paso, Texas
Beeville	Beeville, Texas
Twin Falls	Twin Falls, Idaho
Colleges and Universities	
The University of New Mexico	Albuquerque, New Mexico
College of Education	
EPDA - PPS Project	
College of Nursing	
Training Project for Latin America	
The University of Albuquerque	Albuquerque, New Mexico
New Mexico Highlands University	Las Vegas, New Mexico
Our Lady of the Lake College	San Antonio, Texas

Colleges and Universities (Continued)

Panhandle A & M	Goodwill, Oklahoma
Lewis and Clark College	Portland, Oregon
University of Oklahoma Title IV Center	Norman, Oklahoma
University of Wyoming Title IV Center	Laramie, Wyoming

Others

Mexican American Legal Defense Fund	San Francisco, California
HEW - USOE	Washington, D. C.
Bureau of Indian Affairs Albuquerque Office	Albuquerque, New Mexico
Lackland Air Force Base	San Antonio, Texas
St. Pius X High School	Albuquerque, New Mexico
Multilingual Assessment Project	Stockton, California and Albuquerque, New Mexico
Albuquerque Police Academy	Albuquerque, New Mexico
ESAA - Title VII Task Force	Norman, Oklahoma
NPO - Parent Group	Portales, New Mexico
National Task Force de la Raza	Albuquerque, New Mexico and San Diego, California
Southwestern Cooperative Educational Laboratory	Albuquerque, New Mexico
Archdiocese of Santa Fe	Santa Fe, New Mexico
All Indian Pueblo Council	Albuquerque, New Mexico
La Federacion de la Raza	Albuquerque, New Mexico

Others (Continued)

Concerned Parents of Old Town	Albuquerque, New Mexico
Jicarilla - CAP	Dulce, New Mexico
St. Anthony's	Penasco, New Mexico
Albuquerque Learning Center	Albuquerque, New Mexico
NPO's (6 Unrecalled)	Albuquerque, New Mexico
Otis Water Users' Cooperative	Carlsbad, New Mexico
NAACP	Hobbs, New Mexico
Senator Joseph M. Montoya	Albuquerque, New Mexico
Senator Pete Domenici	Albuquerque, New Mexico

II. Training Programs

Training programs include effort by the Cultural Awareness Center to work with groups of educational people from several districts at the same time or from a single district or school in single seminars. These programs may include general cultural awareness training, specific subject matter seminars, in-depth examinations of single schools or districts or pursuit of a single topic, issue or problem. Training programs also include activities by one or more staff members in teacher in-service education in various public schools where the staff conducted some comprehensive programs. It does not include one-time presentations of papers or speeches unless followed-up by some more inclusive training. Almost all ESAA related activities are not included as training programs because most work involved individualized technical assistance.

As indicated earlier, there is some overlap between

technical assistance and training program activities. If a school initiated a request for in-service training, the initiating request would be classified as a request for technical assistance and the resultant in-service work would be classified as a training program.

If the Cultural Awareness Center initiated a program, seminar, or institute by sending out general invitations to school districts, the resultant program would generally be classified as technical assistance. Table II provides a brief listing of all training programs.

Training Programs, Number of Participants, and Districts Served

Number of Training Programs	46
Number of New Mexico Schools (Training Programs)	32
Number of New Mexico Districts Served	35
Other Training Programs	14
Number of Participants*	3781
Number of Board Members	19
Number of Superintendents	15
Number of Central Office Personnel	340
Number of Principals	151
Number of Counselors	113
Number of Teachers	2427
Number of Non-professionals	454
Others	262

* The numerical breakdown by categories is to some extent based upon projection of figures from previous years. Unfortunately, not all training programs included formal registrations so we do not have the names of all the people who attended. However, category percentages are available for previous years and some of the gaps have been filled using these percentages.

NAME OF SCHOOL	LOCATION	NUMBER OF PARTICIPANTS
Albuquerque Public Schools	Albuquerque, New Mexico	710
Artesia Public Schools	Artesia, New Mexico	387
Bloomfield Public Schools	Bloomfield, New Mexico	4
Carlsbad Public Schools	Carlsbad, New Mexico	11
Chama Valley Public Schools	Tierra Amarilla, New Mexico	408
Cobre Public Schools	Bayard, New Mexico	8
Cuba Public Schools	Cuba, New Mexico	62
Deming Public Schools	Deming, New Mexico	15
Dulce Public Schools	Dulce, New Mexico	16
Espanola Public Schools	Espanola, New Mexico	8
Fort Sumner Public Schools	Fort Sumner, New Mexico	3
Gadsden Public Schools	Anthony, New Mexico	8
Grants Public Schools	Grants, New Mexico	40
Hagerman Public Schools	Hagerman, New Mexico	6
Hatch Public Schools	Hatch, New Mexico	6
Hobbs Public Schools	Hobbs, New Mexico	45
Jemez Mountain Public Schools	Gallinas, New Mexico	3
Las Cruces Public Schools	Las Cruces, New Mexico	126
Las Vegas City Public Schools	Las Vegas, New Mexico	20
Las Vegas West Schools	Las Vegas, New Mexico	216
Los Alamos Public Schools	Los Alamos, New Mexico	11
Mora Public Schools	Mora, New Mexico	84
Pecos Public Schools	Pecos, New Mexico	1
Peñasco Public Schools	Peñasco, New Mexico	2
Portales Public Schools	Portales, New Mexico	61
Questa Public Schools	Questa, New Mexico	6

NAME OF SCHOOL	LOCATION	NUMBER OF PARTICIPANTS
Roswell Public Schools	Roswell, New Mexcio	353
Santa Fe Public Schools	Santa Fe, New Mexico	3
Santa Rosa Public Schools	Santa Rosa, New Mexico	10
Silver City Public Schools	Silver City, New Mexico	6
Socorro Public Schools	Socorro, New Mexico	3
Taos Public Schools	Taos, New Mexico	11
T or C Public Schools	T or C, New Mexico	1
Tularosa Public Schools	Tularosa, New Mexico	1
Menaul School (Private)	Albuquerque, New Mexico	4
El Paso Public Schools	El Paso, Texas	4
University of Wyoming	Laramie, Wyoming	2
University of Nevada	Las Vegas, Nevada	1
New Mexico State University	Las Cruces, New Mexico	1
University of New Mexico (As indicated in Table II, these are mainly employed school personnel)	Albuquerque, New Mexico	229
University of Oklahoma	Norman, Oklahoma	1
Western New Mexico University	Silver City, New Mexico	1
National Task Force de la Raza	Albuquerque, New Mexico	1
Atomic Energy Commission	Albuquerque, New Mexico	1
Panhandle State College	Goodwill, Oklahoma	80
Lackland Air Force Base	San Antonio, Texas	250
University of Albuquerque	Albuquerque, New Mexico	15
Beeville Schools	Beeville, Texas	300
Western Hills, Oklahoma	Western Hills, Oklahoma	38
Career Education	Washington, D.C.	150
Twin Falls	Twin Falls, Idaho	45
		3,781

TABLE I

School Districts and other Agencies Receiving Technical Assistance

July 1, 1972 - June 30, 1973

Name of District or Agency	Nature of Technical Assistance
Albuquerque Public Schools (37 requests)	Meeting with Title IV, CRA Project Director, program planning for summer institute. Planning for the initiation of a bilingual program in a particular teacher's classroom. Request for assistance with training of Bilingual Education Teachers. Discussion of new techniques in English-As-A-Second-Language (ESL). Request for workshop for one senior and two junior high schools on problem of Chicanos. Assistance in planning of "Integration" workshop for staff of one high school. Planning of seminar for organization of local Spanish-Speaking Teachers. Assistance with workshop for librarians. Meeting with Title IV Personnel concerning activity programming. Preliminary planning with committee from one high school concerning their needs and our services.

Albuquerque Public Schools (continued)	Training of School Nursing personnel.
	Consultation on Ethnic Studies.
	Planning of seminar for two junior high schools.
	Inservice at one elementary school on bilingual/bicultural education.
	Consultation on programming for Ethnic Studies at one local high school.
	Presentation on local dances.
	Presentation on local dances.
	Demonstration on Mexican Arts.
	Demonstration of Mexican & New Mexican dances.
	Performance of Native dances.
	Assist with summer program for "School on Wheels."
	Request for assistance in preservice training of bilingual teachers.
	Inservice session on "Cultural Pluralism in New Mexico.
	Presentation on cultural differences to teachers at one high school.
	Presentation on Native-Americans to one high school.
	Administrator training.
	Discussion of education and Native American students in New Mexico.
	Inservice training request relating to educational implications of cultural differences.
	Assistance with workshop for Area South Administrators, Counselors, and Advisory Committee.

Albuquerque Public Schools (continued)	Explanations, interpretations, etc., of ESAA (7 requests).
Alamogordo, New Mexico (2 requests)	Information relative to ESAA (2 requests)
Artesia, New Mexico (6 requests)	Request for program relative to career education and minority students.
	Inservice for members of bilingual staff.
	Request for New Mexico and Mexican Folk Dance.
	Workshop (2 requests).
	Information relative to ESAA. (2 requests)
	Information relative to ESAA.
Aztec, New Mexico	Information relative to ESAA.
Belen, New Mexico (2 requests)	Information relative to ESAA. (2 requests)
Bernalillo, New Mexico (2 requests)	Discussion of activities for incorporating cultural awareness in the classroom.
	Information relative to ESAA.
Bloomfield, New Mexico (4 requests)	Information relative to ESAA. (2 requests)
	Assistance with ESAA Comprehensive Plan.
	Assistance with ESAA Proposal.
	Inservice for Carlsbad Bilingual T.V. personnel.
	Inservice Training of several staff members.

Carlsbad, New Mexico (8 requests)	Information relative to ESAA. (2 requests)
	Assistance with ESAA Proposal. (2 requests)
	Assistance with ESAA Proposal and Plan.
	Assistance with ESAA Budget revisions.
Carizozo, New Mexico	Information relative to ESAA.
Chama Valley, Tierra Amarilla, New Mexico (8 requests)	Performance/discussion/instruction in New Mexico and Mexican Folk Dances.
	Information relative to ESAA. (3 requests)
	Information relative to ESAA.
	Information relative to ESAA.
	Discussion of ESAA activities.
	Assistance with ESAA Proposal.
	Finalize resubmission of ESAA Proposal.
	Inservice for several staff members.
Cloudcroft, New Mexico	Information relative to ESAA.
Clovis, New Mexico	Information relative to ESAA.
Cobre, Bayard, New Mexico	In-service Training.
Cuba, New Mexico (3 requests)	Request for and planning of in-service workshop.
	Information relative to ESAA. (2 requests)
Deming, New Mexico (2 requests)	Information relative to ESAA.

Deming, New Mexico (continued)	Inservice Training.
Des Moines, New Mexico (2 requests)	Information relative to ESAA. (2 requests)
Dexter, New Mexico	Information relative to ESAA.
Dulce, New Mexico (8 requests)	Information relative to ESAA. (3 requests)
	Determination of initial eligibility.
	Assistance with Comprehensive Plan.
	Assistance with ESAA Proposal.
	Developmental session with Superintendent and Advisory Committee re: ESAA.
	Inservice for several teachers.
Encino, New Mexico	Information relative to ESAA.
Espanola, New Mexico (5 requests)	Information relative to ESAA.
	Discussion of ESAA guidelines and application procedures. (2 requests)
	Assistance with ESAA Proposal.
	Inservice for several teachers.
Farmington, New Mexico	Information relative to ESAA.
Fort Sumner, New Mexico (2 requests)	Information relative to ESAA.
	Information relative to ESAA Comprehensive Plan.
Gadsen, Anthony, New Mexico (2 requests)	Information relative to ESAA.
	Inservice Training.

Gallup-McKinley, New Mexico (5 requests)	Discussion of special education needs of Indian children. (3 requests)
	Information relative to ESAA. (2 requests)
Grants, New Mexico (3 requests)	Planning of inservice training at Laguna/Acoma school.
	Information relative to ESAA. (2 requests)
Hagerman, New Mexico (8 requests)	Information relative to ESAA. (2 requests)
	Information relative to ESAA.
	Detailed discussion of ESAA application.
	Outline of Comprehensive Plan.
	Assistance with ESAA application.
	Finalize ESAA application.
Hatch, New Mexico (5 requests)	Information relative to ESAA. (3 requests)
	Assistance with ESAA proposal development.
	Inservice for several staff members.
Hobbs, New Mexico (10 requests)	End of year workshop for teacher relative to 1973-74 desegregation.
	Information relative to ESAA. (2 requests)
	Information relative to ESAA.
	Detailed discussion of ESAA application.
	Discussion of OCR Plan.
	ESAA Proposal development. (2 requests)

Hobbs, New Mexico (continued)	ESAA proposal development.
	Review of ESAA proposal.
	Finalize revised ESAA application.
	Inservice training for several teachers.
Hondo Valley, Hondo, New Mexico	Information relative to ESAA.
Jal, New Mexico	Information relative to ESAA.
Jemez Valley, Jemez, New Mexico	Discussion of Indian student needs.
Jemez Mountain, Gallinas, New Mexico (2 requests)	Information relative to ESAA.
	Inservice for three staff members.
Lake Arthur (2 requests)	Information relative to ESAA.
	Inservice for paraprofessional aide.
Las Cruces, New Mexico (4 requests)	Request for pre-service training of new teachers.
	Request for teacher in-service.
	Information relative to ESAA. (2 requests)
Las Vegas City, New Mexico (9 requests)	In-service training of bilingual teachers.
	Information relative to ESAA. (3 requests)
	Assistance with ESAA eligibility and Comprehensive Plan.
	Assistance with ESAA proposal. (2 requests)
	Review of proposal.
	In-service for several staff members.

Las Vegas West, New Mexico (9 requests)	Pre-service training.
	Inservice training of bilingual teachers.
	Information relative to ESAA. (2 requests)
	Assistance with Comprehensive Plan.
	Assistance with ESAA proposal.
	Review of Plan and proposal statue.
	Review of additions to plan.
Los Alamos, New Mexico	In-service training of social studies teachers.
Los Lunas, New Mexico	Information relative to ESAA.
Lovington, New Mexico	Information relative to ESAA.
Magdalena, New Mexico	Information relative to ESAA.
Mora, New Mexico (12 requests)	Request for and planning of district-wide seminar. (2 requests)
	Planning of in-service program on New Mexican and Mexican Folk Dances.
	Outline of assistance available from Center in proposal submission.
	Assistance with ESAA Comprehensive Plan.
	Assistance in forming District Wide Advisory Committee and Plan development.
	Final review and writing of Plan.
	Proposal writing. (4 requests)

Mora, New Mexico (continued)	Assistance with ESAA budget revisions.
Mountainair, New Mexico	Information relative to ESAA.
Pecos, New Mexico (2 requests)	Information relative to ESAA.
	In-service for Director of Federal Programs.
Penasco, New Mexico (5 requests)	Information relative to ESAA. (3 requests)
	Assistance with completion of proposal.
	In-service for two staff members.
Pojoaque, New Mexico (2 requests)	Information relative to ESAA. (2 requests)
Portales, New Mexico (4 requests)	Assistance in administrator training.
	Information relative to ESAA. (2 requests)
	In-service for one community representative.
Quemado, New Mexico	Information relative to ESAA.
Questa, New Mexico (5 requests)	Information relative to ESAA. (3 requests)
	Outline of Comprehensive Plan.
	Assistance with proposal review.
Raton, New Mexico	Information relative to ESAA.
Roswell, New Mexico (4 requests)	Presentation of Mexican and New Mexican dances.
	Information relative to ESAA. (2 requests.

Roswell, New Mexico (continued)	In-service for two bilingual staff members.
Santa Rosa, New Mexico (6 requests)	Information relative to ESAA. (3 requests)
	Outline of Comprehensive Plans.
	Proposal writing.
	In-service for several staff members.
Santa Fe, New Mexico (3 requests)	Information relative to ESAA. (2 requests)
	In-service for two staff members.
Silver City, New Mexico (2 requests)	Information relative to ESAA.
	Inservice for several staff members.
Socorro, New Mexico (6 requests)	Information relative to ESAA. (3 requests)
	Outline of ESAA Plans.
	Proposal writing.
	Review of proposal revisions.
Springer, New Mexico	Information relative to ESAA.
Taos, New Mexico (6 requests)	Information relative to ESAA. (3 requests)
	Outline of Comprehensive Plan.
	In-service for several staff members.
	Proposal writing.
Truth or Consequences, New Mexico	In-service for one principal.
Tucumcari, New Mexico	Information relative to ESAA.

Tularosa, New Mexico (2 requests)	Information relative to ESAA. Inservice for Assistant Superintendent.
Vaughn, New Mexico	Information relative to ESAA.
Wagon Mound, New Mexico	Information relative to ESAA.
The University of New Mexico Albuquerque, New Mexico	Request for assistance in Cultural Awareness Seminar for counselor trainees. Request for in-service. Request for in-service. Request for in-service. Request of in-service for Indian teachers. Request for participation in Higher Education Institute on Cultural Awareness. Planning input for UNM School of Nursing Seminar for school nurses. (2 requests) Program training for guidance counselors. Inservice for one high school -- Cultural Pluralism. Inservice for Albuquerque teachers. Discussion of concepts of cultural pluralism with contingent of Paraguazar education. Inservice training of teachers relative to Indian students in the classroom. Discussion of Native American Leadership in New Mexico and the Nation.

The University of Albuquerque Albuquerque, New Mexico	Request for workshop for bilingual education.
New Mexico Highlands University Las Vegas, New Mexico	Assistance with bilingual education program.
State Department of Education Santa Fe, New Mexico	Participation with OCR and Multilingual Assessment Program representatives in discussion of Model Assessment Boards and special education.
	Conference on ethnic breakdown of State Educational personnel.
	Conference on implications of ethnic differences in pupil achievement.
	Assistance with development of bilingual program for one district.
	Assistance with Portales special workshop.
Our Lady of the Lake College San Antonio, Texas	Requested planning session for Bilingual Teacher Education Programs.
Beeville Schools Beeville, Texas	Request for inservice training relative to OCR Plan.
El Paso Educational Research Project, El Paso, Texas	Information relative to ESAA.
Title IV Center Norman, Oklahoma	Requested assistance with Western Hills Seminar for teachers of Indian children.
ESAA Norman, Oklahoma	Title IV Task Force for preparation of guidelines.
Twin Falls, Idaho	Assistance request for minority awareness seminar.
Lewis and Clark College Portland, Oregon	Orientation of students to New Mexico before their "field exper-

	iences" in the State.
Title IV Center Laramie, Wyoming	Request for assistance in Cultural Awareness Workshop for teachers.
OTHERS	
All Pueblo Council Albuquerque, New Mexico	Information relative to ESAA.
Archdiocese of Santa Fe (2 requests)	Information relative to ESAA. (2 requests)
Southwestern Cooperative Educational Laboratory Albuquerque, New Mexico (2 requests)	Information relative to ESAA. (2 requests)
Mexican American Legal Defense Fund (2 requests)	Suggestions for multicultural education relative to a court case in New Mexico. Presentation of New Mexico Statewide educational statistics.
HEW, Washington, D.C.	Discussion of State's efforts in Bilingual Education with OE Bilingual Education Specialist.
National Indian Leadership Training Albuquerque, New Mexico	Information relative to ESAA.
Bureau of Indian Affairs Albuquerque, New Mexico	Discussion of needed curriculum changes for Indian students.
Lackland Air Force Base San Antonio, Texas	Request for input in Cultural Differences in adult education.
Non-Profit Groups (6 requests)	Information relative to ESAA. Names not recorded.

Otis Water User's Cooperation Carlsbad, New Mexico (3 requests)	Assistance with NPO, ESAA application.
NAACP Hobbs, New Mexico (2 requests)	Assistance with NPO, ESAA application.
Multilingual Assessment Project (MAP) Stockton, California (2 requests)	Request for assistance in Albuquerque Training session for MAP site personnal and OCR, Dallas staff. Assistance with development of Model Assessment Boards.
Albuquerque Police Academy Albuquerque, New Mexico	Assistance in cadet training relative to cultural differences.
Informal Parents Group Portales, New Mexico	Assistance in district court case concerning discrimination.
National Task Force de la Raza Albuquerque, New Mexico (2 requests)	Information relative to ESAA Discussion of general education and Chicanos.
New Mexico Congressional Delegation (2 requests)	Briefings for U.S. Senators on ESAA and its implications for New Mexico.
Jicarilla -- CAP Dulce, New Mexico	Information relative to ESAA.
St. Anthony's School Penasco, New Mexico	Information relative to ESAA.
La Federacion de la Raza Albuquerque, New Mexico	Information relative to ESAA.
Concerned Parents of Old Town Albuquerque, New Mexico	Information relative to ESAA.
Albuquerque Learning Center Albuquerque, New Mexico	Information relative to ESAA.

TABLE II
Training Programs

July 1, 1972 - June 30, 1973

Title or Location of Program	Description
Las Cruces School Personnel Las Cruces, New Mexico	General Cultural Awareness orientation for all of the newly employed personnel in the district as part of their pre-service training.
Rio Grande High School Faculty Albuquerque, New Mexico	General Cultural Awareness Seminar with emphasis on the nature of this particular school and its problems. This involved some research on statistics relevant to this school, e.g., drop-out rates, ethnic composition of the student body, achievement levels, etc..
Cuba School District Cuba, New Mexico	A general Cultural Awareness Seminar for the total district with particular emphasis on this district and its distinctly tri-cultural nature.
Albuquerque Public Schools La Raza Teachers	Special seminar for Albuquerque Raza Education with special emphasis on problems unique to their organization and the needs of Chicano students.
Albuquerque Public Schools School Nurses	Seminar with emphasis on the role of nursing in relation to culturally different students.
General Cultural Awareness Seminar; Albuquerque, New Mexico	The objective of this Seminar was to sensitize participants to the needs of Chicano, Black and Indian students. Included personnel from 21 different New Mexico school districts.

Las Cruces School Personnel Las Cruces, New Mexico	General Cultural Awareness Seminar that arose from the demands for additional in-service subsegment to Seminar for new personnel.
Southwestern New Mexico - Bilingual Programs Artesia, New Mexico	Demonstrations and instruction in New Mexican and Mexican dances for personnel from six Southwestern New Mexico districts.
Mora School District Mora, New Mexico	Culture and curriculum change Seminar for the total staff from the district with emphasis on their needs in a district that has a 99% Chicano enrollment.
West Las Vegas/Las Vegas City Combined Bilingual Program Las Vegas, New Mexico	Inservice training for program personnel with a particular emphasis on contrastive language analysis and language instruction.
Los Alamos Schools Los Alamos, New Mexico	Seminar for social studies curriculum development for Black, Chicano and Indian students.
A. Montoya Elementary, Roosevelt and Ernie Pyle Junior High Schools Albuquerque, New Mexico	Seminar with some emphasis on general cultural awareness, but with an attempt to identify, through research and discussion, the unique nature and problems of each school.
Southern New Mexico School Districts Las Cruces, New Mexico	General Cultural Awareness Seminar intended to increase the participation from districts in the southern part of the State. Included people from eight school districts.
Coronado Elementary School Albuquerque, New Mexico	Lecture/demonstration/performance of New Mexican and Mexican Folk dances for elementary and secondary teachers.
Albuquerque Public Schools Albuquerque, New Mexico	Summer training program for new personnel to be introduced into the existing and expanding bilingual programs.

Albuquerque High School, Washington and Lincoln Junior High Schools Albuquerque, New Mexico	Pre-service workshop for teachers and administrators in schools with from 75-95% minority students.
Grants School District Grants, New Mexico	Pre-school inservice for Laguna/Acoma Secondary School personnel. School enrollment is almost 100% Native-American.
West Las Vegas School District Las Vegas, New Mexico	Pre-service workshop for district teachers dealing primarily with Chicano literature.
Albuquerque Public Schools Albuquerque, New Mexico	Informational Seminar for librarians on Ethnic literature.
Roswell Public Schools Roswell, New Mexico	Presentation, demonstration and instruction in New Mexican and Mexican Folk Dances.
Artesia Public Schools Artesia, New Mexico	General Cultural Awareness Seminar with emphasis on Career Education.
Highland High School Albuquerque, New Mexico	In-service session with teachers and students pertaining to cultural pluralism in New Mexico.
Rio Grande High School Albuquerque, New Mexico	In-service program on cultural differences and secondary education.
Sandia High School Albuquerque, New Mexico	Discussion of Native-Americans and education with teachers and students.
Albuquerque Public Schools Albuquerque, New Mexico	Conducted discussion session with a small number of teachers on the effect of cultural differences in education.
ESAA-Comprehensive Educational Plans Albuquerque, New Mexico	Formal group sessions with eight school districts for the writing of Plans.
ESAA-Proposal Writing Albuquerque, New Mexico	Formal group sessions for writing proposals.
Old Town Elementary School Albuquerque, New Mexico	Inservice training for early childhood education Teachers re: cultural differences.

Artesia Public Schools Artesia, New Mexico	Demonstrations and instruction in New Mexican and Mexican dances.
Chama Valley Schools Tierra Amarilla, New Mexico	Discussion, performance and instruction in New Mexican and Mexican dances.
Hobbs Municipal Schools Hobbs, New Mexico	End of year workshop for teachers to be effected by next year's desegregation.
Portales School District Portales, New Mexico	Assisted State Department of Education with summer workshop relative to the needs of linguistically different children.
Panhandle State College Goodwill, Oklahoma	Assisted Oklahoma Title IV Center conduct Cultural Awareness Institute.
Lackland Air Force Base San Antonio, Texas	Conducted session on cultural differences in the adult level classroom.
EPDA-PPS Project-UNM Albuquerque, New Mexico	Conducted Cultural Awareness Seminar for minority counselor trainees.
College of Education-UNM Albuquerque, New Mexico	Assisted in in-service training program for active teachers.
University of Albuquerque Albuquerque, New Mexico	Summer workshop for training of bilingual teachers.
College of Education-UNM Albuquerque, New Mexico	Summer session for credit toward meeting certification standards. Session on cultural diversity in education.
Beeville School District Beeville, Texas	Pre-service training for teaching and administrative staff---General Cultural Awareness.
College of Education-UNM Albuquerque, New Mexico	Discussion of the academic needs of the culturally different child.
College of Education-UNM Albuquerque, New Mexico	Summer workshop involvement with teachers of Indian students.

College of Education-UNM Albuquerque, New Mexico	Discussion of individual differences, education and cultural conflict in short course for guidance counselors.
Western Hills Oklahoma	Assisted Oklahoma Title IV Center with Cultural Awareness Institute.
Conference on Career Education Washington, D. C.	Assisted in conference relating to career education implications for minority educators.
College of Education-UNM Albuquerque, New Mexico	Albuquerque Public School teachers special session dealing with cultural conflicts in education.
Twin Falls, Idaho	Seminar for teachers on individual needs and cultural conflict.

Other Staff Activities Not Elsewhere Mentioned

John A. Aragon

During the 1972-73 academic year, Dr. Aragon was on 80% leave to serve as a special consultant to the Director of Bicultural Children's Television (BCTV). This is a series which will be aired through the Public Broadcasting System beginning in January, 1974. Dr. Aragon served as a consultant on the cultural and research aspects of this early childhood education series without administrative or fiscal responsibilities.

Member of the Board of Directors of the Education Committee of the Colonial New Mexico Historical Foundation.

Member of the Board of Directors, Hispanic Community Development Corporation, Washington, D. C.

Member of the National Education Task Force de la Raza.

Mari-Luci Ulibarri Jaramillo

President of New Mexico Bilingual Association.

Member of the Socioeconomics Committee on Minority Groups of the International TESOL (Teaching English to Speakers of Other Languages) Conference.

Appointed Chairperson of Elementary Education, The University of New Mexico, August, 1972.

III. Other Staff Activities

Publications

Aragon, J. "Alienation in the Schools: The Unwanted, Excluded and Uninvolved." In Student Displacement/ Exclusion: Report of the Eleventh National NEA Conference on Civil and Human Rights in Education, 1973, 29-35.

Aragon, J. "Socialization and Acculturalation." General Learning Corporation (In press).

Valenzuela, I. Danzas Del Sol. Albuquerque, New Mexico, Cultural Awareness Center - UNM, 1973.

Marquez, L. An Introduction to Spanish: Text and Tapes. Albuquerque, New Mexico, Cultural Awareness Center - UNM, 1973.

Marquez, L. English - Spanish Cognates. Albuquerque, New Mexico, Cultural Awareness Center - UNM, 1972.

Papers Presented

Jaramillo, M.-L. "Cultural Differences in the Classroom." Lackland Air Force Base, San Antonio, Texas, July, 1972.

Jaramillo, M.-L. "Our Responsibilities to Minority Groups." Operation SER, Albuquerque, New Mexico, July, 1972.

Sando, J. "The Indigenous Natives of New Mexico." Albuquerque Police Academy, Albuquerque, New Mexico, December, 1972.

The Cultural Awareness Center Staff has presented nearly one-hundred lectures and addresses in either English or Spanish to many different groups throughout the State and in other states. Many of the lectures have been given to the faculties of Colleges of Education, school/community groups and community organizations. All of these are not reported separately but deserve mention.

Joe Sando

Vice-President American Indian Graduate Scholarship Program, Albuquerque, New Mexico.

Member of Americans for Indian Opportunity, Washington, D. C.

Member of Executive Board of the American Indian Historical Society, San Francisco, California.

Member of Executive Board of the Northern New Mexico Economic Development District, Santa Fe, New Mexico.

Member of Eastern New Mexico University Alumni Board, Portales, New Mexico.

IV. Staff Changes

Appointments to Staff

Ismael Valenzuela, October 15, 1972
Shirley McDavid, February 1, 1973
Gloria Vigil, February 5, 1973
Joe Sando, November 6, 1972

Separations from Staff

Ismael Valenzuela, June 31, 1973
James P. Miller, November 30, 1972
Mari-Luci Jaramillo, August 15, 1972

V. Future Activities

The Cultural Awareness Center will continue with the established programmatic trends. We will continue with occasional general cultural awareness seminars. School districts

change superintendents and other personnel and we feel that it is necessary to repeat the general awareness seminars if only to reacquaint the districts with the Center. We also intend to concentrate on specific subject matter areas and in-depth analyses of specific schools or school districts.

Unfortunately, the range of these efforts has been restricted by a cut-back in funding from our original proposal to our final grant. Within the context of our level of funding, we have plans for: two Cultural Awareness Seminars; three Subject Matter Workshops; two Workshops for Administrators and Community Leaders; five one-day workshops of various types; and, forty after-school mini-workshops of three hours each. The one-day and three-hour workshop will relate to various topics and concerns including general cultural awareness and subject matter areas.

During the 1972-73 year, particularly in the Spring of 1973, the Center staff became very involved in ESAA activities. Sixteen school districts ultimately submitted 17 proposals and all were funded.

An appropriation of approximately $270 million has been set aside for fiscal year 74-75 for ESAA. USOE-Washington has suggested that the guidelines for proposals will be available this September. It can then be assumed that ESAA technical assistance to school districts can begin at an earlier date than it did last year. It is also anticipated that more districts will be interested and involved so that the State's entire appropriation will be spent within the State.

This greater activity in technical assistance plus a supportive role in the monitoring of existent programs means that the Center staff will be devoting a great deal of time to ESAA related work.