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1974-75

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Volume I

Vice President for Academic Affairs

--Continued in 1974-75, Vol. II

A REVIEW—1968-75

When I took office as President of the University of New Mexico, I assigned top priority to four areas of University activity–protecting the integrity of the institution, revitalizing the undergraduate teaching mission, advancing equality of educational opportunity to students from all sectors of society, and service to the community outside the campus walls.

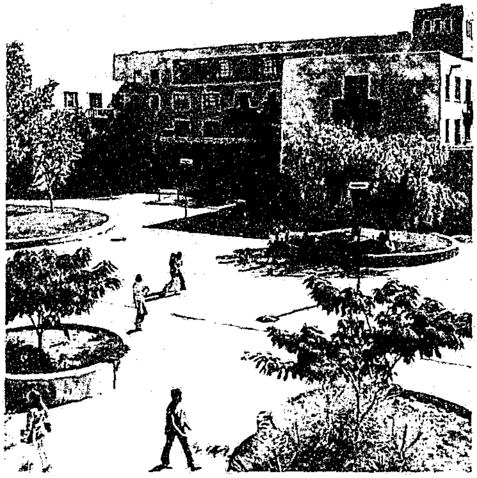
For this, my final report as President, I have chosen to review briefly what has occurred in those areas during my tenure in office.

Ferrel Heady

FERREL HEADY

INTEGRITY

The campus turmoil of the late 1960s and early '70s was attributable to many causes, most of them rooted in the society outside the university. But whatever the events that triggered demonstrations and, in some cases, mob action, whatever the local grievances, there always was this overriding question being asked, usually by implication rather than directly: "What should a university be?"



The agonies of an unpopular war and campus reforms most frequently provided the causes around which groups of students, non-students, and faculty members could coalesce for action. From beneath their crusading banners came the ultimata, the pronouncements and the demands for action. "The University must do this . . ." "The University must not do that . . ." "If the University does not do thus, it will prove itself to be a reactionary, if not fascistic, tool of an oppressive, outmoded society . . ." In each case, it was "the University" that should be acting on behalf of those vociferous, on-campus advocates of certain causes. In essence, our University as well as hundreds of others across the nation was being asked to become the agent or advocate for specific social and political change because some of our constituents felt that the change being advocated was "right."

As it happened and, as is frequently the case, many of the crusades launched on campus were of a type not popular with a large segment of the population off-campus--initially, at least. The reaction of this latter group was predictable. "The University must do something about those people!"

The end result was that the University was caught, as the old saying has it, "between a rock and a hard place." Its ability to survive as a center for free and open inquiry into any and all ideas, opinions and hypotheses was seriously threatened. Perfectly well-meaning persons on and off campus, convinced of the "rightness" of their own points of view, were determined that the University, as an institution, should reflect them.

For the University of New Mexico, the suddenness and ferocity of the demands and counterdemands were surprising, to say the least. This university had a long-established tradition of freedom of inquiry. Its national reputation in this area was the envy of many another institution of higher education. Many of us thought that the concept of the University as a community devoted to inquiry was both well-established and well-understood on and off-campus. We believed, with historian Richard Hufstadter of Columbia University, that "A university is firmly committed to certain basic values of freedom, rationality, inquiry, discussion, and to its own internal order, but it does not have corporate views of public questions . . ." and "the possibility of the modern free university rests upon the willingness of society to support and sustain institutions, part of whose business it is to examine, critically and without stint, the assumptions that prevail in that society . . ."

The first intimation that our assumptions were based on a foundation of sand came early in 1968 when, in several quarters, the students' invitation to black militant Stokely Carmichael to speak on campus was as welcome as a plague of locusts might have been. Within the year, the Love-Lust poem incident created a raging furor and brought monetary reprisals against the University as well as seriously intentioned threats to close the institution. In both instances the University's cherished tradition of academic freedom was in danger of inundation by the waves of outraged emotion gathering force outside the institutional walls.

On campus emotions were just as inflamed, resulting in a series of regrettable actions that mocked the University tradition.

While freedom of expression was threatened at the University of New Mexico, it was never obliterated. In fact, it was an incident involving interrruption of a speech that shocked the campus community back to a clearer view of the essential need for free discourse. Severe sanctions were imposed against the students who disrupted the speech. One was expelled. The University community, almost without exception, realized the enormity of the offense in terms of the nature of the University and, for the most part, agreed that severe penalties were appropriate.

Even though there were later attempts by both students and faculty to remake the University into an agent for socio-political action, there were no further attempts by persons on campus to inhibit the expression of ideas, popular or unpopular. This campus characteristic was not always understood by society at large and in some legislative circles where efforts were initiated from time to time to "bring the University into line."

Throughout this entire period when the University was racked by pressures from within and without the Regents held fast to the ideal of the University as an open center of learning, including such aspects as discussion and debate, as well as instruction and research. In August, 1970, after careful consideration, the board issued a statement, both clear and firm, delineating the rights and responsibilities of the governing board. The statement was a product of the times which demanded an up-date of similar statements by past boards.

The Regents, in August, 1970, said, in part: "Universities of excellence historically and traditionally have enjoyed the autonomy and integrity necessary to accomplish their mission as institutions of higher learning engaged in education and in the search for and dissemination of truth. And so it has been, and must continue to be, at the University of New Mexico. The preservation of the necessary degree of autonomy and integrity and the continuation of the atmosphere of free and open inquiry must remain as essential goals in order that the University maintain excellence in the accomplishment of its primary mission as an institution of higher learning engaged in education and the search for and dissemination of truth."

Further in the statement, the Regents said: "In order to assure its autonomy and integrity, this University shall not be an instrument of partisan political action. The expression of political opinions and viewpoints will be those of the individual and not of the University institutionally. The official adoption of any political position institutionally, whether favored by a majority or a minority, tends to substitute partisanship for the continuing search for the truth and in fact has a chilling effect on the search for the truth."

With this statement, the Regents restated the traditional view of the University of New Mexico as a center for inquiry where the free flow and exchange of ideas should be encouraged always. It remains the generally accepted view.

There is a lesson in the University of New Mexico experience. It is that as a center of teaching we overlooked at least one important area of exposition: the nature of a university. During the so-called "troubled years" in higher education, it became quite evident that many people had but a hazy notion of what a university was and was not and what it could or could not, should or should not, do. If the university as an essential institution in our society is to remain sturdy and productive, it must continually strive to make plain to its various constituencies what its mission is and what its limitations are. Hindsight suggests that had we in American higher education done more in this regard during the period of ascendancy of the university, that is, in the 1950s and '60s, perhaps there would have been less trouble in the "troubled years."

TEACHING

Teaching—opening the doors to knowledge—is the prime reason for existence of a university. Research, the business of prospecting for and testing new knowledge, is a necessary part of higher education, and service—the application of knowledge to the problems and needs of society—is a logical and desirable extension. But, instruction is basic.

During the years of rapid growth in colleges and universities, one of the big tasks universities had was to prepare men and women to teach in universities. This entailed rapid expansion of and increased emphasis on graduate education. More students required more professors. The Sputnik era gave added impetus to graduate schools, especially in scientific disciplines. Graduate education, particularly at the doctoral level, became the "glamor" area. By the middle 1960s critics were accusing universities of building graduate divisions at the expense of undergraduate instruction and of structuring undergraduate programs so narrowly as to channel students into graduate programs rather than more broadly into other careers. The critics also were saying that instructional abilities had been deemphasized among criteria for advancement in the teaching profession while research and publication had been elevated.

Research activity and publications are more tangible than classroom performance, easier to quantify. Teaching always has been an imperfect science and an uncertain art. Yet, outstanding teachers are recognizable by those they teach and with whom they work. And, if they are outstanding, they deserve recognition.

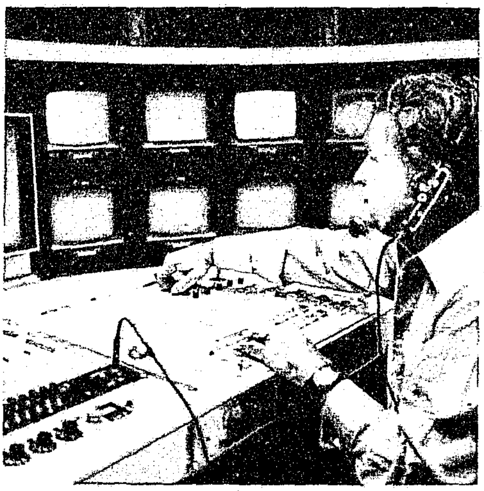
During the past seven years at the University of New Mexico there have been continuing efforts not only to recognize excellence in teaching but also to revitalize undergraduate instruction in other ways without detracting from the quality of graduate education.

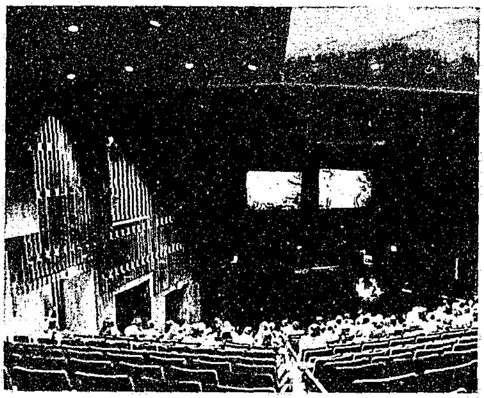
Just this year we have reinstituted an annual monetary award to a professor judged deserving by an academic committee, based on recommendations from his students and colleagues. The $500 award, while it is made to only one person, is a tangible manifestation of the University's high regard for excellence in teaching wherever it is practiced and encouraged on campus.

Annual evaluations of individual faculty members for salary increases, promotion, and tenure weigh heavily teaching performance, as assayed by students and other members of the instructor's department.

The students themselves in the late 1960s began publishing evaluations of their teachers. Recognizing the need for student input in judging the classroom work of the faculty, many departments, with the encouragement of the University administration, have since helped the students refine their evaluation processes and have incorporated student evaluation into their regular assessment of faculty members' accomplishments. We are hopeful that this effort will not only continue but also may be extended.

To give the undergraduate student the opportunity to broaden his academic options, to permit the student to develop a program of studies tailored to his individual interests and needs, the University of New Mexico became one of the first universities in the country to offer an unstructured bachelor's degree program. The Bachelor of University Studies which we inaugurated in 1969 requires only that a student successfully complete the required number of hours for a bachelor's degree and that a specified number of those hours be at the junior and senior class levels. The B.U.S. degree requires no major or minor, but rather permits the student to take as many hours in a given discipline as he feels he needs. Response to the new degree was immediate and positive on the part of students. During the years since its inception it has proven to be as viable and useful a degree as others from more structured





programs. The UNM B.U.S. degree has been used as the model for similar degree programs at other universities.

Nowhere on campus has the enhancement of undergraduate instruction been more in evidence than in the area of educational technology. Prior to 1969 little had been done to equip the campus to make use of the new media being developed for education. Since then, each year has seen more and more facilities adapted for utilization of newer media. The new Woodward Hall, which is the headquarters of Instructional Media Services (IMS), is equipped throughout for live or taped closed-circuit television presentations. The closed-circuit cable extends to Ortega Hall, the Chemistry Building, the College of Education complex and the just-completed Nursing-Pharmacy Building. The audio-visual system in the latter building has been described by engineers as one of the most sophisticated in the nation. A large and ever-increasing reservoir of taped material, including programs from the experimental educational satellite, is available at the flick of a switch to any instructor in any classroom in the building.

Plans for the future include extending the closed-circuit cable in a "loop" around the campus with feed lines to every building containing classrooms.

In addition to the media systems controlled from IMS headquarters in Woodward Hall, large lecture hall-classrooms in Mitchell Hall and the Anthropology Building have their own equipment for televising on-going lectures and demonstrations. Additionally, there are auxiliary studios in the Journalism Building for news broadcast courses and in the College of Education for instructional purposes.

Besides using audio-visual/media materials for classroom support, a number of departments tape lectures and keep them on file for review by students. Thus, a student may ask for a certain lecture to be replayed in a viewing room in order to prepare for an examination or to update his notes.

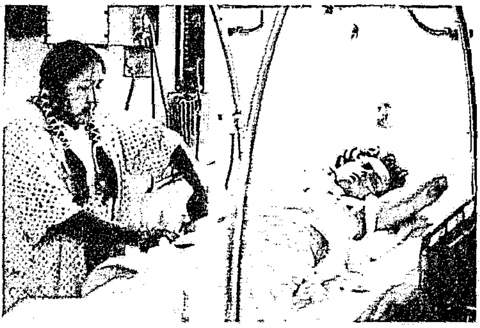
During the past year alone, IMS prepared some 36,000 slides for faculty use in classrooms, as well as more than 6,000 tapes.

Since television and other forms of audio-visual technology are most efficiently used with large groups, virtually all of the production of the media centers on campus—with the exception of the medical school—is designed for use by faculty teaching undergraduate students.

The cry of "relevance"rallied many a student to a posture critical of the traditional university offerings during the years of turmoil. The demand that all instruction be "relevant" to the realities of the time brought about the establishment of a "free university" here as well as on other campuses around the nation. This phenomenon was ephemeral but it prompted the addition of another dimension to undergraduate instruction at our University—the Undergraduate Seminar Program (USP). Operated as part of the General Honors Program, USP permits students and faculty to select topics to be presented each semester for one hour of credit. Student interest determines which classes are taught and the subject matter may be topical or not, esoteric, theoretical, practical, or simply interesting. In this manner undergraduates can gain exposure to material in which they are interested but for which there usually is no formal offering in the regular departmental structure.

The University's undergraduate teaching responsibility was given further emphasis with the establishment of two branch colleges—Gallup in 1968 and the Northern Branch in 1973. Each of these is a two-year school with instruction offered at the freshman and sophomore levels. Growth in both has been dramatic. Enrollment in the two branches this past year totaled more than 1,600. That figure exceeds total enrollment in some other universities in New Mexico.

The branches have made it possible for many



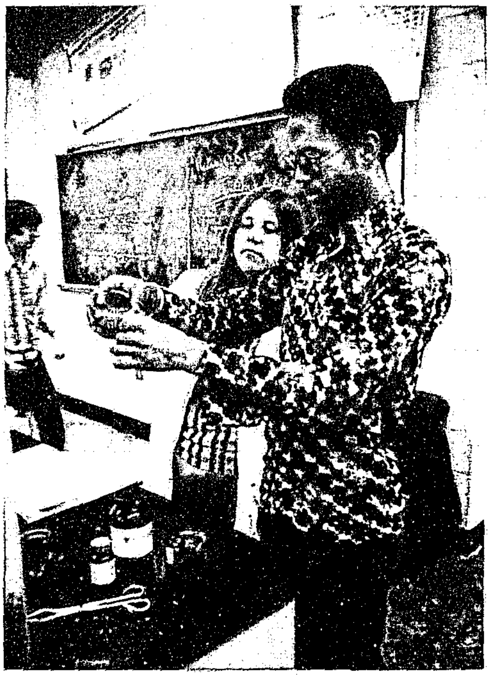
students to attend college who otherwise probably would have been unable to do so. In keeping with the concept of serving the needs of their communities, the branches have begun some two-year technological and paraprofessional courses in fields where there is a local manpower lack.

Similarly, on the main campus at Albuquerque, the last seven years have seen a notable increase in associate degree and certificate programs. In virtually all cases, these have been in fields related to strong on-going traditional academic programs and are designed to meet both student demand and societal need. A particular case in point is the Allied Health Sciences Program which is supplying much-needed technicians in a variety of health care fields in which there long has been evidence of a high degree of student interest.

In addition to accomplishments in carrying out the University's teaching mission, there are other things which have been discussed, debated, and experimented with during the past seven years. These include in-service training for entry level faculty members, University-wide seminars and workshops on the teaching-learning process, and experimental programs in a number of colleges and departments. Continued efforts along these lines are worth encouraging and indicate a strong interest on the part of the faculty in achieving and demonstrating excellence in teaching. ■

OPPORTUNITY

Emphasis on equal educational opportunity for all is a healthy expression of both the democratic ideal and the practical philosophy of this country. The democratic ideal says every man is created equal and should be assured equal treatment under the law. The practical philosophy says that education is the keystone of personal success and upward social mobility.



The University of New Mexico was the pioneer in this state in developing a successful enrichment program for educationally disadvantaged students, many of whom are members of minority groups. Our College Enrichment Program (CEP), begun in 1968, has enjoyed signal success. CEP was born with funding from the Office of Economic Opportunity as one of only two college-level Upward Bound-type programs in the nation. The first class of 44 students entered UNM in 1969 after a summer tutorial and advisement session. They were provided additional opportunity for subject matter tutoring, advisement, and counseling during their freshman year. The success of the concept became apparent that first year when 90 percent of the CEP students returned for their sophomore year, and with grade point averages significantly above average. The normal retention rate for all students from freshman to sophomore year is 65 percent, substantially below the CEP experience.

The record for that first CEP class shows that within five years from the time they started college, 50 percent received their bachelor's degrees. The rate for the University as a whole runs from 30 to 33 percent. Generally, the rate of graduation within five years at most state universities is around the 40 percent mark.

Seven members of the first CEP class went on to graduate or professional schools after completing their baccalaureate programs. Two entered law school, two went into the field of library science, and the others took graduate work in such disciplines as guidance and counseling, special education, urban studies, and English.

After the first year, funding for the program was undertaken by the state with a legislative appropriation. With this support, the program was expanded to enroll more than 100 new students each year, drawn from high schools throughout the state. Criteria for acceptance into the program include low family income level, the potential for academic success given reasonable tutorial and advisement assistance, and completion of minimal college entrance requiremets.

More than 650 CEP students have been admitted to UNM since the program began. The record of those participating has been exceptional. Their retention rate and grade point averages consistently have been significantly higher than their peers. On the basis of the University of New Mexico program others of a like nature now are being funded by the state at other public colleges and universities in New Mexico.

The University in 1971 initiated another program under the auspices of the Institute for Social Research and Development (ISRAD), somewhat similar to CEP but more broadly applicable and with less concentrated service. This Special Services Program is designed for the so-called "high risk" students who are most likely to drop out after entering college. They, too, are from low family income brackets and the majority are from ethnic minority groups. These students are given advisement and offered tutorial help during their freshman and sophomore years. Between two and three hundred students are enrolled in the program each year. During the past year, for example, 269 students were involved in Special Services. At this point, a total of 1,317 persons have had their college careers enhanced by Special Services. As with CEP, the record of Special Services spells out a success story in terms of individual human beings and not just statistics.

CEP and Special Services are but two among a number of programs assisting students of minority background to gain equal access to the educational programs they need and want. The School of Law was the national leader some ten years ago in establishing an orientation and tutorial program for Native Americans desiring to enter law schools. The American Indian Law Center at the University of New Mexico, which is still helping prepare Native Americans for legal careers here and at other law schools, was the model from which was built a national program of service to minorities desiring a legal education.

The School of Law also actively recruits members of other minority groups as students, with financial aids and other assistance available.

The Health Sciences constitute another professional area where minority students are actively recruited and given academic reinforcement and counseling assistance if they need it. Staff personnel in the School of Medicine, College of Pharmacy and College of Nursing are assigned fulltime responsibility for recruitment of and assistance to minority students. The medical school since 1970 has operated an eight-week summer Basic Science Enrichment Program to bolster the science background of minority applicants who previously may have been considered academically unprepared for a medical education. The session also serves to give the student a preview of what is expected of a medical student. Those students who have enrolled in the School after taking the summer course have been markedly successful, with a near perfect retention rate.

Since 1970, the percentage of minority students enrolled in the medical school has increased from 16.7 to 25. Smaller percentage gains have been recorded in the Pharmacy and Nursing student bodies mainly because the organized minority recruiting efforts in these colleges began more recently.

With financial assistance from the Sloan Foundation, special programs for Native Americans have been initiated in Business and Administrative Sciences and in Engineering.

The programs mentioned are only some of the ways in which efforts have been made to assist minority and disadvantaged students. There are others under way at the University of New Mexico, some of which are of rather long standing. An example is the University-wide financial aids program. For nearly a decade minorities have been recipients of money in the four major categories of student financial aids in these impressive percentages:

–Grants (which do not require repayment), 70 to 80 percent of the total funds available.
–Student loans, 52-53 percent of the total funds available.
–Scholarships, 26 percent of all funds available.
–Federal work-study, 40 percent of the total amount available.

The bulk of the several million dollars which go to University of New Mexico students each year to assist them to attend the University are in the first two categories–grants and loans.

The University has offered a variety of multilingual, multicultural programs for many years. However, these were special classes or seminars and did not permit a person to develop a concentration easily in this facet of education. Cooperation by the College of Education, Department of Linguistics, and Department of Modern and Classical Languages resulted in the creation of a composite minor in bilingual education in 1971, the languages now being either English and Spanish or English and Navajo.

Establishment of the University's two branch colleges further expanded higher education opportunity to members of minority groups. The Gallup Branch, which opened its doors in 1969, now has an enrollment of more than 860 students of which some

60 percent are Native American. The Northern Branch admitted its first class in 1973 and now has about the same number of students as Gallup, including approximately 35 percent with Spanish surnames and nine percent who are Native Americans.

While some assistance programs are limited to students who come from families with low incomes or who are otherwise disadvantaged, the University also offers remedial programs and tutoring in English and mathematics to all who need it. The College English Tutorial Program is offered to all students who score 15 or below on the English portion of the American College Test (ACT). During the past year approximately 400 were enrolled in the program which has been in effect since 1970. The two remedial courses in mathematics drew some 1400 students in 1974-75, bringing to approximately 1800 the aggregate number of persons enrolled in remedial programs during the year.

It is unfortunate that accurate data reflecting the totals of minority students are not available, mainly because many students fail to answer the questionnaire item as to ethnic origin at all, or else complete it in a manner that is inconclusive. In the fall of 1971, Department of Health, Education and Welfare forms completed by students indicated a Spanish-surnamed population in the enrollment on campus at Albuquerque of 2,758 students in a total student body of 18,627. However, a significant percentage of students did not answer the ethnic origin question and a "hand count" indicated some 350 unmarried students with Spanish surnames who had not identified themselves as either Chicano or Spanish American. In 1974, the same HEW report showed 2,540 Spanish-surnamed students in a student body of 19,482. But 24 percent—or 4,710—of the University's students did not designate ethnic origin of any type and among that number there were about 700 unmarried persons with Spanish surnames.

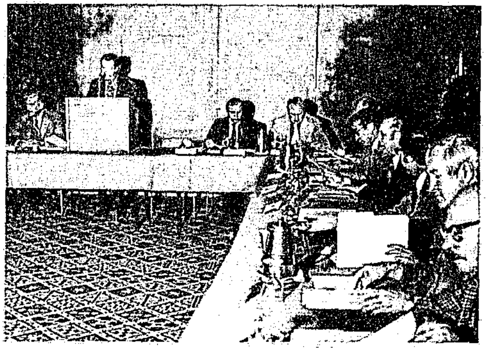
Even though the data are incomplete, indications are that the Spanish-surnamed population in the student body at Albuquerque has increased slightly during the past five years and that the opening of the Northern Branch College has increased significantly the total number of Spanish-surnamed students served by the University.

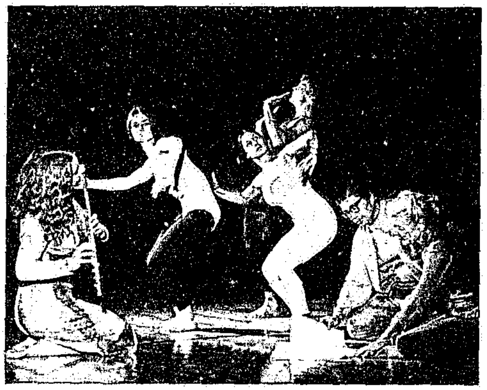
The Native American population on the Albuquerque campus grew from 288 in 1971 to 424 in 1974, according to the incomplete HEW data. As indicated before, the Gallup Branch has an enrollment, in addition, of more than 400 Native American students.

HEW statistics indicate that the black student population figures have remained about the same during the past five years. Total numbers of black students are well below those of Native American and Spanish-surnamed students, as would be expected since blacks make up less than two percent of New Mexico's population.

There is reason to conclude that the University has made significant progress towards the ideal of equal educational opportunity for all, and to hope that efforts in that direction will continue. ■

SERVICE





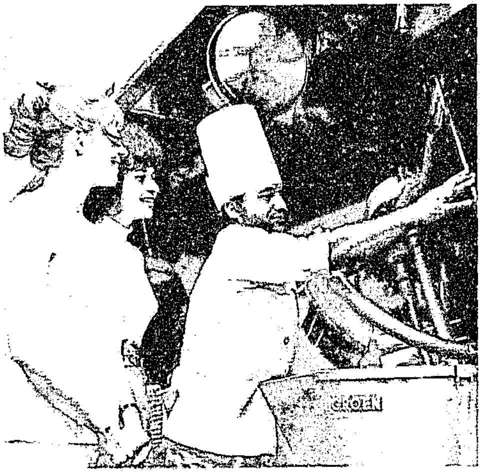
A university, by generally accepted definition, has a public service role to play as part of its mission. The reason is simple. The university amasses a reservoir of talent and expertise that exists, as such, nowhere else. It is appropriate that the skills and knowledge of the university's experts be applied to practical problem-solving as well as to instruction and research. Applicability of knowledge frequently can be as much an enhancement of the teaching capability of an individual as is research.

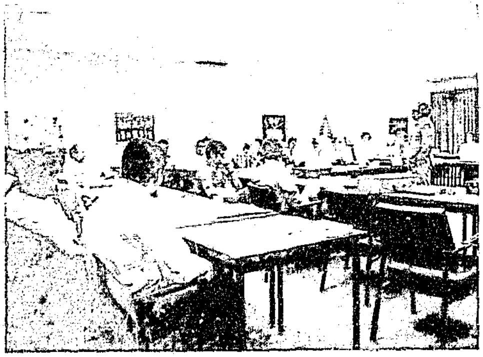
In this state, the University of New Mexico is in a special position. It is the major, comprehensive university in New Mexico and it is located in the state's only large metropolitan area. Its 1,000-member teaching faculty represents a diversity of expertise not duplicated anywhere else in the state.

As one means of coordinating the University's capabilities in public service the Institute for Social Research and Development (ISRAD) was formed in 1969. The Institute drew together some long-standing University service agencies such as the Bureau of Business Research and the Division of Government Research along with some new agencies to help the institution better serve the local community, state and region.

Since the entire area of community action and social development was quite new, some of ISRAD's endeavors were in virtually uncharted waters. It is not surprising that some flurries of controversy arose from time to time along the way. But, in spite of these, the Institute has recorded significant accomplishments.

The Technology Application Center (TAC) is a case in point. Established with support from the National Aeronautics and Space Administration (NASA) to disseminate to the private industrial sector technological developments stemming from NASA programs, TAC has become a major regional information center. It is a national repository and dissemination point for earth satellite photography and is





the region's primary center of energy information. TAC's computer terminals are connected to a network of scores of specialized, computerized information centers across the nation for instant information retrieval in a very broad range of subjects.

In New Mexico the Center serves hundreds of customers through its unique Business and Industry Extension Program. Through this service, TAC can and will conduct a literature search on any question having to do with a business or industrial venture, charging only a nominal fee. Customers are generally small and middle-sized businesses that do not have the capability for such research.

The former Bureau of Business Research, renamed the Bureau of Business and Economic Research, responds to thousands of informational requests each year, in addition to publishing various reports about aspects of the New Mexico economy, assisting localities, counties, and the state government in economic development efforts, and providing a number of other services.

An example of what can be accomplished as a result of a coordinated effort is the University's academic concentration in food service management, a program developed to help provide much-needed trained personnel for the state's large tourism industry. In the summer of 1973, the Bureau of Business and Economic Research, in cooperation with the Tourist Division of the New Mexico Department of Development, sponsored a tourism workshop on campus, emphasizing food service management, for 27 secondary school teachers from throughout New Mexico. The teachers went back to their schools with a much better insight into the needs of the industry to pass on to their students, and the University, from its experience, put together from existing but hitherto uncoordinated courses a program for students desiring career level entry positions in the tourist and hospitality field.

In spite of extremely limited funding, the ISRAD

Center for Leisure and Recreation has been instrumental in developing a number of community recreation centers, including a master plan for recreational industry on the Jicarilla Apache Reservation.

The complete record of ISRAD's involvement with the local community, state and nation would make a voluminous report in itself. What I have mentioned here are merely some examples of the variety of ISRAD endeavors as it serves as both an agent and a catalyst for public service accomplishments.

ISRAD, however, is but one center of community service. The School of Medicine is another, working through its teaching hospitals in Albuquerque and clinics and hospitals in other parts of New Mexico, as well as in cooperation with private practitioners throughout New Mexico. One illustration of the tangible results of such service lies in the record compiled at the Bernalillo County Medical Center in the area of infant health care.

Supported by a federal grant, maternity and infant care clinics have been established in low-income areas throughout Albuquerque. In 1966, 35 percent of the mothers delivering babies from those areas had not seen a doctor before going into labor. By 1972, that rate had been reduced to six percent.

Because the medical school has employed such specialists as neonatologists—pediatricians with specialized training in care of newborn infants—babies from throughout the state are flown to BCMC for intensive care. More and more premature babies and seriously ill new-borns are being rushed to BCMC because the facility is available. And yet, despite the high percentage of high-risk births, the infant mortality rate at BCMC is between 8 and 9 percent, well below the state's average of 14 percent.

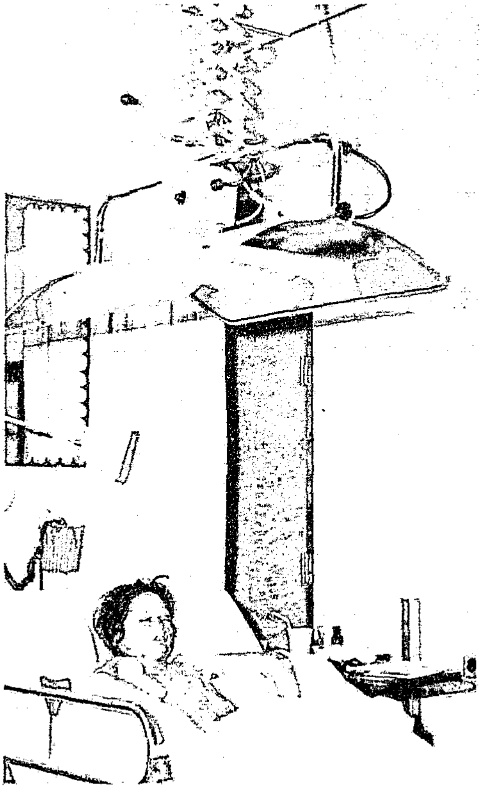
The BCMC Burn and Trauma Unit—the only one in this region of the Southwest—is another example of life-saving service available only because we have a School of Medicine.

The service dimension is important at the School of Law where professors and staff members work closely with the State Bar and state government in problem areas. At this time, as one illustration, the School's Institute of Public Law and Services is helping to research and draft rules for criminal trial procedure in district courts, civil and criminal procedure rules for magistrate courts, and rules of evidence for all courts. Institute attorneys, aided by law student/researchers, draft the rules for submittal to committees of lawyers and judges, thence to the State Supreme Court for final approval.

Another recent project undertaken at the law school gives students, through the clinical training program, experience in handling job discrimination complaints while, at the same time, helping to reduce the backlog of such complaints in local courts. It is one of 10 clinical experience programs that gives law students real world experience and brings some form of legal service to local citizens.

Other colleges and departments, as well as individual faculty members, are equally involved in service undertakings. The Robert O. Anderson School of Business and Administrative Sciences successfully combines academic and service projects in its Executive Program of advanced education tailored to the in-service needs of executive-level managers in public agencies and private companies. The Public Science Policy and Administration program in the Division of Public Administration has for several years offered graduate work to managers from science-related agencies who have been trained as scientists and engineers with later assignments to managerial positions. Initiated with a grant from the National Aeronautics and Space Administration, the program now receives support from a number of user agencies.

Because of its location in the heart of the city, the University has a very close involvement with Albuquerque and the educational, cultural, and recreational lives of its citizens. When the Univer-



sity opened Popejoy Hall in 1966, it was not for the University community alone. The concert hall has served as a cultural and intellectual spark in the lives of thousands of Albuquerqueans who have no other contact with the University. Last year alone, some 165,000 persons took advantages of the concerts, lectures, musical productions and films offered at Popejoy. It is the showcase of the Albuquerque Symphony Orchestra and the Albuquerque Civic Light Opera, among other local groups. Like Popejoy Hall, the new Rodey Theatre addition to the Fine Arts Center, completed in 1973-74, serves the entire community and is introducing Albuquerqueans to the latest innovations and techniques of the theater.

Largely because of the University, Albuquerque has one of the most complete sports centers of any city its size. University Stadium and Arena, both now being enlarged to better serve their publics, are but part of the University's contribution to the center. The city's handsome Sports Stadium and tennis complex were made possible by the cooperation of the University, the city, and the Albuquerque Public Schools through such mechanisms as land trades, joint use agreements, and joint parking agreements.

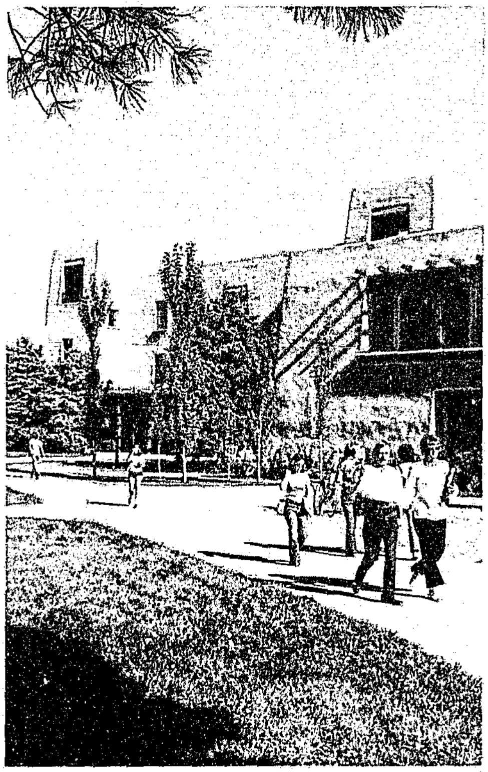
Another manifestation of the University's special relationship with the community is the Urban Observatory, a federally funded agency researching specific local problems, brought into being under the cooperative sponsorship of the Universities of New Mexico and Albuquerque, the City of Albuquerque, Bernalillo County, and the Albuquerque Public Schools. Our University continues to serve as fiscal agent and headquarters for the Observatory.

The University's commitment to service to the community is enhanced also by the work of the Division of Continuing Education and Community Services. In addition to traditional extension and non-credit courses, this division has in recent years bolstered its ability to offer short courses, workshops and conferences for the business and industrial communities of the state and region. The Division serves more than 15,000 persons annually.

Through its outreach and community services efforts the University now is reaching and assisting thousands of persons who may never set foot on campus, but who are as much beneficiaries of the institution as are its traditional students.

The organizational structure of the University was revised in 1974 to reflect the importance of the service mission with the creation of the position of Vice President for Regional and Community Affairs. This office, at the top echelon of the central administration, has responsibility for overseeing the work of such service areas as ISRAD, the Division of Continuing Education and Community Services and KNME-TV, and for developing and coordinating new and mutually consonant avenues for University-community cooperation.

A university cannot exist in isolation from its society, nor should it. ■



GOAL-SETTING

This report deals with progress made toward achievement of a set of goals adopted seven years ago when I began my term as President of the University of New Mexico.

The definition of goals or objectives is an important function, one that should be undertaken periodically to ensure that the institution is in tune with the needs of the times. Therefore, it is appropriate and timely that a University-wide Committee on University Planning (COUP) has completed its work simultaneously with a change in the University's leadership.

The COUP report, recently submitted to the Regents who chartered the committee, may serve the new administration as a basis for developing a new order of priorities and as a backdrop against which progress may be evaluated.

The COUP report represents very many hours of hard work by a group of men and women dedicated to the University. I believe it is appropriate to conclude this report—a review of the immediate past—with the following excerpt from the COUP Mission and Goals Statement which points to a future course based on the rich experience of the University of New Mexico:

"The primary mission of the University of New Mexico is to serve the citizens of the State of New Mexico by offering educational programs of excellence at the baccalaureate and post-baccalaureate levels to all those of determined interest and ability in higher education regardless of race, creed or sex. In accord with state law and official studies which designate and mandate The University of New Mexico as *the* comprehensive institution of higher learning in the state, it provides a broad range of programs and degrees in the humanities, social sciences, sciences and the arts, as well as in selected technical and professional fields. To this end it is committed to the maintenance of the highest possible standards in all phases of its operation, to academic freedom, to the expansion of human knowledge and artistic expression and to the fullest possible personal and academic development of each student. All of these objectives are to be realized within an atmosphere conducive to the highest aims of education, contemplation, insight, perception and understanding.

"The principal goal of The University of New Mexico is to establish a nationally renowned institution of higher learning with particular emphasis on the indigenous characteristics of New Mexico as evinced by its multicultural population and heritage, special archaeological and geographic resources, and unique scientific institutions. This goal will be achieved by careful choice of educational priorities and emphases, being ever alert and flexible to anticipate and meet changing societal needs but always nurturing and preserving that core of human knowledge and experience which is the basic heritage to every university." ■

THE REPORT OF THE DEPARTMENT OF INTERCOLLEGIATE ATHLETICS

July 1, 1974 - June 30, 1975

Lavon McDonald, Athletic Director

THE REPORT OF THE DEPARTMENT OF INTERCOLLEGIATE ATHLETICS

July 1, 1974 - June 30, 1975

Lavon McDonald, Athletic Director

University Athletic teams spent the 1974-75 school year building for the future, but the Lobo basketball team earned international recognition by winning the World University Games in Tel Aviv, Israel, and the ski team won a league championship.

Coming off the WAC championship season last year, Norm Ellenberger took a young basketball team to represent the United States at the World University Games where they scored over 100 points in each of the five contests to win the championship. Bob Toppert scored 102 points (20.4 average) to take most valuable player honors.

The regular season was disappointing, though, as the Lobos equaled their worst WAC season ever with a 4-10 conference record, finishing in seventh place. The 13-13 overall slate was only the second non-winning performance for UNM since the 1962-63 season.

Home attendance at the University Arena was 210,381 for 15 games, an average of 14,025 compared to 14,529 last season. Total attendance since the Arena opened nine years ago now stands at 1,932,808.

George Brooks led his ski team to its fourth consecutive Central Intercollegiate Alpine League championship by defeating second place Colorado College by 54 points.

In its first year under Bill Mondt, the football team struggled with crippling injuries all year and finished with a 3-4 conference and a 4-6-1 overall record.

Quarterback, Steve Myer, lived up to all preseason expectations and led the nation in passing with 17.5 completions per game until he injured his left knee two games short of qualifying for national passing honors.

Three New Mexico players made the All-WAC Team including Preston Dennard, the first freshman ever to be named to the squad. Place kicker, Bob Berg, and punter, Steve Bauer, were also elected to the All-WAC Team. Berg kicked 18 field goals, only one short of tying an NCAA single season record.

Home attendance at University Stadium for six games was up to 102,956, an average of 17,159 compared to 15,553 last year.

For the second straight year the gymnastics team led by Rusty Mitchell finished second in the conference behind Arizona State. Dave Chandler finished fourth in the all-around and third in the parallel bars competition. Mitchell headed the United States team at the World University Games and the World Championships. UNM finished 7-4 in dual competition.

Rick Klatt, an All-American swimmer for UNM last year, replaced John Mechem as head swimming coach and led the water polo team to a third place finish in District 7 and the swimming team to fourth place in the WAC.

Doug Massey joined the All-America ranks by placing fifth in the 100-freestyle at the NCAA championships.

Bob Leigh guided the baseball team to a third place in the WAC's southern division with a 3-15 conference record. They were 26-24 overall and nearly upset the professional Albuquerque Dukes in an exhibition game, losing 5-3 when the Dukes scored four unearned runs.

Dick McGuire's golf team placed third in the WAC and sent five players to the NCAA championships. At the Tucker Tournament, here, the Lobos placed sixth.

Blair Johnson, with a seventh place individual finish, led UNM to a third place at the WAC cross country finals held here.

For the second straight season, Hugh Hackett's indoor track squad finished third at the WAC championships. UNM hosted the WAC championships at Tingley Coliseum. Michael Solomon won his second straight 600-yard run while Mel Powers took the 60-yard high hurdles. Both the one-and two-mile relay teams won.

UNM fell to fifth place at the WAC outdoor races. In his first year as tennis coach, Tom Pucci took his team to a 17-7 record before finishing fifth at the WAC meet. The Lobos were ranked as high as 13th in the nation throughout much of the regular season. Mike Huffman and Tim Garcia both won WAC singles titles.

Ron Jacobsen's wrestling team could manage only a last place finish at the WAC wrestling championships held here. Dave Goodier place second in the 190-pound class and defending heavyweight champion, Milton Seals came in third. Both wrestled at the NCAA matches.

The University of New Mexico fielded nine Women's intercollegiate athletic teams in the following sports: basketball, field hockey, golf, gymnastics, swimming, skiing, tennis and volleyball. These teams participated in the Intermountain Conference, which is composed of schools from the states of Arizona, Colorado, New Mexico, Utah and Wyoming. UNM's women's teams also participated on the national level with freshman golfer Nancy Romero from Socorro taking fifth place in the National Women's intercollegiate Golf Tournament. The ski team took first in the Central Intercollegiate Alpine League. UNM hosted a number of women's athletic events including the Roadrunner Intercollegiate Tennis Team matches, the Tuckers Intercollegiate Golf Tournament, and several events in all other sports.

For the first time, the training room was opened to women and trainers were provided for all women's athletic events. In addition, the Athletic Departments weight training program was made available to the women. Twenty two women athletes received athletic scholarships which covered the cost of in-state tuition and provided books on-loan-basis.

The women's intercollegiate athletic program was severely hampered by the fact that the staff of the Board of Educational Finance recommended a 40% cut in the University's proposed budget for women's athletics and that recommendation was later approved by the BEF.

If something is not done this year to equalize athletic opportunities for women, especially in the areas of scholarships and the provision and pay of coaches for the women's teams, the University of New Mexico is going to be in serious trouble with the federal government because of Title IX and with the state government because of the State Equal Rights Amendment.

II. The following attractions were held this year in the University Arena, Stadium or University Athletic Facilities:

1) New Mexico High School Basketball Tournament
2) New Mexico High School Cheerleaders Clinic
3) New Mexico State Science Fair
4) Eighth Annual Lobo Invitational Basketball Tournament
5) National Youth Sports Program sponsored by the University of New Mexico in collaboration with NCAA and the President's Council on Physical Fitness.
6) New Mexico High School Cross Country
7) New Mexico High School Decathlalon Championships.
8) New Mexico A. A. U. Track Meet
9) New Mexico High School Golf & Track Championships
10) New Mexico High School Coaches Association Downtown Lions Coaching School & All-Star Basketball and Football Games.
11) Annual Fall Tucker Golf Tournament.
12) The Billy Graham Crusade
13) The Installation of Robert Sanchez, Archbishop of Santa Fe

The Associated Students through the Popular Entertainment Committe sponsored 5 concerts and events held in Johnson Gymnasium and the UNM Arena. These events proved popular with a total attendance of 33,242. Student attendance was 11,675 of the total attendance.

III. Expansion of both the Stadium Press Box facility and the Arena began in the 1974-75 academic year. The Stadium Press Box facility will be completed in its' entirety prior to the 1976 Football season. The Stadium Press Box facility is also planned for the fans with the addition of 664 seats, 332 on each level. In addition to the chair back seats, a lounge area, rest rooms and concessions are inside the facility. The elevator in the rear of the box can also be used by the handicapped as well as the press and fans. The University Arena will be completed as scheduled in November 1975. The addition to the arena will add 2,370 chairback seats which brings the total seating capacity to 17,201. In addition to the seats, the present concourse will be enlarged in depth for a more convenient handling of the crowds. To handle the demand speed-up traffice in the building, additional restrooms and concession stands are in the plans.

We will have two of our basketball games for the 1975-76 Academic Year on regional television. The University has agreements with both radio and TV awardees to have network coverage to all of New Mexico.

The Athletic Department continues with the budgetary responsibilities for the Womens' Intercollegiate Athletic Program and Chaparrals for the 1975-76 Academic Year.

IV Appointments to Staff:

Brocker, Paul	Asst. Sports Information Dir.	-Sept.'74
Cappelli, Vince	Equipment Mgr.	-Sept.'74
Demick, Annett M.	Sports Information	-Sept.'74
Hermann, Charlene	Sports Information	-June '75
Powell, Beverly Anne	Sports Information	-Oct. '74
Queisser, Harold	Asst. Football Coach	-Jan. '75
Wisman, Tom	Asst. Basketball Coach	-Sept.'74

V Separations from Staff:

Cappelli, Vince	Equipment Mgr.	-June '75
Dart, Fred	Marching Band	-June '75
Demick, Annett M.	Sports Information	-Oct. '74
Hodges, Dennis	Asst. Basketball Coach	-June '75
McDuffie, Wayne	Asst. Football Coach	-Dec. '74
McGuire, Don	Asst. Sports Information Dir.	-Aug. '74
Powell, Beverly Anne	Sports Information	-May '75
Sandoval, Eloy	Equipment Mgr.	-Sept.'74
Smith, Denice	Sports Information	-July '74

COLLEGE OF ARTS AND SCIENCES

ANNUAL REPORT, 1974-75

Nathaniel Wollman, Dean

CONTENTS

Section Title Page

DEPARTMENTS AND CHAIRMEN

ANTHROPOLOGY
Harry W. Basehart
(Retired June 30, 1975)

BIOLOGY
Clifford S. Crawford

CHEMISTRY
Guido H. Daub

COMMUNICATIVE DISORDERS
Lloyd E. Lamb

ECONOMICS
Gerald J. Boyle

ENGLISH
Joseph B. Zavadil

GEOGRAPHY
Richard E. Murphy

GEOLOGY
Lee A. Woodward

HISTORY
Gerald D. Nash

JOURNALISM
James P. Crow

LINGUISTICS
John W. Oller, Jr.

MATHEMATICS & STATISTICS
Art Steger

MODERN & CLASSICAL LANGUAGES
Sabine R. Ulibarrí

PHILOSOPHY
Paul F. Schmidt

PHYSICS & ASTRONOMY
Victor H. Regener

POLITICAL SCIENCE
Edwin C. Hoyt

PSYCHOLOGY
Frank Logan

SOCIOLOGY
Gilbert Merkx (acting, Sem. I)
Harold Meier (acting, Sem. II)

SPEECH COMMUNICATION
R. Wayne Pace

PROGRAMS AND DIRECTORS

AMERICAN STUDIES
Charles Biebel (acting)

ASIAN STUDIES
A. Charlene McDermott

COMPARATIVE LITERATURE
Shirley L. Guthrie

INTER-AMERICAN AFFAIRS
Martin C. Needler

INSTITUTE OF METEORITICS
Klaus Keil

FRESHMAN ENGLISH
David C. McPherson

LATIN AMERICAN CENTER
Marshall R. Nason

IBERO-AMERICAN STUDIES
Marshall R. Nason

PALEOCOLOGY
Roger Y. Anderson

RUSSIAN STUDIES
Richard Robbins

MAXWELL MUSEUM
J.J. Brody

American Studies: became a department of the College as of July 1, 1975. The incoming chairman is Samuel Girgus. During the year 1974-75 Charles Biebel served as acting director of the program.

Anthropology: Harry Basehart completed his tenure as chairman of the department concurrently with his retirement on June 30, 1975. The new chairman is Peter L. Workman. James Spuhler succeeded Basehart as Editor of the Journal of Anthropological Research.

Biology: Clifford Crawford, acting chairman of the department, was appointed chairman.

History: Eleanor Adams retired June 30, 1975 as editor of the New Mexico Historical Review, and is succeeded by Manuel Servin, Professor of History. The Historian, the quarterly journal of Phi Alpha Theta, returned to its "first home" at the University of New Mexico. Gerald D. Nash is Editor.

Psychology: Frank Logan resigned as chairman and is succeeded by Henry Ellis.

Sociology: Pedro David was on leave for the year. Gilbert Merkx and Harold Meier served as acting chairmen during Semesters I and II, respectively.

Arts and Sciences: Howard Dittmer retired from his position of Professor of Biology and Associate Dean of the College. F. Chris Garcia, Associate Professor of Political Science, assumed Dean Dittmer's responsibilities in the A&S office.

The faculty operating committees of the College during 1974-75 were Human Resources Research Review Committee; Promotion Advisory Committees for Humanities, Natural Sciences and Mathematics, and Social Sciences; and the Tenure Advisory Committee. Membership is shown below. We are indebted to the members of these committees for the many hours given to the College in the discharge of their responsibilities.

A Student Advisory Board (see below for membership) was established with representatives from Humanities, Natural Sciences and Mathematics, and Social Sciences. Several meetings were held devoted to discussion of A&S academic policies.

Staffing

The authorized strength of the faculty for 1974-75 was reduced from the previous year by about 5 FTE. For 1975-76 it was increased by ten FTE. New positions were allocated to departments in order to alleviate the greatest strains created by current

COLLEGE OF ARTS AND SCIENCES
STANDING COMMITTEES FOR 1974-75

A&S Human Resources Research Review Committee

Samuel Roll, Chairman, Psychology
Carol Conrad, Psychology
Arthur W. St. George, Sociology
Alan Frank, Psychiatry (Medical School)
Philip K. Bock, Anthropology

A&S Tenure Review Committee

George Arms, Chairman, English
Charlene McDermott, Philosophy
Robert J. Sickels, Political Science
Claude-Marie Senninger, Modern & Classical Languages
Douglas Brookins, Geology
Robert Campbell, Geography
Ruben Hersh, Mathematics & Statistics

A&S Promotion Advisory Committee

Humanities:
Claude-Marie Senninger, Chairwoman, Modern & Classical Languages
Melbourne E. Evans, Philosophy
Richard Robbins, History
Leonard L. Jermain, Journalism
Ellen Spolsky, English

Natural Sciences and Mathematics:
Douglas G. Brookins, Chairman, Geology
Howard C. Bryant, Physics
Dolores Butt, Communicative Disorders
Henry C. Ellis, Psychology
Archie G. Gibson, Mathematics
David J. Ligon, Biology
Robert Tapscott, Chemistry

Social Sciences:
Robert Campbell, Chairman, Geography
George A. Huaco, Sociology
Pham Chung, Economics
Peter A. Lupsha, Political Science
Karl H. Schwerin, Anthropology
Estelle Zannes, Speech Communications

A&S Student Advisory Board

Jeannine Encinias -- Modern & Classical Languages
Betty Holcomb -- Anthropology
Richard Fox -- Political Science
Robert Gonzales -- Geology
Daniel Brannan -- Biology
Elena Bernstein -- Journalism
Jeffery Lee -- History

enrollments and the most severe damage done to degree programs as a result of staff reductions of the previous two years. The College remains seriously short of staff. An indication is the disparity between its present staff and what it would be entitled to under the differential funding formula that was proposed by BEF during the 1975 legislative session.

By June 30, 1975, about 45 new appointments to faculty positions had been made. In making these a total of 31 women had been interviewed or otherwise considered, including one Native American. Five Chicanos were interviewed. Of these thirteen women, including one Native American, and two Chicanos were appointed. Several women were offered appointment but refused. In short, about one-third of faculty vacancies were filled by women or a male member of an ethnic minority. In all cases the most qualified person was offered appointment.

An appointment shared equally with the Los Alamos Scientific Laboratory in the field of energy research has been made by the Economics Department. Ronald Cummings, an economist and formerly chairman of the Department of Resource Economics at the University of Rhode Island holds this position. It is the only joint appointment with LASL that is in effect in the College of Arts and Sciences.

Curriculum

A new major in Creative Writing, given by the English Department, was approved. Alternative concentrations in women's studies or ethnic studies were approved for the minor in American Studies. An M.A. in Linguistic Sciences was approved and forwarded to higher authority.

An additional graduation requirement was added: a minimum of 96 hours in Arts and Sciences (88 for a major in Home Economics).

The Communications Skills Test (English comprehension and writing) has been a pre-requisite for admission to the College. We shall have to specify that it is a pre-requisite for graduation as well, since students seem to slip by as a condition of entry.

FACULTY PROMOTIONS, RETIREMENTS, SEPARATIONS, AND APPOINTMENTS

PROMOTIONS

To Full Professor:

Shaul Ben-David	Economics
Ruben Cobos	Modern and Classical Languages
William G. Degenhardt	Biology
Richard J. Griego	Mathematics and Statistics
Peder J. Johnson	Psychology
Karl P. Koenig	Psychology
Pramod K. Pathak	Mathematics and Statistics
Michael L. Rosenzweig	Biology

To Associate Professor:

Fritz S. Allen	Chemistry
James F. Barbour	English
Richard A. Barrett	Anthropology
Dodd H. Bogart	Sociology
Earl W. Bourne	Biology
F. Lee Brown, Jr.	Economics
Albert Church	Economics
William F. Coleman	Chemistry
Byron D. Dieterle	Physics and Astronomy
Thomas P. Friden	Psychology
John P. Gluck	Psychology
Paul L. Hain	Political Science
Robert W. Kern	History
Dorothy M. Logan	English
Thomas Mayer	English
Patrick H. McNamara	Sociology
Steven A. Pruess	Mathematics and Statistics
Warren S. Smith	Modern and Classical Languages
David M. Wolfe	Physics and Astronomy
Lawrence B. Rosenfeld	Speech Communication

To Assistant Professor:

Peter S. Mellon	Modern and Classical Languages

RETIREMENTS

Eleanor B. Adams	Research Professor at Large New Mexico Historical Review
Hubert G. Alexander	Professor of Philosophy
Harry W. Basehart	Professor of Anthropology
Howard J. Dittmer	Professor of Biology and Associate Dean of Arts & Sciences
John M. Hightower	Associate Professor of Journalism
George Millard Hunsley	Assistant Professor of Journalism
William J. Koster	Professor of Biology
Hoyt Trowbridge	Professor of English

SEPARATIONS

Gwen Argersinger	American Studies
Judd Stephen Conway	Political Science
Susan DeWitt	English
Robert C. Dick	Speech Communications
David Draper	Communicative Disorders
Lee M. Johnson	English
Ben Jeral Jones	Mathematics & Statistics
Paul David Kottler	Psychology
Chukwuemeka Onwubu	Sociology
R. Clayton Rich	English
Bruce J. Rigsby	Anthropology
Michael L. Rosenzweig	Biology
William J. Ryan	Communicative Disorders
Karl J. Seitz	History
Charles T. Siemers	Geology
Robert W. Slenes	History
Susan M. Steele	Anthropology
Nicholas E. Vandenborgh	Chemistry

VISITING APPOINTMENTS 1974-75

Associate Professors:

H. Craig Miner	History

Assistant Professors:

Loris W. Hughes	Biology
William R. Davey	Physics and Astronomy
Ernest A. Mares	Modern and Classical Languages
Peter Marzahl	History
Maria C. Rosales-Ronquillo	Biology
Letitia K. Seese	Mathematics & Statistics
Brooke D. Smith	History
William M. Sullivan	History
Bernadyne Turpen	Political Science
David H. Wand	English

Instructors:

Nancy D. Loy	Sociology

NEW APPOINTMENTS 1975-76

American Studies:

Helen M. Bannan	Visiting Assistant Professor
Samuel B. Girgus	Associate Professor; Chairman

Anthropology:

Stephen J. Beckerman	Visiting Assistant Professor
Gary B. Coombs	Visiting Assistant Professor
Ellen S. Kaufman	Visiting Assistant Professor
Louise A. Lamphere	Associate Professor (starts Sem. II)
Lawrence G. Straus	Visiting Assistant Professor
Joseph A. Tainter	Assistant Professor
Peter L. Workman	Professor; Chairman

NEW APPOINTMENTS 1975-76

Biology:

Oswald G. Baca	Assistant Professor (Sem. II)
Rex G. Cates	Assistant Professor
Douglas E. Caldwell	Assistant Professor
Manuel C. Molles	Assistant Professor
Albert A. Thornhill	Assistant Professor
Frederick W. Taylor	Assistant Professor (Sem. II)
John L. Trujillo	Assistant Professor

Chemistry:

Thomas E. Jones	Assistant Professor
Su-Moon Park	Assistant Professor

Communicative Disorders:

Robin C. Powers	Lecturer/Clinical Supervisor
Wayne E. Swisher	Assistant Professor

Economics:

Ronald G. Cummings	Professor
Karl-Goran M. Maler	Visiting Professor

English:

Lynn Z. Bloom	Associate Professor
William C. Dowling III	Assistant Professor
Michael Fischer	Assistant Professor
Hamlin Hill	Professor
Jane L.B. Kopp	Associate Professor
Leslie M. Silko	Assistant Professor

History:

John Peter Bakewell	Visiting Assistant Professor
Michael Conniff	Lecturer
Pramita Ghosh	Assistant Professor
Manuel P. Servin	Professor; Director NMHR
M. Jane Slaughter	Assistant Professor

Journalism:

Stuart Novins	Assistant Professor

Mathematics & Statistics:

Charles T. Fulton	Visiting Assistant Professor
Peter J. Kelemen	Visiting Assistant Professor
Catarina I. Kiefe	Assistant Professor
S.W. Dharmadhikari	Visiting Professor
Moshe Shaked	Assistant Professor

NEW APPOINTMENTS 1975-76

Modern and Classical Languages:

Dick C. Gerdes	Assistant Professor
Jon M. Tolman	Associate Professor

Philosophy:

Fred G. Sturm	Professor

Physics and Astronomy:

Michael Zeilik II	Assistant Professor

Political Science:

Thomas L. Hurley	Assistant Professor
James Lee Ray	Assistant Professor

Psychology:

Harold D. Delaney	Assistant Professor
Frances S. Harnick	Assistant Professor

Sociology:

Jill G. McKelvy	Visiting Instructor
Latham Thomas Winfree	Visiting Instructor

Speech Communication:

James W. Zalewski	Visiting Instructor

TENURE DECISION DATES
June 30, 1975

ANTHROPOLOGY

Assistant Professor Linda S. Cordell
Assistant Professor Henry C. Harpending
Professor Alfonso Ortiz

CHEMISTRY

Assistant Professor William F. Coleman

COMMUNICATIVE DISORDERS

Assistant Professor William J. Ryan

ENGLISH

Assistant Professor James Barbour
Assistant Professor Patricia C. Smith
Associate Professor Hugh H. Witemeyer

GEOLOGY

Assistant Professor George R. Jiracek

HISTORY

Associate Professor Charles McClelland

JOURNALISM

Associate Professor Charles K. Coates

MODERN AND CLASSICAL LANGUAGES

Assistant Professor Byron T. Lindsey
Assistant Professor Warren S. Smith, Jr.

PHILOSOPHY

Assistant Professor Russell Goodman
Assistant Professor George F. Schueler

PHYSICS AND ASTRONOMY

Assistant Professor David M. Wolfe

POLITICAL SCIENCE

Assistant Professor Paul L. Hain

PSYCHOLOGY

Assistant Professor Thomas P. Friden
Assistant Professor John P. Gluck

SPEECH COMMUNICATION

Assistant Professor James L. Hoban, Jr.
Assistant Professor Lawrence B. Rosenfeld

Related to the Communications Skills Test (CST) have been changes in freshman English initiated by David McPherson and carried further by Marcia Tillotson and Fred Warner. Increased emphasis is being placed on writing; a new course, English 100, offered to students who cannot qualify for English 101 and not acceptable for satisfaction of group requirements, will begin with Semester I, 1975-76.

Summer Research Stipends

In the summer of 1974 we offered two research stipends of $1000 each. In the summer of 1975 three such stipends were awarded. The funds were taken from the Summer School budget. Although the reduction in summer teaching staff is unfortunate, it is essential that some support of summer research be made available to faculty.

We ask each department to make a preliminary screening of the proposals and to select the one that it considers to be the best. In selecting the recipients we have given preference to junior faculty. For the past three summers a total of seven awards were made. Three went to faculty in the Humanities, three to the Natural Sciences, and one to the Social Sciences.

We should, if at all feasible, increase the number of stipends to a minimum of twenty. This would be an average of one per department although the awards would not necessarily be allocated in this way.

Academic Standards

During 1974-75 the upward trend in grades was reversed in each semester compared with the equivalent semester of the preceding year. This change occurred throughout most of the University. For example, lower division A's and B's accounted for 45.3% of all grades in Arts and Sciences in Semester II, 1973-74 and 43.3% in Semester II, 1974-75. The corresponding figures for the University were 50.2% and 47.3%. There still remain among A&S departments serious aberrations in grading practice that have not been justified by evidence on mastery of material or dedication of students to their studies. In four A&S departments, the number of A's and B's at the lower division level exceeded 50% of all lower division grades. In three of these departments -- Journalism, Linguistics, and Modern & Classical Languages -- lower division enrollments ranged between 180 and 2200, while in the fourth it was only 28.

Grading practices are, of course, only one of the visible tips of the iceberg of academic standards. The essence of education is in the work that the student accomplishes en route to award of the degree. During the year a random assortment of students who came into the A&S office answered a questionnaire that dealt with a number of academic and related matters. The questionnaire was also given to a class of about 90 students in Applied Psychology in the Summer Session of 1975. The result of the student responses will be described in a detailed report being prepared by Ralph Norman, but a few of the salient results can be given here. About 350 students responded, of which about 260 were collected in the A&S office. Since the sample was not scientifically designed to cover the A&S student population some bias may be found. However, other samples differently devised confirm findings of the A&S questionnaire.

The average student of the sample is a junior with a GPA of about 2.8. For the students who carried 12 or more hours in the previous semester the average number of hours spent on academic work outside of class during that semester was about 17 per week. This is a figure that is about half the amount that is generally expected in a creditable academic program.

The low number of hours reported on study outside of class is not the result of outside jobs. Most of the students worked 20 hours or less per week; about half had no job at all.

The usual program of 15 or 18 hours was designed to keep a student fully occupied for a normal academic work week of about 45-50 hours, including time spent in class. Available data support the conclusion that our average student comes to the University with a lower level of academic competence than the average student of a first-rate undergraduate institution (see findings of Huber and Potter), and in the course of four years at the University falls further behind because of the relatively small amount of time spent on academic work. What is needed, of course, is a system by which inadequately prepared students catch up with their counterparts elsewhere.

I suspect that several forces on the UNM campus inhibit the application of rigorous academic standards in all classes:

(1) students come from high schools in which little work out of class is demanded; spending an hour in preparing for a class seems to be a lot of work;

(2) the presence of a significant fraction of poorly prepared students means that an unusually large fraction of the class will receive D's and F's if rigorous academic standards are applied;

(3) a faculty member finds it very difficult to carry on the day's work in the face of large numbers of sulky and surly students who are unwilling to make the effort that high level academic achievement requires. As a consequence, accepted standards of performance decline to a level at which tension is tolerable.

In an "average" freshman or sophomore class, selected with some attention to academic preparation, the "normal" number of D's and F's (based on commonly used grading curves) would be about 25% of the total number of grades given. Such a curve presumes that the amount of work assigned to the class will enable the average student in a 3-credit course to earn a C if he or she spends about 6 hours per week out of class studying, writing papers, or reading assigned material. If a significant fraction of entering freshmen is inadequately prepared for college-level work -- say 25%, which is an approximate figure for recent UNM entering classes -- the fraction of students receiving D's and F's would be about 50% of the total if absolute standards of performance remained unchanged. We have no evidence that our students study especially hard, thereby earning the grades they receive; in fact, the evidence is to the contrary.

Other matters relating to academic standards were raised during the year. Preliminary steps have been taken to re-examine A&S group requirements. A study completed by Ralph Norman reveals that A&S distribution requirements are substantially fewer than in universities of neighboring states. The differences are most significant in English composition, foreign languages, and mathematics. The slack is mainly taken up with electives, since hours taken in the major and minor are not significantly different from UNM requirements or those required at other institutions. It is not yet clear how this freedom affects the quality of education received by the student.

Admission requirements for the University are intimately related to the mission of the College of Arts and Sciences. The A&S faculty in the Spring of 1974 approved the resolution of the Department of Mathematics and Statistics that a mathematics admission requirement be restored. This resolution was forwarded to the Committee on Entrance and Credits which then considered the matter of admission requirements on a broad front and recommended to the faculty that subject matter requirements be restored.

The need for higher admission requirements are as follows:

(a) the A&S faculty cannot teach high school remedial courses without diverting staff time from regular undergraduate and graduate courses already seriously understaffed;

(b) students that have not successfully completed a minimal academic program in high school have little prospect for success in college-level courses except in relatively rare cases;

(c) absorption of students that are unprepared for college level work into regular lower division classes has resulted in successive lowering of standards of college level courses. One explanation of grade inflation over the past few years has been the attempt to teach classes characterized by an unusually wide range of initial capabilities. One explanation of the relatively small amount of time spent by the average student in studying outside of class is the difficulty of moving a class at a normal rate when a significant fraction is incapable of doing college-level work. Many teachers are reluctant to see large fractions of a class either withdraw or receive failing grades and respond by reducing requirements. Some, however, do their best to maintain high standards of academic performance.

If admission requirements are relaxed, the only way in which academic standards are maintained is by segregating students according to level of preparation and by offering enough pre-university-level classes to meet the demand. Such a program accommodates to the educational needs of individual students but creates problems of social stratification that bode little for the likelihood of success, to say nothing of the diversion of resources that are already inadequate for minimally decent undergraduate and graduate degree programs. The net result of such diversion is degradation of the University's degree for those who stay on, with little gained by those who start and never finish. Were our students and their parents more aware of what has happened with the relaxation of admission requirements and the consequent effects on the level of classroom work, we would be faced by a much louder clamor than has been raised recently by certain political groups in opposition to the re-establishment of subject matter requirements.

The demand from some faculty and outside groups that Regents overturn faculty re-establishment of subject matter admission requirements raises the question of the locus of control over academic standards. If control over academic standards becomes an object of political action accreditation of the University is endangered. We have clear evidence that the educational responsibilities of the University have already been stretched beyond its capacity. It is essential that the University protect the integrity of its degree and carefully avoid the pretense that it is all things to all people. The students and the State of New Mexico for whom the University serves as an institution of higher learning must insist that the public schools assume responsibility for the tasks that fall into their domain. Moreover, by adopting standards of performance as a condition of entry the University facilitates the adoption of suitable standards of performance by the public schools, whereas a lax admissions standard has the opposite effect.

New Academic Programs

Interest in developing an alternative degree program in A&S continues, stemming from the NEH planning grant of a few years ago. David Kidd, Professor of Biology, will spend some time in 1975-76 to plan a course in the natural sciences with the collaboration of colleagues in various departments. During the past year we were visited by a representative of NEH in pursuit of their continuing interest in receiving a request from UNM for a development grant. Lack of money needed for cost sharing has prevented us from making a submission. Were we to benefit from a differential funding formula we might be able to go ahead. As it is, we have been trying to meet student demand in various fields and demand for courses normally offered in high school without unduly damaging our regular programs. For example, enrollments in Math. 120 -- an elementary course that is mainly devoted to high school mathematics -- has soared and would even be greater if more faculty time could be assigned to it.

Budget

During the past few years salaries have not kept up with increases in the costs of living. I shall not again recite the dreary statistics. The salary increases that have been made have been at the expense of adequate budgets for educational supplies, equipment, travel, and staff. It is hard to say where the pinch has done the most harm. In the sciences we have made special efforts to keep up with laboratory costs, but even so enrollments in certain classes were restricted because we could not afford the necessary laboratory supplies. New faculty move into a bare room and are told to conduct research -- without equipment, without travel funds, and without assistance. Essential pieces of scientific equipment cannot be bought because equipment budgets were slashed 75% two years ago and have not been restored. In fields such as telecommunications and journalism we can't buy cameras. For History and Geography, we can't buy maps. We can function as an institution of higher learning for only a short time under these conditions. The backlog of needs is growing rapidly and will overwhelm whatever budgetary increases can be anticipated. Last Fall, when departments were asked to submit requests for needed equipment, knowing that a maximum of $200,000 could be requested by the College, the total came to $750,000. Had we asked for everything that we needed the amount would have been several times greater. We received $160,000. The frustrations of no money for groceries, no money for departmental expenses, no money for scientific equipment, and no money for essential academic travel are cutting into the muscle of higher education. Unless these needs are met promptly the only recourse open to the College and University if a University degree of acceptable quality is to be offered is a drastic curtailment of programs.

The allocation of travel funds is shown in Tables XII to XV. A detailed report is included with departmental reports.

Departmental Briefs

Note: Detailed reports contain much information and must be read for appreciation of what is happening in departments and other activities in the College.

Anthropology: There is need for improved integration of the Office of Contract Archeology and Maxwell Museum with the teaching and research responsibilities of the department. After consultation with anthropologists throughout the world and members of the department at UNM, it was determined that we should make every effort to continue publication of the Journal of Anthropological Research.

Biology: The old Pharmacy Building will provide space for certain research programs and faculty offices. Special efforts went into further development of the graduate program in environmental biology.

Chemistry: The first University award for Outstanding Teacher of the Year was made in the Spring of 1975. It went to Professor Coleman. Of the four finalists in the selection, two, Professors Coleman and Caton, were from Chemistry. The department is still preoccupied with shortages of laboratory instruments and technicians to keep them running.

Communicative Disorders: The department's teaching and research programs receive significant financial support from various governmental agencies, including the Office of Education, Indian Health Service, and All Indian Pueblo Council. Programs are under way with the collaboration of faculty of the Medical School and College of Education, as well as with departments in Arts and Sciences.

Economics: Recent growth in graduate enrollment and sponsored research creates space needs beyond existing facilities and has restricted available faculty resources for undergraduate teaching.

English: A major effort is going into the improvement of writing skills of UNM undergraduates and includes a new course (Eng. 100), restructuring of English 101, and consultation with faculty in the College of Education and high schools throughout the state.

Geography: In the last ten years Geography grew from a staff of two to eight; from ten courses to forty-seven; from five to thirty undergraduate majors and from zero to fifteen M.A. students. The department will move to permanent quarters after remodeling of Bandelier East is complete, with walls high enough to display maps satisfactorily.

Geology: The department's output of geologists falls short of the demand. Research grants for 1974 totaled $1.5 million, mostly used for equipment and support of graduate students. A Meteorite Museum has been installed in the Geology Building. About 4000 school children were guided through the Geology Museum and many others in informal groups.

History: The New Mexico Historians Guild were established, composed of historians in New Mexico colleges and universities. The American Indian Oral History Project won an award. A new course was offered, using all members of the department and called "The Whole Works".

Linguistics: A grant from the New Mexico Humanities Council supported a series of lectures on multi-lingualism in the Southwest. The Navajo Reading Study-Teacher Training Project continues.

Mathematics & Statistics: Core final examinations and common syllabi were introduced in a number of multi-section freshman-sophomore courses along with increased uniformity of grading practices. A self-learning, self-paced method of offering Math 120 was introduced experimentally and will now be extended to all sections. The UNM Putnam team placed 11th nationwide. Oversize sections continue to plague the department; had 97 instead of 57 sections of lower division mathematics been offered class size would not have exceeded 40. Classes of 80 and 100, common here, are unheard of in neighboring universities.

Modern and Classical Languages: The French section was reincorporated administratively with other Romance Languages; George Peters succeeds Robert Holzapfel as Associate Chairman for German. A wide range of activities occupied faculty and students: plays, lectures, tertulias, beer-drinking, carnivals, movies, conferences with high school teachers, and poster exhibits. Jack Kolbert was awarded the Rosette of Grand Officer of the Academic Palms by the French government.

Philosophy: An alternate year visiting professorship has been established by Paul Schmidt going on leave without pay every other year and allowing a visitor to be appointed in his place. Offerings in Hispanic and Latin-American philosophy will be increased.

Physics and Astronomy: Members of faculty maintain active research programs supported by NASA, NSF, SURP, and AEC (ERDA). Several meet with public school teachers regularly on teaching of physics. Harjit Ahluwalia was appointed to the High Energy Cosmic Ray Group of the Special Committee on Solar-Terrestrial Physics of the International Council of Scientific Unions.

Political Science: Ways to promote increased cooperation with Public Administration are being studied and joint appointments recommended. Emphasis in Political Science will be given to three areas, Latin American politics, multi-cultural politics, and natural resources, in staffing and program development.

Psychology: A high student-faculty ratio persists, mitigated somewhat by appointment of part-time faculty from other parts of the University and the community. The next major development will be in the area of clinical psychology. Variety of research projects belies the impression that department is only concerned with rat psychology.

Sociology: The department plans to expand its offerings in social welfare and Latin American sociology. In response to requests from the community it is assuming leadership for planning a program in criminal justice. Delay in authorizing a Ph.D. coupled with a reduction in GA's has retarded development of its graduate program.

Speech Communication: The department grounds its entire program on theories of human communication. Transition from a department that deals with form to one that emphasizes theory is not well understood by all members of the university community and has created an overriding question of identity. Substantial effort goes into forensics within the university level and with high schools across the state. An intern program has placed students with ten public and private activities off campus.

Briefs on Other Activities in the College of Arts and Sciences

Journal of Anthropological Research: The change in editorship has been accomplished successfully as a result of the conscientious efforts of the retiring editor, Harry Basehart and incoming editor, James Spuhler. Eminent anthropologists through the world urged continuation of the Journal in response to an inquiry regarding its merits. Subscribers number about 2500, of which almost 600 are foreign.

Maxwell Museum: Activities continue to expand in all directions and are seriously restricted by inadequate funds. Role of the Museum vis-a-vis the public, research scholars, and teaching and research responsibilities of the Department of Anthropology are being studied in order to achieve optimum allocation of Museum efforts.

The New Mexico Historical Review: The editorship and composition of the editorial board will change following the July 1975 issue. Eleanor Adams concludes a distinguished career as editor with her retirement in June 1975.

Latin American Affairs: The College conducts programs in Latin American Affairs through the Division of Inter-American Affairs and the Latin American Center. The former is responsible for administering undergraduate and graduate interdisciplinary degrees in Latin American Studies. The latter is one of six language and area centers in the country supported by federal funds and is also responsible for administering the Andean Center and the Ph.D. in Ibero-American Studies. Should federal funding for the Latin American Center disappear it will be necessary to reassess the University's capabilities and organization in the field of Latin American Affairs. What might emerge cannot now be anticipated.

TABLE I

NUMBER OF STUDENTS ENROLLED COLLEGE OF ARTS AND SCIENCES, 1966-67 -- 1974-75

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
1973-74	2,857	8.0	2,797	- 1.4
1974-75	2,724	- 4.7	2,746	- 1.8
Increase 1974-75 over 1966-67	731	36.7	714	35.1

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
1973-74	420,311	256,979	61.1
1974-75	517,455	300,821	58.0
Increase 1974-75 over 1973-74	18.7% 97,144	14.6% 43,842	
Increase 1974-75 over 1966-67	38.7% 199,965	30.6% 91,976	

TABLE III

STUDENT CREDIT HOURS BY DEPARTMENTS

DEPT.	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	% Increase 1968-1975
Am.Studies	---	---	---	---	1,222	2,277	5,455	5,970	---
Anthropology	13,139	15,098	16,190	20,543	19,616	18,848	15,983	17,156	30.6
Biology	18,665	18,794	18,218	19,816	23,855	23,766	22,449	25,872	38.6
Chemistry	12,620	12,597	11,805	13,797	16,805	18,923	16,338	19,810	57.0
Comm. Dis.	---	---	---	---	---	2,116	2,243	2,531	---
Economics	9,609	9,298	9,387	11,135	10,369	10,950	10,483	12,908	34.3
English	35,014	34,917	37,610	41,601	38,604	34,770	28,392	32,564	- 7.0
Geography	4,017	3,794	4,141	5,126	5,664	4,912	4,960	5,838	45.3
Geology	7,858	9,100	9,803	10,232	10,072	10,000	9,332	10,028	27.6
History	23,058	23,684	22,938	22,986	22,725	21,969	19,636	22,676	- 1.7
Journalism	1,601	1,747	2,020	2,272	2,474	2,661	3,109	3,603	125.0
Linguistics	---	---	---	---	---	---	1,460	1,921	---
Math.& Stat.	24,733	23,417	23,787	25,138	25,973	27,172	25,620	32,154	30.0
M&CL	19,397	20,888	21,101	23,675	22,036	20,215	17,257	22,917	18.1
Philosophy	5,198	4,709	6,808	10,260	11,619	10,207	9,287	11,020	112.0
Phys. & Astr.	8,091	8,753	8,508	9,155	11,210	11,860	11,446	13,334	64.8
Pol. Sci.	7,892	9,683	9,990	10,265	9,790	10,844	10,506	11,659	47.7
Psychology	13,911	15,563	16,649	23,092	23,440	26,321	25,038	26,804	92.7
Sociology	6,843	8,119	8,234	10,877	13,383	12,549	10,055	12,170	77.8
Sp. Comm.	6,497	6,529	7,099	7,354	10,848	8,217	7,929	9,886	52.2
Inter-Dept.	---	1,555(a)	---	---	---	---	---	---	---
TOTALS	219,298	226,298	234,288	267,324	279,705	278,577	256,979	300,821	37.2

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

TABLE IV

DEGREES AWARDED, COLLEGE OF ARTS AND SCIENCES

	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
1974	734	18.0	154	-18.5	88	4.7	242	-11.3
1975	816	10.0	128	-16.8	64	-27.2	192	-20.6
8-Year Increase	393	92.9	-2	-1.5	23	56.1	21	12.3

(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 1975

	BACHELOR'S DEGREES			ADVANCED DEGREES		
COLLEGE	1967	1975	% Inc.	1967	1975	% Inc.
Arts and Sciences	423	816	48.1	171	192	12.3
Other Colleges*	1612	1525	-5.3	303	604	99.3
UNM TOTAL	2035	2341	13.0	474	796	67.9

*Excludes Law and Medicine.

TABLE VI

DEGREES AWARDED, BY DEPARTMENT, 1974-75[1]

	BACHELOR'S				MASTER'S				DOCTORAL			
DEPARTMENT	1972	1973	1974	1975	1972	1973	1974	1975	1972	1973	1974	1975
American St.**	-	-	-	-	-	-	-	-	3	5	10	4
Anthropology	37	64	69	84	5	13	13	5	1	2	3	3
Art*	1	4	6	10	-	-	-	-	-	-	-	-
Biology	77	82	110	117	13	15	19	19	2	10	9	5
Chemistry	28	34	30	43	8	11	6	7	3	4	6	2
Comm. Dis.	-	9	9	10	-	2	20	20	-	-	-	-
Comp. Lit.	-	1	1	-	-	2	1	-	-	-	-	-
Dietetics*	-	1	-	-	-	-	-	-	-	-	-	-
Economics	15	23	23	35	4	12	6	3	1	2	1	2
Econ.-Phil.	2	-	-	2	-	-	-	-	-	-	-	-
English	44	72	61	67	18	20	10	10	10	18	11	9
English-Phil.	7	8	2	2	-	-	-	-	-	-	-	-
Geography	2	8	17	21	4	3	5	3	-	-	-	-
Geology	6	14	19	15	2	8	5	11	6	2	2	2
History	60	50	62	52	19	17	11	4	4	11	12	11
Ibero-American Studies**	-	-	-	-	-	-	-	-	-	4	4	1
Journalism	11	21	27	36	-	-	-	-	-	-	-	-
Linguistics	-	-	-	2	-	-	-	-	-	-	-	-
Lt.Am.St.***	11	9	3	7	-	11	9	10	-	-	-	-
Math.&Stat.	27	40	37	28	12	18	6	3	7	9	5	5
Med. Tech.	1	1	4	8	-	-	-	-	-	-	-	-
M&CL	34	46	47	40	17	18	12	4	3	4	5	7
Philosophy	2	11	11	7	4	4	2	5	1	1	-	1
Physics & Astr.	2	12	7	5	5	9	11	2	-	5	4	7
Pol. Sci.	27	36	52	58	6	2	3	4	-	2	3	1
Psychology	54	93	107	134	8	8	-	10	5	5	13	4
Russian St.	-	1	1	1	-	-	4	-	-	-	-	-
Sociology	21	31	24	23	-	4	5	4	-	-	-	-
Speech Comm.	5	8	10	15	6	12	6	4	-	-	-	-
W. European St.	-	1	-	-	-	-	-	-	-	-	-	-
Home Econ.*	-	1	1	7	-	-	-	-	-	-	-	-
M.A.T.	-	-	-	-	-	31	-	16	-	-	-	-
M. Ed. Sci.	-	-	-	-	-	1	-	-	-	-	-	-
TOTALS	474	681	740	829	134	221	154	144	46	84	88	64

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[1] Includes summer, fall, and spring graduates.

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

**Interdisciplinary programs at the doctoral level.

***Previously Foreign Studies.

TABLE VII

BACHELOR DEGREES AWARDED BY COLLEGE OF EDUCATION WITH A&S MAJORS, 1974-75

DEPARTMENTS	1971	1972	1973	1974	1975
Anthropology	0	0	0	0	0
Biology	4	3	2	0	0
Chemistry	1	1	1	1	0
English	45	23	13	14	6
Geography	2	0	1	0	0
Geology	0	0	0	0	0
History	34	16	16	7	7
Journalism	0	0	0	0	0
Mathematics & Statistics	3	2	9	9	5
Mod. & Class. Languages	9	4	14	19	5
Philosophy	1	1	1	0	0
Political Science	6	6	1	0	0
Psychology	3	3	2	2	1
Sociology	0	0	1	1	1
Speech Communications	11	4	5	4	1
Communication Arts	26	10	10	8	2
Social Studies Composite	26	6	20	12	6
Science Composite	10	9	10	8	0
TOTALS	178	88	106	85	34

TABLE VIII

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

SEMESTER	1970-1971		1971-1972		1972-1973		1973-1974		1974-1975	
	No.	%	No.	%	No.	%	No.	%	No.	%
Semester I										
On Probation	135	5.3	132	5.1	65	2.5	74	2.6	90	3.4
Suspended	17	0.7	11	0.4	14	0.5	14	0.5	31	1.2
Released from Probation	69	2.7	50	1.9	55	2.1	43	1.5	58	2.2
Semester II										
On Probation	87	3.5	132	5.3	55	1.9	62	2.2	54	2.0
Suspended	32	1.3	18	0.7	26	0.9	20	0.7	31	1.1
Released from Probation	25	1.0	44	1.8	56	2.0	53	1.9	74	2.8

Number of Students enrolled in Arts and Sciences:

Semester I, 1974-75	2,724
Semester II, 1974-75	2,746

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	1971-1972				1972-1973				1973-1974				1974-1975			
	Sem. I		Sem. II		Sem. I		Sem. II		Sem. I		Sem. II		Sem. I		Sem. II	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
4.00	54	2.4	71	2.9	61	2.3	79	2.3	83	2.9	85	3.0	64	2.4	71	2.7
3.50 - 3.99	157	6.1	167	6.7	177	6.7	243	8.6	206	7.2	207	7.4	172	6.7	158	6.1
3.00 -3.49	282	11.0	293	11.8	293	9.5	335	11.8	324	11.3	294	10.5	249	10.1	262	10.5
TOTALS	493	19.5	531	21.4	489	18.5	657	22.7	613	21.4	586	20.9	485	19.2	491	19.3

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

TABLE X

HONORS IN GENERAL STUDIES:		
Magna cum laude	16	
Cum laude	15	31
DEPARTMENTAL HONORS:		
Anthropology	4	
Chemistry	1	
History	1	
Mathematics	4	
M&CL (German)	1	
Philosophy	1	
Psychology	2	14
ELECTED TO PHI BETA KAPPA:		
Juniors	5	
Seniors	50	55
NOMINATED TO PHI KAPPA PHI:		
Juniors	45	
Seniors	87	132

TABLE XI

GRANTS TO A&S FACULTY BY RESEARCH ALLOCATIONS COMMITTEE 1974-75*

Department	Number of People Receiving Grants	Total	Mean Dollars Per Grant
American Studies	1	$ 460.00	$ 460.00
Anthropology	4	2,410.00	602.50
Biology	11	9,998.00	908.91
Chemistry	7	8,474.00	1,210.57
Communicative Disorders	2	2,000.00	1,000.00
Economics	1	200.00	200.00
English	7	1,829.00	261.29
Geography	2	1,761.00	880.50
Geology	8	8,270.00	1,033.75
History	3	1,750.00	583.33
Linguistics	1	1,500.00	1,500.00
Modern Languages	2	315.00	157.50
Philosophy	3	312.00	104.00
Physics & Astronomy	2	1,500.00	750.00
Psychology	5	4,027.00	805.40
Sociology	3	3,085.00	1,028.33
TOTALS	62	$47,891.00	$ 772.43

*excludes grants made from 1975-76 budget for work in summer 1975.

TABLE XII

TRAVEL: TOTAL DISBURSEMENTS FOR 1974/75 CONTRASTED WITH 1973/74

	Number of Faculty Traveling			Amount Spent			Amount Spent Per Traveler		
DEPARTMENT	73-74	74-75	Net Chg(%)	73-74	74-75	Net Chg(%)	73-74	74-75	Net Chg(%)
A&S Admin.	2	4	+100.0	419.72	1,547.40	+268.7	209.86	386.85	+84.3
Am. Studies	2	1	-50.0	205.28	163.47	-20.4	102.64	163.47	+59.3
Anthropology	10	7	-30.0	1,710.01	688.67	-59.7	171.00	98.38	-42.5
Biology	11	11	0.0	1,086.63	1,042.59	-4.1	98.78	94.78	-4.0
Chemistry	8	10	+25.0	749.64	788.47	+5.2	93.71	78.85	-15.9
Comm. Dis.	2	2	0.0	280.00	222.55	-20.5	140.00	101.16	-27.7
Economics	6	6	0.0	610.45	715.40	+17.2	101.74	119.23	+17.2
English	16	17	+6.3	1,395.88	1,436.73	+2.3	87.24	84.54	-3.1
Geography	2	4	+100.0	376.55	504.56	+34.0	188.28	126.14	-33.0
Geology	5	4	-20.0	692.03	502.89	-27.3	138.41	125.72	-9.7
History	13	16	+23.1	1,375.18	1,482.20	+7.8	105.78	92.64	-1.1
I.A.A.	1	1	0.0	114.91	125.00	+8.8	114.91	125.00	+8.8
Journalism	1	2	+100.0	286.55	227.55	-20.6	286.55	113.75	-60.3
Linguistics	2	4	+100.0	161.05	305.98	+89.9	80.53	76.50	-5.0
Math. & Stat.	15	14	-6.7	2,365.84	2,641.53	+11.7	157.72	188.68	+19.7
M&CL	14	18	+28.6	1,445.19	1,564.57	+8.3	103.23	86.92	-15.8
Philosophy	8	8	0.0	520.30	781.00	+50.1	65.04	97.63	+50.1
Physics & Astr.	3	7	+133.3	512.45	698.26	-36.3	170.82	99.75	-41.6
Poli. Sci.	5	4	-20.0	759.21	608.07	-19.9	151.84	152.08	+0.1
Psychology	9	5	-44.4	979.55	928.36	-5.2	108.84	185.67	+70.6
Sociology	10	9	-10.0	955.72	930.44	-2.6	95.57	103.38	+8.2
Sp. Comm.	6	9	+50.0	783.75	629.96	-19.6	130.63	69.70	-46.6
TOTAL	151	163	+7.9	17,785.89	18,535.65	+4.2	117.79	113.72	-3.5
FINAL RESERVE				864.11	614.35	-28.9			
GRAND TOTAL				18,650.00	19,150.00	+2.7			

TABLE XIII

TRAVEL: PERCENTAGES OF TOTAL DISBURSEMENTS FOR 1974/75 CONTRASTED WITH 1973/74

DEPARTMENT	% TOTAL 1973-74	% TOTAL 1974-75	CHANGE
A&S Administration	2.25	8.08	+5.83
American Studies	1.10	0.85	-0.25
Anthropology	9.17	3.60	-5.57
Biology	5.83	5.44	-0.39
Chemistry	4.02	4.12	+0.10
Communicative Disorders	1.50	1.16	-0.34
Economics	3.27	3.74	+0.47
English	7.48	7.50	+0.02
Geography	2.02	2.63	+0.61
Geology	3.71	2.63	-1.08
History	7.37	7.74	+0.37
I.A.A.	0.62	0.65	+0.03
Journalism	1.54	1.19	-0.35
Linguistics	0.86	1.60	+0.74
Math. & Statistics	12.69	13.79	+1.10
Mod. & Class. Lang.	7.75	8.17	+0.42
Philosophy	2.79	4.07	+1.28
Physics & Astronomy	2.75	3.65	+0.90
Political Science	4.07	3.18	-0.89
Psychology	5.25	4.84	-0.41
Sociology	5.12	4.89	-0.23
Speech Communications	4.20	3.29	-0.91
TOTAL	95.36	96.81	+1.45
FINAL RESERVE	4.63	3.21	-1.42
GRAND TOTAL	99.99	100.02	

TABLE XIV

BREAKDOWN OF ALLOCATIONS BY TRAVEL PURPOSE

	PART A			PART B			PART C		
	Paper Presentation			Officer Participant			Miscellaneous Attend.		
DEPARTMENT	No.Fac.	Amt*	%	No.Fac.	Amt*	%	No.Fac.	Amt*	%
A&S Adm.	1	504	32.6	1	274	17.7	2	769	49.7
Am. Stds.	1	163	100.0	---	---	---	---	---	---
Anthro.	7	689	100.0	---	---	---	---	---	---
Biol.	11	1,043	100.0	---	---	---	---	---	---
Chem.	6	595	75.5	---	---	---	4	193	24.5
Comm. Dis.	2	223	100.0	---	---	---	---	---	---
Econ.	4	546	76.3	---	---	---	2	170	23.7
Engl.	8	694	48.3	2	208	14.5	7	535	37.2
Geog.	3	341	67.6	1	164	32.4	---	---	---
Geol.	4	503	100.0	---	---	---	---	---	---
Hist.	8	618	41.7	2	178	12.0	6	686	46.3
I.A.A.	---	---	---	---	---	---	1	125	100.0
Journ.	---	---	---	---	---	---	2	228	100.0
Ling.	4	306	100.0	---	---	---	---	---	---
Math. & Stats.	9	1,517	57.4	---	---	---	5	1,125	42.6
M&CL	10	1,091	69.7	2	137	8.8	6	336	21.5
Phil.	7	731	93.6	1	50	6.4	---	---	---
Phys. & Astr.	4	558	79.8	---	---	---	3	141	20.2
Poli. Sci.	2	280	46.1	---	---	---	2	328	53.9
Psych.	5	928	100.0	---	---	---	---	---	---
Soc.	7	691	74.2	---	---	---	2	239	25.7
Sp. Comm.	9	630	100.0	---	---	---	---	---	---
TOTALS	112	12,652	68.2	9	1,011	5.5	42	4,875	26.3

*Dollars rounded

OTHER INSTITUTIONAL FUNDING USED TO SUPPORT A&S TRAVEL

TABLE XV

DEPARTMENT	A&S FUNDING AMOUNT	%	OTHER FUNDING AMOUNT	%	TOTAL
A&S Administration	1,547.40	100.0	---	---	1,547.40
American Studies	163.47	100.0	---	---	163.47
Anthropology	688.67	12.9	4,656.38	87.1	5,345.05
Biology	1,042.59	44.9	1,281.02	55.1	2,323.61
Chemistry	788.47	47.1	886.32	52.9	1,674.79
Communicative Dis.	222.55	40.4	328.19	59.6	550.74
Economics	715.40	100.0	---	---	715.40
English	1,436.73	60.8	925.58	39.2	2,362.31
Geography	504.56	100.0	---	---	504.56
Geology	502.89	100.0	---	---	502.89
History	1,482.20	82.5	313.98	17.5	1,796.18
I.A.A.	125.00	100.0	---	---	125.00
Journalism	227.55	57.8	166.47	42.2	394.02
Linguistics	305.98	100.0	---	---	305.98
Math. & Statistics	2,641.53	100.0	---	---	2,641.53
Mod. & Class. Lang.	1,564.57	87.0	233.83	13.0	1,798.40
Philosophy	781.00	100.0	---	---	781.00
Physics and Astronomy	698.26	35.6	1,263.65	64.4	1,961.91
Political Science	608.07	71.0	248.77	29.0	856.84
Psychology	928.36	61.3	586.65	38.7	1,515.01
Sociology	930.44	52.7	834.27	47.3	1,764.71
Sp. Communications	629.96	81.0	148.19	19.0	778.15
TOTALS	18,535.65	61.0	11,873.30	39.0	30,408.95

ANNUAL REPORT ON TRAVEL, 1974-75

Ralph D. Norman

In last year's report, it was noted that all travel funds were cut exactly in half from the preceding (1972-73) fiscal year, and that the $17,150 allocated in 1973-74 was insufficient to carry us through that fiscal year. It was also noted that a supplemental allocation from Vice President Travelstead of $1,500 was needed. This year, again, the initial $17,150 was insufficient, and a transfer of $2,000 to travel from A&S contingency funds was necessitated on February 19, 1975. The $19,150 total is therefore the base of percentages reported in Table 1, and shows a slight increase (2.7%) over last year's total allocation.

Total disbursements for 1974-75 contrasted with those of 1973-74 are shown in Table 1. Number of travelers increased 7.9%, although the total amount spent rose only about half that amount, 4.2%. Net result is again pinching of the amount spent per traveler (-3.5%). The reduction, however, was not as drastic as last year's cut over 1972-73, which was -20.6% of the amount spent per traveler. Looking more closely at the three major categories of the table, perhaps two departments, Anthropology and Physics, were worse off this year than last. However, last year at least four departments were in that category and hurt comparatively much more severely by the marked drop.

Table 2 presents percentages of total disbursements by departments for both years. Final reserve was 1.4% less than last year: 95.4% of that year's total allocation was spent as compared to 96.7% of this year's. For the great majority of the college units, 20 out of 22, the net change varies slightly. Only 2 units, A&S Administration and Anthropology, show a variation more than 5%. However, it should be noted that A&S Administration supports faculty for trips not legitimately charged to departments. As was concluded last year, the picture is one of equitable and steady allocations across the two-year period.

TABLE 1

TRAVEL: TOTAL DISBURSEMENTS FOR 1974/75 CONTRASTED WITH 1973/74

DEPARTMENT	No. of Faculty Traveling			Amount Spent			Amount Spent Per Traveler		
	73-74	74-75	Net Change (%)	73-74	73-74	Change (%)	73-74	74-75	Net Change (%)
A&S Admin.	2	4	+100.0	419.72	1,547.40	+268.7	209.86	386.85	+84.3
Am. Studies	2	1	-50.0	205.28	163.47	-20.4	102.64	163.47	+59.3
Anthropology	10	7	-30.0	1,710.01	688.67	-59.7	171.00	98.38	-42.5
Biology	11	11	0.0	1,086.63	1,042.59	-4.1	98.78	94.78	-4.0
Chemistry	8	10	+25.0	749.64	788.47	+5.2	93.71	78.85	-15.9
Comm. Disorders	2	2	0.0	280.00	222.55	-20.5	140.00	101.16	-27.7
Economics	6	6	0.0	610.45	715.40	+17.2	101.74	119.23	+17.2
English	16	17	+6.3	1,395.88	1,436.73	+2.3	87.24	84.54	-3.1
Geography	2	4	+100.0	376.55	504.56	+34.0	188.28	126.14	-33.0
Geology	5	4	-20.0	692.03	502.89	-27.3	138.41	125.72	-9.7
History	13	16	+23.1	1,375.18	1,482.20	+7.8	105.78	92.64	-1.1
I.A.A.	1	1	0.0	114.91	125.00	+8.8	114.91	125.00	+8.8
Journalism	1	2	+100.0	286.55	227.55	-20.6	286.55	113.75	-60.3
Linguistics	2	4	+100.0	161.05	305.98	+89.9	80.53	76.50	-5.0
Math. & Stat.	15	14	-6.7	2,365.84	2,641.53	+11.7	157.72	188.68	+19.7
M&CL	14	18	+28.6	1,445.19	1,564.57	+8.3	103.23	86.92	-15.8
Philosophy	8	8	0.0	520.30	781.00	+50.1	65.04	97.63	+50.1
Physics & Astr.	3	7	+133.3	512.45	698.26	+36.3	170.82	99.75	-41.6
Poli. Sci.	5	4	-20.0	759.21	608.07	-19.9	151.84	152.08	+0.1
Psychology	9	5	-44.4	979.55	928.36	-5.2	108.84	185.67	+70.6
Sociology	10	9	-10.0	955.72	930.44	-2.6	95.57	103.38	+8.2
Sp. Comm.	6	9	+50.0	783.75	629.96	-19.6	130.63	69.70	-46.6
TOTAL	151	163	+7.9	17,785.89	18,535.65	+4.2	117.79	113.72	-3.5
FINAL RESERVE				864.11	614.35	-28.9			
GRAND TOTAL				18,650.00	19,150.00	+2.7			

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TABLE 2

TRAVEL: PERCENTAGES OF TOTAL DISBURSEMENTS FOR 1974-75 CONTRASTED WITH 1973-74

DEPARTMENT	% TOTAL 1973-74	% TOTAL 1974-75	CHANGE
A&S Administration	2.25	8.08	+5.83
American Studies	1.10	0.85	-0.25
Anthropology	9.17	3.60	-5.57
Biology	5.83	5.44	-0.39
Chemistry	4.02	4.12	+0.10
Communicative Disorders	1.50	1.16	-0.34
Economics	3.27	3.74	+0.47
English	7.48	7.50	+0.02
Geography	2.02	2.63	+0.61
Geology	3.71	2.63	-1.08
History	7.37	7.74	+0.37
I.A.A.	0.62	0.65	+0.03
Journalism	1.54	1.19	-0.35
Linguistics	0.86	1.60	+0.74
Math. & Statistics	12.69	13.79	+1.10
Mod. & Class. Lang.	7.75	8.17	+0.42
Philosophy	2.79	4.07	+1.28
Physics & Astronomy	2.75	3.65	+0.90
Political Science	4.07	3.18	-0.89
Psychology	5.25	4.84	-0.41
Sociology	5.12	4.89	-0.23
Speech Communications	4.20	3.29	-0.91
TOTAL	95.36	96.81	+1.45
FINAL RESERVE	4.63	3.21	-1.42
GRAND TOTAL	99.99	100.02	

Table 3 shows allocations according to the three major categories used in the past two years: (A) Faculty Giving Papers; (b) Faculty Attending as Officers; (C) Miscellaneous. Percentages are of the total amount spent in each department. Contrasted with last year, when it was noted that six departments (American Studies, Biology, Economics, Philosophy, Political Science, Sociology, and I.A.A.) spent three-fourths or more of their funds on paper presentation, this year the number of departments using that high a percentage or more in Category A has doubled. The 1974-75 high departments are American Studies, Anthropology, Biology, Chemistry, Communicative Disorders, Economics, Geology, Linguistics, Philosophy, Physics, Psychology, and Sociology.

Following are the relative figures for last year and this year in the three categories:

	1973-74				1974-75				Change in %	
	N Faculty	%	Spent	%	Faculty	%	Spent	%	Faculty	%
Category A	98	64.0	10,388	58.4	112	68.7	12,652	68.2	+4.2	+9.8
Category B	10	6.6	1,173	6.6	9	5.5	1,011	5.5	-1.1	-1.1
Category C	43	28.5	6,225	35.0	42	25.8	4,875	26.3	-2.7	-8.7
TOTALS	151	100.0	17,786	100.0	163	100.0	18,538	100.0	---	---

The above figures show an increase in Category A, with a comparatively greater proportion of faculty and dollars devoted to paper presentation. Category B shows a slight drop; apparently our faculty continue to devote a very small amount of effort to officer participation (the figures for faculty and dollars in 1972-73 were both about 16%). Miscellaneous (Group C) shows a decline. However, even in that category, a separate analysis shows that only 10 of the 42 travelers were simple attendees -- the remainder chaired sessions, participated or commented in symposia, seminars, or panels, received awards, etc. The major conclusion is that travel money was well spent on scholarly activities.

TABLE 3

BREAKDOWN OF ALLOCATIONS BY TRAVEL PURPOSE

	PART A			PART B			PART C		
	Paper Presentation			Officer Participant			Miscellaneous Attendance		
DEPARTMENT	No. of Fac.	Amount*	Percent	No. of Fac.	Amount*	Percent	No. of Fac.	Amount*	Percent
A&S Administration	1	504	32.6	1	274	17.7	2	769	49.7
American Studies	1	163	100.0	---	---	---	---	---	---
Anthropology	7	689	100.0	---	---	---	---	---	---
Biology	11	1,043	100.0	---	---	---	---	---	---
Chemistry	6	595	75.5	---	---	---	4	193	24.5
Comm. Disorders	2	223	100.0	---	---	---	---	---	---
Economics	4	546	76.3	---	---	---	2	170	23.7
English	8	694	48.3	2	208	14.5	7	535	37.2
Geography	3	341	67.6	1	164	32.4	---	---	---
Geology	4	503	100.0	---	---	---	---	---	---
History	8	618	41.7	2	178	12.0	6	686	46.3
I.A.A.	---	---	---	---	---	---	1	125	100.0
Journalism	---	---	---	---	---	---	2	228	100.0
Linguistics	4	306	100.0	---	---	---	---	---	---
Math. & Statistics	9	1,517	57.4	---	---	---	5	1,125	42.6
Mod. & Class. Lang.	10	1,091	69.7	2	137	8.8	6	336	21.5
Philosophy	7	731	93.6	1	50	6.4	---	---	---
Phys. & Astronomy	4	558	79.8	---	---	---	3	141	20.2
Poli. Sci.	2	280	46.1	---	---	---	2	328	53.9
Psychology	5	928	100.0	---	---	---	---	---	---
Sociology	7	691	74.2	---	---	---	2	239	25.7
Sp. Communications	9	630	100.0	---	---	---	---	---	---
TOTALS	112	12,652	68.2	9	1,011	5.5	42	4,875	26.3

*Dollars rounded

Table 4, new to this year's report, gives data on relative amounts and percentages of A&S and other sources of funds used to support A&S travel. Such funds (including per diem in some cases) vary widely across departments, but amount to about two-fifths of the total. Half, or 11 of the 22 divisions, rely wholly or almost so on A&S funding. It is interesting that the total of $30,409 is not far from the total of $33,808 spent in 1972-73. There is no doubt that the college has a considerable shortfall in its support of travel and could easily use $35,000 a year or more since many faculty still pay for travel out of their own pockets.

Again, thanks are due to all concerned for understanding and cooperation. Karla White's impeccable bookkeeping and conscientious attention to travel responsibilities lightens the burdens of administering travel.

TABLE 4

OTHER INSTITUTIONAL FUNDING USED TO SUPPORT A&S TRAVEL

DEPARTMENT	A&S FUNDING AMOUNT	%	OTHER FUNDING AMOUNT	%	TOTAL
A&S Administration	1,547.40	100.0	---	---	1,547.40
American Studies	163.47	100.0	---	---	163.47
Anthropology	688.67	12.9	4,656.38	87.1	5,345.05
Biology	1,042.59	44.9	1,281.02	55.1	2,323.61
Chemistry	788.47	47.1	886.32	52.9	1,674.79
Comm. Disorders	222.55	40.4	328.19	59.6	550.74
Economics	715.40	100.0	---	---	715.40
English	1,436.73	60.8	925.58	39.2	2,362.31
Geography	504.56	100.0	---	---	504.56
Geology	502.89	100.0	---	---	502.89
History	1,482.20	82.5	313.98	17.5	1,796.18
I.A.A.	125.00	100.0	---	---	125.00
Journalism	227.55	57.8	166.47	42.2	394.02
Linguistics	305.98	100.0	---	---	305.98
Math. & Statistics	2,641.53	100.0	---	---	2,641.53
Mod. & Class. Lang.	1,564.57	87.0	233.83	13.0	1,798.40
Philosophy	781.00	100.0	---	---	781.00
Physics & Astronomy	698.26	35.6	1,263.65	64.4	1,961.91
Political Science	608.07	71.0	248.77	29.0	856.84
Psychology	928.36	61.3	586.65	38.7	1,515.01
Sociology	930.44	52.7	834.27	47.3	1,764.71
Sp. Communications	629.96	81.0	148.19	19.0	778.15
TOTALS	18,535.65	61.0	11,873.30	39.0	30,408.95

The Report of the Department of Anthropology

July 1, 1974 - June 30, 1975

Harry W. Basehart, Chairman

I. GENERAL DEPARTMENTAL INFORMATION

A. Significant achievements during the academic year 1974-1975.

Directed by Dr. Linda Cordell, the 44th annual field session in archeology was conducted at the Tijeras Pueblo site during the summer, with forty beginning and advanced students participating in the program. Major attention was devoted to determining the chronology of the site, with particular reference to an apparently brief period of disuse and its possible relationship to changes in resources; this event occurred prior to the final abandonment of the pueblo in the 15th century. An extensive site survey in Tijeras Canyon was initiated to determine whether there may have been changes in population distribution through time, and 66 different sites were recorded. Students, selected from applicants representing universities throughout the country, received training in excavation and survey techniques and in laboratory analysis. Detailed information on the 1974 field research may be found in a report, already published, written by Dr. Cordell.

For the first time since I became chairman, problems with the graduate program were not a central focus of departmental concern. The proposal approved by the faculty late last spring appears to be working reasonably well, although improvements in advising and the monitoring of students' progress are advisable. The preparation of a report evaluating the graduate program required considerable time, as well as faculty input, during the Fall semester. Dr. Richard Barrett co-ordinated departmental efforts in data collection and wrote the report; the department was one of four graduate programs in the University to receive a rating of "excellent."

The undergraduate committee, chaired by Dr. Philip Bock, developed a proposal for a radical revision of the curriculum for undergraduate majors and non-majors. Preliminary discussion by the faculty indicated the need for changes in the program to provide for a more orderly sequence of courses in the four sub-fields and to offer maximal opportunities for non-majors to participate in less specialized training. The faculty will examine the proposal in greater detail during the course of the next academic year; hopefully, re-commendations for an improved curriculum will result.

The selection of a new chairperson and the recruiting of faculty to fill both temporary and permanent vacancies preempted the agenda of faculty meetings and required the expenditure of considerable energy by chairpersons and members of search committees. After interviewing several candidates, thefaculty voted to offer the chairperson position to Dr. Peter Workman, Associate Professor at the University of Massachusetts, whose field of specialization is human genetics. Dr. Workman will assume his new responsibilities with the beginning of the Fall semester.

Grants and fellowships awarded faculty for the coming year attest the recognition of their research productivity and potential by national funding agencies. Dr. Patricia Draper and Dr. Henry Harpending received a National Science Foundation grant for field work among Bushmen in Botswana, which will also provide research experience for four graduate students. Dr. Alfonso Ortiz was honored by the receipt of a Guggenheim Fellowship, while Dr. Richard Barrett received private support for research in an industrializing Spanish city.

Significant faculty changes include the resignations of Dr. Bruce Rigsby, who accepted the chair in anthropology at the University of Queensland, and Dr. Susan Steele, who will teach at Stanford; both are anthropological linguists. Faculty and students were fortunate to have Dr. Nicolas Peterson, of the Australian National University, as Visiting Associate Professor for the Spring term. Dr. Linda Cordell, who has contributed significantly to departmental administration as Assistant Chairman, will resume full-time teaching duties in the Fall semester.

The following visiting scholars presented lectures during the year: Dr. Stephen Lukas, Tanzanian Ministry of Culture; Dr. Louise Lamphere, Brown; Lawrence G. Straus, Chicago; Joseph Tainter, Northwestern, Dr. Michael Schiffer, Arkansas; John A. Sodergren, Harvard; Dr. Nicholas Hopkins, New York University; Dr. Raymond Fogelson, Chicago; Dr. Oswald Werner, Northwestern; John Pfeiffer; Dr. Peter Workman, University of Massachusetts.

Journal of Anthropological Research. The status of the Journal was reviewed and recommendations with respect to its future presented in a memorandum to the University Administration (September 27, 1974); there is no need to discuss the proposal here, particularly since it was not approved by the Administration. Continued publication of the Journal was assured with the assumption of the editorship by Dr. James N. Spuhler, beginning with Volume 31.

The publication schedule continues to lag behind that contemplated when major changes were initiated in 1973. However, the editing of Vol. 30 has been completed and the final issue of that volume delivered to the printing plant.

Subscriptions at the end of the fiscal year totalled 2,538; domestic subscribers numbered 1,957, and foreign 581. This figure represents an increase as compared with the 2,253 noted for fiscal 1973-1974, but includes about 200 delinquents who will be removed from the subscription list if a final notice is disregarded. Income from all sources amounted to $22,460, slightly less than the approximately $24,000 of the preceding year; expenses (excluding personnel) totalled $10,730.

Maxwell Museum of Anthropology. Dr. J. J. Brody returned from sabbatical leave in England in August and resumed the directorship of the Museum. During the summer Dr. Stanley Rhine served as Acting Director, replacing Dr. John Campbell, who became Curator with the beginning of the Fall semester. Dr. Brody and Ms. Sally Black, Administrative Assistant, initiated the development of a group of supporters from the Albuquerque community which was incorporated as the Maxwell Museum Association early in 1975. Over 335 members (including about 150 families) were enrolled in the Association by the end of the fiscal period, and it is expected that the organization will provide a steady source of financial assistance in future years.

Public Activities: With an expanded exhibition and education program, Museum attendance increased to about 60,000 visitors, about 1/3 more than for the previous year. The Education Department, staffed by more than 20 volunteers, served some 20,000 people; of these, 9,000 viewed suitcase exhibits and 11,000 participated in guided tours through the Museum. Three major and six minor temporary exhibits were installed, and work continued on three permanent exhibits: "Man, Nature, and Culture," "Human Evolution," and "Man in the Southwest." Plans for an ethnobotanical garden were developed by Dr. Carol Stout, Director of Interpretation, who also submitted a proposal to the Bicentennial Commission for funding of this addition. Spurred by greater attendance, gross income of the Gift

Shop exceeded $70,000, a sum considerably more than projected.

Other: The NEA sponsored SELGEM computer project processed over 51,000 lines of information on 5,477 collection items, including some 2,000 boxes of unaccessioned materials. In addition, 1,044 new objects were accessioned, and 600 skeletons were added to the physical anthropology collections through a transfer from the Laboratory of Anthropology, Santa Fe. Museum staff members were active in seeking grants; five applications totalling more than $64,000 were approved, and two other requests are pending. Finally, problems attending the relationship between the Department and the Museum, raised in a series of memoranda late in the semester, remain for extensive consideration during the coming year.

Clark Field Archive and Library. Facilities of the Archive have been used increasingly by students and faculty as the number of periodicals and books processed and catalogued have increased. Over 500 books were fully processed during the year, another 250 were catalogued in a preliminary fashion, author-title cards were completed for the reprint file and a subject index initiated. Other activities included the organization of a rare book cabinet, installation of map storage, and the cataloguing of all field notes, unpublished materials, and the Human Relations Area Files area studies. Donors continued to favor the Archive with gifts of books, reprints, and photographs.

Chaco Center. Environmental and archeological research in Chaco Canyon continued, with Dr. James Judge directing the summer field program. Excavations centered on Pueblo I and Pueblo II sites. Remote sensing studies concerned with the indentification and mapping of cultural and natural resources progressed, and have proven to be increasingly valuable. Contracts with University departments of Geology and Biology provided for specific investigations of specialized aspects of the Chaco environment. The Center employed six currently enrolled anthropology students during the year, as well as four former students.

Office of Contract Archeology. The institutionalization of OCA within the University and its relationship to the department were considered in a series of meetings, with the eventual result that a Board of Archeologists composed of departmental faculty was established to provide guidance and support for the contract operation. Dr. Robert Lister was selected as chairman of the Board, while Frank Broilo continues as Acting Director. Since the initiation of this program by Dr. James Judge in 1973, contracts in the amount of $508,529 have been awarded the Office. For the fiscal period 1974-1975 it is estimated that contracts for survey and excavation amounted to $240,316; precise figures for a limited time period are difficult to compute because a number of these awards are continuing ones. The size of the OCA staff varies with the character of the particular projects on hand, but some 25 persons are employed at the present time. Further, as the position of OCA within the University has become more firmly grounded, the number of contracts sought and tendered has increased rapidly.

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

During this reporting period 81 students received B.A. degrees with a major in anthropology, while 35 were awarded this degree with an anthropology minor. The M.A. degree was presented to four students, and three were granted the Ph.D.

The number of graduate students enrolled for the Fall semester totalled 56; 21 of these received some form of support through fellowships, grants, and graduate assistantships. Sources of support included the National

Science Foundation, National Institute of Mental Health, International Development Research Center (Canada), Maxwell Museum, Chaco Center, the Arctic Institute, and the University of New Mexico.

C. Significant plans and recommendations for the near future.

All of the problems remarked on in the report for the preceding year have received attention: a new chairperson has been selected; the new graduate program is functioning, at least for the moment; new sources of graduate support, through the inclusion of students in faculty research and a one-time gift, have developed; the Office of Contract Archeology has been linked more closely with the department. Properly, plans and recommendations now are within the province of the new chairman; nonetheless, I think it appropriate to note the urgent need for laboratory space for physical anthropology **and archeology,** because adequate facilities could provide for the training of students in specific applied skills which are marketable.

D. Appointments to staff.

Stephen J. Beckerman, Visiting Assistant Professor of Anthropology. Effective date, August 18, 1975. Fall semester only.

Gary B. Coombs, Visiting Assistant Professor of Anthropology. Effective date, August 18, 1975.

Ellen S. Kaufman, Visiting Assistant Professor of Anthropology. Effective date, August 18, 1975.

Louise A. Lamphere, Associate Professor of Anthropology. Effective date, January 12, 1976.

Nicolas Peterson, Visiting Associate Professor. Effective date, Spring semester 1975 only.

Joseph A. Tainter, Assistant Professor of Anthropology. Effective date, August 18, 1975.

Peter L. Workman, Professor of Anthropology and Chairman. Effective date, August 18, 1975.

E. Separations from staff.

Harry W. Basehart, Professor; Chairman; Editor, Journal of Anthropological Research. Effective July 1, 1975.

Bruce Rigsby, Associate Professor of Anthropology and Linguistics. Effective May 17, 1975.

Susan M. Steele, Assistant Professor of Anthropology and Linguistics. Effective May 17, 1975.

COMPOSITE OF INFORMATION REQUESTED ON INDIVIDUAL BIOGRAPHICAL SUPPLEMENTS

1. Advanced study:

Alvarado, A. L.	Ph.D., University of Arizona, Department of Anthropology, Dissertation Title: "Catalan Holy Week Ceremonies, Catholic Ideology, And Culture Change in the Spanish Colonial Empire"
Bock, P.K.	Completed two-part Institute in Behavior Genetics (NSF) at Claremont College. Studied Piano with Mortimer Markoff, Palo Alto, CA (Summer)
Gorbet, L.P.	Ph.D. (University of California, San Diego) Completed Sept. 1974, to be dated Dec. 1974
Harlan, M.E.	Completion of Ph.D. Dissertation

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

Barrett, R.A.	Director, University of New Mexico summer session in Guadalajara, Mexico, summer 1974.
Binford, L.R.	Research for Australian Institute of Aboriginal Studies Among the Alyawara. Participation in International Conference, Canberra, Australia.
Bock, P.K.	Summer spent at Stanford University.
Brody, J. J.	Sabbatical leave through semester 1, resident near Cambridge, England, travel through England and Scotland during Semester I, through France, Spain, Italy, Wales during Summer.
Campbell, J.M.	Travel Yukon Territory, Canada, and Alaska, Summer 1974, for purposes of field research.
Harpending, H.	Faculty of NSF/NATO advanced institute of Human Biology at Erica, Sicily.
Hibben, F.	Sabbatical, Fall Semester, 1974. National Science Foundation appointment to visit scientific stations in Antarctica, Nov. and Dec., 1974.
Ortiz, A.	NOTE: My appointment at UNM did not begin until Aug. 18, 1974, but I am listing all publications, professional activities, and public service for the calendar year.

Rigsby, B.	Travel to Pacific Northwest, April, July-August, and December, 1974. Travel to Australia, late may-late June, late-Oct.,1974.
Rhine, J.S.	Travel to El Paso, Texas, to deliver paper. Travel to various locations in New Mexico to check out skeletal materials <u>in situ</u> for NM State Medical Investigator. Travel to Bloomfield, NM, to assess alleged "Human" footprints in rock.
Spuhler, J.N.	Sabbatical Fall Semester, 1974.
Weigle, M.M.	Three sessions on Hispanic Folklore, Folk Religion, and Folk Medicine in the American Southwest, at Folklore in America, a Summer institute sponsored by George Washington Univ. and the National Folk FestivalAssoc., June.

3. New scholastic honors, fellowships, etc.:

Alvarado, A.L.	Proposed and nominated for Dansforth Associate
Bock, P.K.	Member, Society for Ethnomusicology
Ortiz, A.	Director's Fellowship, Newberry Library, Chicago (for 1975-76) Member, National Humanities Faculty (one assignment per year)
Rigsby, B.	Elected to be a corresponding member of the Australian Institute of Aboriginal studies, June, 1974.

4. Publications:

Barrett, R.A.	1974, <u>Benabarre: The Modernization of a Spanish Village</u>, Holt, Rinehart and Winston, New York. 1974, "Estratificacion Social en dos Pueblos Aragoneses," Ethnica, numero 7, Octubre, 1974.

Basehart, H.W.	Mescalero Apache Subsistence Patterns and Socio-Political Organization (bound with Findings of Fact, and Opinion, Indian Claims Commission). pp. 323. Garland Publishing Co., New York, New York. Review: Anasazi: Ancient People of the Rock by David Muench and Donald G. Pike, THE JOURNAL OF ARIZONA HISTORY 15:392-392.
Binford, L.R.	None- working on very large projects
Bock, P.K.	Modern Cultural Anthropology, second edition (New York: Knopf), 464 pp., glossary. Instructors Manual to accompany Modern Cultural Anthropology, (New York: Knopf), pp. 48. Reprint of "Social Structure and Language Structure" in R. Brend, Advances in Tagmemics (orig. public. 1964 in Southwestern Journal of Anthropology).
Brody, J.J.	1974, "In Advance of the Readymade: Kiva Murals and Navajo Dry Paintings" Special Publications, Museum, Texas Tech, Lubbock, pp. 11-21, July.
Campbell, J.M.	1974, "Arctic" Chapter in North American Archeology, ed. by Shirley Gorenstein, Published by Harper and Row. Written jointly with Linda S. Cordell.
Froehlich, J.W.	The Quantitative Genetic Study of Finger Prints, in press in Measures of Man (Giles and Friedlaender, eds.) Schenkman Press, Boston.
Gorbet, L. P.	1974, Let's Talk 'Iipay Aa (co-editor with S. Chung et. al), Malki Museum Press, forthcoming.
Harpending H.	"Genetic Structure of Small Populations", Annual Review of Anthropology, p. 229-243. Review of C. Oxnard "Form and Pattern in Human Evolution", in press in American Scientist.

Hibben, F.C.	Book review of the "People of America". T. Dale Stewart. Charles Scribners' Sons, N.Y. 1974.
	Prehistoric Fresco Paintings of Pottery Mound. Northland Press (in press).
Judge, W.J.	Regional Sampling in Archeology (with J. Ebert & R. Hitchcock), Univ. of Arizona Press.
	Projectile Point Form and Function, Museum Press, Texas Tech, University, Lubbock.
	Contract Archeology as Anthropology. Proceedings: 1974, Cultural Resources Management Sem.
Lister, Robert H.	(Four Articles in Press)
Ortiz, A.	"Farmers and Raiders of the Southwest," In THE WORLD OF THE AMERICAN INDIAN, National Geographical Society, pp. 157-200.
	"Of Kachinas and Men," catalogue introduction to HOPI KACHINAS, and exhibit of Kachinas initiated at the Moore College of Art, Phil. pp. 1-7.
Rhine, J.S.	Review - "Living Prehistory..." by Sharon & Thomas McKern, to be published in American Journal of Physical Anthropology, Section on Tijeras Pueblo Skeletal Material for Excavation Report by W. J. Judge.
Schwerin, K.	1974 "La Reforma Agraria NL Ecuador: Perspectiva y Suturo" revista de Antropologia. Vol. 4, pp. 111-129. Cuenca, Ecuador.

Spuhler, J.N.

Race and Intelligence, by John C. Loehlin, Gardner Lindzey and J.N. Spuhler. (To be published in cloth and paperback editions by W.H. Freeman, San Francisco, March, 1975, about 385 printed pages.)

"Race Differences in Intelligence--Where Do We Stand?" by J.C. Loehlin, G. Lindzey, and J.N. Spuhler. (Accepted by invitation for publication in Scientific American, Summer, 1975. MS. of 16 pgs.).

"Domestication of Turkeys in the American Southwest." (Accepted by invitation for publ. in Handbook of North American Indians, Smithsonian Institution, Vol. 3, 1976. MS of 8 pages.)

"A Statistical Analysis of Selected Aspects of Primate Demography, Ecology, and Social Behavior", by L.B. Jorde and J.N. Spuhler. (Accepted for publication in Journal of Anthropological Research, Vol. 30, Autumn, 1974. MS. of 46 pages).

"The Maximum Opportunity for Natural Selection in Some Human Populations." (Accepted for publication in a book edited by Ezra Zubrow, Demographic Research in Anthropology, to be published by the UNM Press, MS. of 76 pgs.).

"Biology and Language." (Accepted for public. in Annual Review of Anthropology, Vol. 4,1975. MS. of 40 pp.).

"Genetic, Geographic, Cultural, and Linguistic Distances in the American Southwest." (Paper to be presented by invitation at the annual meeting of the Southwestern Anthropological Association, 27-29 March 1975, Santa Fe. MS. of 30 pp. is invited for publication in a Festschrift to be announced).

"Concordance of Paleontological and Neontological Evidence on Primate Phylogeny". Paper to be read at the Annual Meeting of the American Association of Physical Anthropologist 10-12 April 1975, Denver. MS. of 12 pp. Abstract accepted for public. in the American Journal of Physical Anthropology, Fall, 1975.

Weigle, M.M.	Southwestern Appointment-Engagement Calendar for 1975. Santa Fe: Lightning Tree, 1974. Review of Popular Arts of Spanish New Mexico, by E. Boyd. Rio Grande Sun Review of Books, vol. 1, no. 5, Nov. 14, 1974, p. 8.

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

Alvarado, A.	Finished writing dissertation. Consultant for N.M. Humanities Council on Land and Water Usage in NM. Preliminary research on study of historical demography & racial antecedants of Hispanic population of NM; Grant proposal written and submitted for funding. Continuation of research & development of Native American history for pilot project now in progress in APS; Research director for project Helping develop use of Videotape programs for Albuquerque public schools ($10,000 grant for equipment & materials thru Native American Studies Center).
Barrett, R.	(review) Review of Dwight B. Heath, ed. Contemporary Cultures and Societies of Latin America, Reviews in Anthropology, in press, scheduled Spring, 1975. (articles-contributions) Articles for the Encyclopedia of Anthropology, Harper & Row, scheduled for Fall, 1975.
Basehart, H.W.	Three book reviews in press. Further research on Matengo (Tanzania) kinship & politics.
Binford, L.	Completed: 47 trips-A Case Study in Archaeological Formation Processes - in press. Nunamiut Demographic History-A provocative case (Large Monograph in press - UNM press.) In Process: Major Book - Subsistence Ecology of Hunter-Gatherers.

Bock, P.	Completed "Three Songs to texts by Wallace Stevens." Performed at March meeting of Albuq. Music Club. "Central Ave." (poem), The Lobo, Nov. 19,1974
Brody, J.	The Creative Consumer, Survival, Revival, & Invention in Contemporary Ethnic Art." 24 ms. pp, for Nelson Craburn, Editor, book on contemporary ethnic arts, publisher uncertain,; Mimbres Painting, 240 ms. pp., 100 illustrations, ms. accepted by School of American Research for publication Summer, 1975 (UNM Press); "pueblo Fine Arts", 10 ms. pp., for *Handbook of North American Indians*. Smithsonian Institution, for publication Summer, 1975.
Campbell, J.M.	"The Nature of Nunamiut Archaeology" Paper finished and accepted. "Effects of Aboriginal Human Overkill of Game Species" Paper, finished and accepted. "A Field Guide of the Recognition of Archeological Materials Along The Route of the Alaska Pipeline." Booklet finished and accepted.
Cordell, L.	Two articles completed and now in press: 1) Anasazi Nucleation for Defense: Reasons to Doubt an Obvious Solution in the *Rocky Mountain Social Science Journal*, co-authored with M.H. Halpern. 2) Predicting Site Abandonment at Wetherill Mesa in the *Kiva*.
Froehlich, J.	One month continuing study of Howler Monkey (*Alouatta*) Population Biology in Panama, Jan., 1974. Continuing study of Rhesus Monkey (*Macaca Mulatta*) Adaptability in New Mexico (with considerations of commercial breeding potential
Gorbet, L.	In progress: ethnological & pragmatic study of the terminological system of the game Go; The functional role of grammatical categories; some problems in the theory of syllabic phonology; the syntactic and semantic neutralization of the relative clause/complement distinction; English pronouns as conveyors of subjective/objective distinction.

Harpending, H.	Spatial Variation & Hunting Gathering people-in press. Human populations in Archeological Time, some simple models, in press in 2 volumes of Society for American Archaeology Monograph Series, edited by M. Wobst, A. Swadlund (with) J. Bertram). Immunoglobulin Groups in Kalahari Peoples (Title approx.) in press in American Journal of Human Genetics (with others).
Judge, W.J.	The Excavation of Tijeras Pueblo: A Preliminary Report. (In press) Excavation of Pueblo I and Pueblo II sites in Chaco Canyon, N.M. (work in progress)
Lister, R.	Directed Multidisciplinary Research Program of Chaco Center a UNM-National Park Service Facility. Archeological and environmental research in and about Chaco Canyon National Monument.
Ortiz, A.	"The Tewa World View: An Outline and Interpretation," in TEACHINGS FROM THE AMERICAN EARTH, Dennis and Barbara Tedlock editors, Livright (in press) TO CARRY FORTH THE VINE: AN ANTHOLOGY OF NORTH AMERICAN INDIAN POETRY (compiled with Margaret D. Ortiz) Columbia Univ. Press, forthcoming in 1975. Contributing Editor, Southwest volumes (2), HANDBOOK OF NORTH AMERICAN INDIANS, to be published in 20 volumes during the nation's bicentennial.
Rigsby, B.	Two weeks' fieldwork in Kuku-Thaypan, an Aboriginal language, in Coen, North Queensland Australia, June, 1974. Support of AU $500 was provided by the Aust. Institute of Aboriginal studies.

Rhine, S.	Continuing Responsibility for Osteology Collection of Maxwell Museum, over 1,500 individuals now stored, ready for research, collection inventoried and data stored on computer. Beginning of search of osteology collection for "Harris Lines",A radiographic survey of total collection. Human Evolution Exhibit at Maxwell Museum, now almost completed. Design, preparation, etc.
Schwerin, K.	Work in Progress: Book on Cacti of New Mexico Book on Karinya Agriculture
Sebring, J.	Working on Book and two papers
Spuhler, J.N.	Concluded research on "Race, Environment, and Performance", supported by HEW grant, OCD-CB-46 (C1), co-investigator with Gardner Lindzey and John Loehlin, administered through Social Science Research Council, New York, N.Y. Continued work on text on human evolution. Continued work on several papers in biological anthropology.
Weigle, M.	ed., Hispanic Villages of Northern New Mexico. Santa Fe: The Lightning Tree, in press. Brothers of Our Father Jesus: The Penitentes of the Southwest, rev. of diss., tentatively scheduled for publication by University of New Mexico Press. Memorial vol., for the late E. Boyd, to be published by Museum of New Mexico Press, Santa Fe.

6. Activities in learned and professional societies:

Alvarado, A.	Elected Treasurer, Southwestern anthropological Assoc. Assist in preparation for 1975 Annual Meeting of this Assoc. Gathering papers for session of Medical Anthropology for session which I will chair for this Annual Meeting.
Barrett, R.	(paper read) Rocky Mountain Social Science Association, 16th annual conference, April 26, 1974, El Paso, Texas, Paper title: "Economic Values and Social Change in Benabarre, Spain."
Basehart, H.	"Politics, Ethnic Identity, and Modernization: The Matengo of Tanzania," paper read at symposium, American Anthropological Ass. Mexico City, Nov. 1974.
Binford, L.	Society for Am. Archaeology Meeting-Paper & Host
Bock, P.	Attended Annual Meeting of Society for Ethnomusicology, San Francisco, Oct. 1974. Attended Annual Meeting of Amer. Anthro Assn. Mexico City: presented paper in symposium on "myth and Symbol in Tepoztlan ." Nov., 1974
Brody, J.	Mountain-Plains Museum Conference, Abilene, Kansas, Oct. 74
Campbell, J.M.	Member Board of Governors, Arctic Institute of North America (attended 2 meetings) Attended Spring meeting Society for American Archaeology
Cordell, L.	Paper read at the Rocky Mountain Social Science conference in El Paso, April 1974, "Anasazi

L. Cordell (Con-t.)	Nucleation for Defense: Reasons to Doubt an Obvious Solution."
Froehlich, J.	Dental Morphometrics in a Population of Living Free-ranging Howler Monkeys (<u>Alouatta palliata</u>) Paper read at annual meeting, American Systematic Implications of Non-metric Cranial, Assoc. Physical Anthropology. Variation in five taxa of Spider Monkeys (<u>Ateles</u>), same meeting-symposium paper.
Gorbet, L.	Attended Calif. Linguistic Assn. Meeting (May 3-5, Los Angeles) Attended & presented paper at Ling. Soc. of America Annual Meeting (New York, Dec. 27-30)
Harlan, M.	Attended Annual meeting of the American anth. Ass., Mexico, DF
Harpending, H.	Erica School Smithsonian Conference on Human Biography.
Judge, J.	Member: Committee on Professional Certification, Society for American Archeology. Participant: S.A.A. Seminar on Certification, Airlie, Va., July 1974. Participant: Cultural Resources Management Seminar, Denver, 4/74. Meetings Attended: Soc. for Amer. Arch., Pecos Conf. SARG
Lister, R.	Society for Amer. Arch., Washington, D.C.; Pecos Conf., Mesa Verde National Park; International congress of Americanists, Mexico City; National Park Service Natural Science conference.

Ortiz, A.	Member, Board of Dir. Social Science Research Council, NY. Chairman, Panel of Indian Scientists, Office of Opportunities in Science, American Assn. for the Advancement of Science, Washington, to Dec. 31, 1974. "Challenges in the writing of Indian History" paper read at meetings of American Historical Ass., Chicago, Dec. 74.
Rigsby, B.	Attended Biennial Meeting of the Australian Inst. of Aboriginal Studies in Canberra, ACT, late may, early June, 1974. Delivered two papers--"Kuku-Thaypan Descriptive and Historical Phonology" and "Possession in Kuku-Thaypen" to be published in the proceedings of the meetings.
Rhine, S.	Delivered paper , "Lumpers, Splitters and Australopithecine Endocranium" at Rocky Mount. Social Science Meeting, El Paso, Texas. Continued as Assoc. Anthrop. Editor, Rocky Mtn. Social Science Journal. Organized Anthropology Sections and Acted as section chairman for RMSSA meeting in El Paso.
Schwerin, K.	American Society for Ethnohistory-St. Paul, pres [illegible]. "Presidents Address" Triple A Meetings, Mexico City, read paper "Agriculture in the Swamps-Karinya Drained Field Cultivation"
Spuhler, J.N.	Continued as Associate Editor, <u>Human Biology</u>. Elected to membership on the Nominations Com. American Anthropological Association, for two year term starting Nov. 1974.
Weigle, M.	"Penitente Moradas: Chapters and Chapter Houses." paper delivered at New Mexico Folklore Society, Annual Meeting, Santa Fe, May 11, 1974.

7. Other Professional Activities:

Alvarado, A.	Television appearance; guest on program "The Native American" June 1974
Barrett, R.	Reviewer for National Science Foundation proposal No. p4S1139-A
Basehart, H.	Member, ad-hoc fellowship and Field grant Committee, National Institute of Mental Health meeting in Bethesda, Maryland May 1974
Binford, L.	Lectures to 3 local civic groups and 2 University lectures (pittsburgh, and Northwestern)
Brody, J.	Lectures: School of Art, London; St. Martin's School of Art, London; University of East Anglia, Norwich; University of Exeter; Horniman Museum, London. Consultation: British Museum, Horniman Museum. <u>Sunday Times</u>, London
Froehlich, J.	Reviewed potential textbook for Duxbury Press June, 1974 Reviewed potential textbook for Harper and Row Dec. 1974
Judge, J.	Officer: Southwestern Anthropological Research group Participant: Training session, Archeomagnetic Sampling techniques, Norman, Oklahoma, July '74 Member: New Mexico State Archeological Council Talks given: Albuq. Archeological Society, Highland High local citizen's groups, etc.
Lister, R.	Talks: Albuq. Archeological Soc., Albuq. Historical Society, Kiwanis, Eldorado High
Ortiz, A.	Member: Selection Committee Doctoral Fellowships for American Indians, the Ford Fdn., Feb-March 1974.

Ortiz, A. (cont.)	Chairman for 1975. Chairman Native American Advisory Group, Div. of performing arts, Smithsonian Member, Advisory Council, Center for the study of Indian History, Newberry Library.
Rigsby, B.	Visit to Indian Education Program, Blue Mt. Community College, Pendleton, Oregon. April, 1974. Delivered three lectures there. Attended Umatilla Root Feast and gave public speech in Sahaptin language. Conducted three week Sahaptin Language literacy workshop on Umatilla Reservation in July 1974.
Rhine, S.	Continued as Assoc. Curator for Phy. Anth., Maxwell Museum of Anthropology, UNM Continued as Forensic Anthropologist for N.M. State Medical Investigator's office Procured X-Ray machine, and set up X-Ray lab to be operated in conjunction with osteology lab.
Schwerin, K.	Television Documentary (channel9,Denver-also aired in San Diego) on Pre-Colombian African Influence.
Spuhler, J.N.	Member, Editorial Board, Annual Review of Anthropology, Palo Alto, Ca. Member, Assembly of Behavioral Sciences, National Research Council, 1973-- Member, ad hoc committee on Behavior Genetics, National Academy of Sciences, 1972--
Weigle, M.	Assoc. Editor, The Lightning Tree Press, Santa Fe, New Mexico Assoc. Editor, Ancient City Press,SAnta Fe, NM Until Sept. 1, 1974 Manager and co-owner of Abacus Books, Inc. Santa Fe, N.M.

8. Non-teaching University services:

Alvarado, A.	Faculty advisor, Nat. Chicano Health Organization Member of Advisory Board of Native American Study Center
Barrett, R.	Graduate Advisor, Dept. of Anthro. Author of the department's report to the graduate school on Graduate Program Evaluation and Planning
Basehart, H.	Chairman, Dept. of Anth.; Editor, Journal of Anthropological Research; University community forum.
Binford, L.	Museum Advisory Committee
Bock, P.	Chairman, department of Anthropology Undergraduate committee; advisor to graduate students in Ethnology; University Cultural Programs Committee (member).
Brody, J.	Director Maxwell Museum of Anthropology, member Clark Field Archive Committee, UNM Fine Arts Museum Advisory Committee; University Committee on Gifts to Museums etc.
Campbell, J.M.	Member, committee on University Planning Member, Committee on Academic Freedom andTenure
Cordell, L.	Assistant Chairman, Anthropology Member of Regent's committee for the selection of a new president of UNM
Froehlich, J.	Secretary, Anthropology dept., Danforth Fellowship, Screening committee; Univ. Research Policy Committee; Anthro. Grad. Advisor.

Gorbet, L.	Instructor for UNM Mountaineering Club rock climbing school.
Harlan, M.	Faculty Advisor, Anthropology Club
Judge, J.	Advisor to Office of Contract Archaeology
Lister, R.	Advisor to Albuq. Public Schools on Curriculum in Anthro. Served as chief Archeologist, National Park Service, until May 1974.
Ortiz, A.	Member, three faculty search committees, Dept. of Anthro. Member, advisory council for Native American studies
Rigsby, B.	Co-Editor, Journal of Anthropological Research
Rhine, S.	Continued as undergraduate advisor for anthro. Member of Undergraduate Committee, Anthro.
Schwerin, K.	Research Policy Committee Faculty Library Committee 5 Ph.D. students' advisor
Sebring, J.	Member of Human Research Review Committee
Spuhler, J.N.	Chairman, University Press Committee, Spring semester, 1974 Member Policy Committee, Dept. of Anthropology Member, Library Committee, Maxwell Museum of Anthropology
Weigle, M.	Faculty Advisor committee for the Universityof New Mexico Press

9. Public Service:

Alvarado, A.	Vice President, Central New Mexico German Shepard Club Obedience Trainer, Albuq. Schutzhund Club
Brody, J.	Member, Fine Arts Advisory Board, City of Albuquerque Panel member (6 times) New Mexico Citizens for Clean Air, sponsored by NM Humanities Council, Steering Committee, Maxwell Museum Association.
Froehlich, J.	Vice-president, Audubon Wildlife Film Committee
Judge, J.	Member: South Area Advisory Council, Albuq. Public Schools Director: Citizens' Advisory Council, Jefferson Junior High Vice-President, Jefferson P.T.A.
Ortiz, A.	Pres., Ass. on American Indian Affairs, Inc. (a national voluntary Indian-interest organization of 170,000 members, with major headquarters in NYC.)
Rhine, S.	State Fair Judge, N.M. State Fair, 1974.
Schwerin, K.	Lectured to New Mexico Cactus and Succulent Society

10. Personal Information:

Judge, J.	On 1 July, 1974 accepted permanent position with Chaco Center (NPS and UNM) as Supervisory Archeologist, retaining part-time faculty position in Anthropology Department.
Sebring, J.	Promoted to Associate Professor.

The Report of the Maxwell Museum
July 1, 1974 - June 30, 1975
J. J. Brody, Director

I. Collections and Registration:

Museum Registrar Marian Rodee went on maternity leave in April and in June began a three-month NEA supported project to study Navajo weaving of the period 1920-1940. Results of this should be published during the course of the 1975-76 year. Two part-time, grant-supported Assistant Registrar's, Molly Streuver and Anne Cully resigned in June, 1975 to accept a research grant awarded by the Chaco Center. Both plan to develop MA theses as a result of this work. They have been replaced by Anthropology Department graduate students, Jean Hess and Charles Lumpkin.

Cataloging activities centered about the NEA supported SELGEM computer project. Over 51,000 lines of information were recorded about 5,477 collection items including about 2,000 boxes of previously unaccessioned materials to complete the first pass. An additional 1,044 new objects were accessioned not including 600 skeletons transferred from the Laboratory of Anthropology of the Museum of New Mexico. When these are processed, we will have about 2,000 human skeletons, one of the largest, finest, and most crowded physical anthropology resources in the country.

A number of visiting scholars from as far away as Germany utilized elements of our collections and loans were made to several museums. Research by Dr. Carlos Garcia-Moral of UNM's Medical School and Professor Rhine in paleo-pathology was reported on in a paper jointly presented to the New Mexico Archaeological Society on April 26 in Albuquerque. Dr. Rhine also did forsenic work for the Bernalillo County Medical Examiner. Ms. Rodee used our textile collection as the foundation for her NEA supported study, and Professor Brody studied our Mimbres pottery collection for his book now scheduled for publication in early 1976. A minimum of 250 graduate and undergraduate students used non-exhibited collections materials for course-credit associated research. Professors Cordell and Harlan volunteered advice and cataloging assistance.

Beverly Barsook spent the summer and fall of 1974 at the Smithsonian under an NEA Conservation Grant; her future duties will include some part-time conservation activities. Several volunteers assisted Ms. Rodee in cleaning and repairing about 800 basketry specimens, and Ms. Rodee cleaned and mounted several dozen small textiles. Marsha Lubar, a licensed X-Ray technician voluntarily operated the X-Ray machine acquired by donation in 1973 for the Physical Anthropology Laboratory.

II. Public Service:

Museum attendance increased by about one-third from the previous year to a total of about 60,000, largely because of an expanded exhibition and education program. Increased attendance was reflected by the gross income of the Gift Shop which exceeded $70,000,

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far above initial projections. Continued sales at that rate will result in museum ownership of Gift Shop inventory about two years earlier than projected. About 20,000 people were served by the Education Division and its more than twenty volunteers directed by part-time Educational Coordinator Fran Olmo. Ms. Olmo's salary was paid by a grant from the Albuquerque Public Schools. Suitcase exhibits were used by about 9,000 people and about 11,000 were guided through the museum on programmed tours. Most but by no means all tour groups were from public schools.

Peter Wells, formerly of the Museum of New Mexico replaced Dick Dunachik as Exhibits Director and Gary McNair replaced Martha Nufer as part-time photographer. Fran Olmo replaced Olive Ward as part-time Gift Shop Clerk. Three major and six minor temporary exhibits were installed, three organized by graduate students earning Problems Course credit. Phased work continued on permanent exhibits with "Man, Nature and Culture" and "Human Evolution" taken through the first phase and second phase work begun on "Man in the Southwest". Director of Interpretation, Carol Stout developed plans for the ethnobotanical garden and a grant proposal to fund construction during 1975-76 was submitted to the Bicentennial Commission. Dr. Stout had been in general charge of all exhibit content and at the end of the year was given full responsibility for organizing and developing all exhibits and other public education programs. More than forty volunteers assisted the museum in every phase of its public programs. About 1,000 objects brought to the museum by about 300 private individuals were identified by the museum staff.

III. Grants:

Museum staff applied for nine grants totalling $151,694.00. Five grants were awarded totalling $64,239.00. Two were refused totalling $19,996.00 and two are pending. Grants awarded included $5,000.00 from the Albuquerque Public Schools, $44,986.00 from the NEA for the computer project, $4,095.00 to Marian Rodee from the NEA for study, $9,975.00 from NEA for a cataloging project, and an NEA conservation grant for $5,233.00.

IV. Administration:

Professor Rhine served as Acting Director during July and August, 1974. Professor Brody returned from leave in late August to reassume the directorship and Professor Campbell who had served as Acting Director through most of fiscal 1973-74 assumed the role of Curator upon his return from Alaska. Sally Black was promoted to the new position of Administrative Assistant, and Jane Nufer was replaced as part-time clerk-typist by Isabelle Shinnick.

Beginning about November, 1974, Ms. Black and Professor Brody devoted considerable

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time to the organization of a support group that was incorporated in February, 1975 as the Maxwell Museum Association. By June memberships exceeded 335. Attendance at membership programs beginning in late March totalled about 3,000, not otherwise counted as museum visitors. Income to the museum from the Association was limited during 1975, but is expected to exceed $2,000.00 during the next fiscal year.

It became obvious during 1974-75 that the museum should be administered by a full-time person. Direction by a faculty member who teaches a large class every semester, is responsible for graduate students, and has scholarly commitments puts intolerable pressures on the museum staff as well as on the individual and his family. Faculty who serve the museum on a part-time basis should be released from administrative responsibilities, while the chief administrative officer of the museum should no longer be required or expected to teach.

There is sentiment within the museum for separating it from the Department of Anthropology but this may reflect nothing more than the felt need for full-time leadership with the agency and for policy guidance and firm support for it from the University community. Public support has been amply demonstrated and scholarly utilization is at least average. Intellectual differences between museums ofanthropology and anthropology departments have been developing for several generations and are hardly unique to this institution. The universal characteristics of our problems should be considered in the review that must take place soon of the relationships between the Maxwell Museum and our Department of Anthropology.

The Report of the Journal of Anthropological Research
(Formerly Southwestern Journal of Anthropology)
July 1, 1974 - June 30, 1975
Harry Basehart, Editor

The problem of maintaining the publication schedule proposed at the time major changes in the JOURNAL were instituted has continued and, in consequence, this report will be devoted to comments on Volume 30, 1974, with comparison to Volume 29 where appropriate. A major crisis threatening the continuation of the JOURNAL, together with proposals for its resolution, was discussed in a memorandum to the central administration dated September 27, 1974. There is no need to recount these details, particularly since the recommendations were not approved by the administration. Fortunately, Dr. James N. Spuhler, Leslie Spier Professor of Anthropology, offered to serve as Editor beginning with Volume 31, 1975.

The Spring and Summer issues of Volume 30 have been distributed to subscribers, and the remaining two numbers are in press. The estimated number of pages for this volume, including the annual index, is 322; this figure slightly exceeds the proposed 75 pages per issue, and compares with 299 pages printed in Volume 29 (1973). Manuscript submissions increased during the fiscal period to 119 as compared to 107 for 1973-1974; however, this is a marked decline from the 136 articles reviewed in 1972-1973. A total of 19 papers will appear in Volume 30, whereas 16 were published in Volume 29.

The majority of the articles accepted for Volume 30 deal with problems in cultural anthropology, consistent with the long term trend in JOURNAL submissions. However, each of the other sub-disciplines---biological anthropology, archeology, and linguistics---was represented by a single paper. Within cultural anthropology, topics in the area of social organization predominated, but articles also dealt with cultural ecology, political anthropology, psychological anthropology, the history of theory, and mythology. Geographical coverage, as usual, was broad, and included North America, South America, Europe, Mexico, Africa, Australia, India, and Micronesia. In general, topical and geographical distribution paralleled that for Volume 29.

Subscriptions at the close of the fiscal year totalled 2,538; for the preceding fiscal year, as noted in my memorandum, the number of subscribers was 2,268. At the present time, 217 subscriptions are delinquent, but even if all in this category were not reinstated, there would be a slight increase for 1974-1975. Domestic subscribers numbered 1,957 and foreign 581; institutional orders reached a total of 1,450.

JOURNAL income for the fiscal year amounted to $22,460, while printing and miscellaneous expenses totalled $10,730. If the salaries of the Editor and Subscriptions Manager (total $12,700) are included, the result is an overall deficit of $970. For 1973-1974 income was $24,212, with total expenditures of $23,143, and a profit of slightly more than $1,000. The larger income for the latter period---achieved in spite of a smaller number of subscriptions---

represents collections from accounts in arrears. The financial progress in recent years is demonstrated dramatically by comparison with fiscal 1971-1972. In that year the ratio of income to printing costs (a traditional index used in earlier reports) was 71%; for 1974-1975 the ratio exceeded 250%. The increase in income and reduction in expenditures is remarkable, particularly in view of soaring inflation. For example, printing costs in 1971-1972 were $12,425; for the past fiscal period they totalled $8,730.

All members of the board of editors (Dr. Basehart, Editor; Dr. Philip Bock, Dr. Bruce Rigsby, and Dr. Karl Schwerin, Co-Editors) contributed to the editing and other necessary editorial tasks for Volume 30, although Dr. Basehart was responsible for a major portion of the work. I am particularly grateful to Dr. Schwerin for his continued assistance since the end of the Spring semester and during the summer. With the printing of the Winter issue of Volume 30, the Editor will retire after 13 years association with the JOURNAL OF ANTHROPOLOGICAL RESEARCH and its predecessor, the SOUTHWESTERN JOURNAL OF ANTHROPOLOGY.

Mrs. Nancy Moran has been Subscriptions Manager during the fiscal year and will continue in that capacity under the new editor. Mrs. Moran has made exceptional contributions to the JOURNAL in this vital position, particularly in the initiative she has shown in handling subscribers' problems requiring extensive research in past records. Her performance has been superior in every way, and she deserves high commendation.

The JOURNAL has continued to achieve recognition through requests for permission to reprint materials originally published in it; 34 authorizations were granted during the year, as compared to 29 for 1973-1974.

The Report of the Department of Biology
July 1, 1974 - June 30, 1975
Clifford S. Crawford, Chairman

I. General Departmental Information

A. Significant achievements during the academic year, 1974-75.

An important organizational change in the Biology Department occurred at the beginning of the academic year when the combined old- and newly elected membership of the Faculty Advisory Committee (FAC) was directed to act as a search committee for a new department chairman. Following appropriate screening and interviewing the acting chairman was recommended and subsequently appointed to the position. The FAC was then disbanded and increased emphasis was placed on the activities of key working committees. Of these, committees analyzing the curriculum and spatial requirements of the department were direct offshoots of units originally chaired by FAC members.

Several major decisions affecting curriculum were made during the academic year. The first of these focused on "developing a graduate program in environmental biology at the highest level attainable" and was generated by a strong recommendation from the college dean. This objective was to be subject to the development of a broad and effective undergraduate program, and was later facilitated by the hiring of the following persons: (1) an aquatic ecologist who works with fish, (2) an evolutionary and plant-herbivore ecologist, (3) a behavioral ecologist, (4) a theoretical ecologist, and (5) a microbial ecologist. The first two of these replaced retiring faculty members, the third filled the position vacated by the former department chairman, the fourth compensated for a resignation in ecology, and the fifth filled this year's net new position which called for a microbiologist who would strengthen undergraduate teaching.

Breadth and depth in the undergraduate program were reinforced by the employment of two well qualified individuals to replace resignations in pathogenic bacteriology-immunology and in developmental biology. As these additions are active research scientists, the graduate program in cell and molecular biology will also be well served by their efforts.

A second major decision affecting curriculum involved strong faculty support for a completely revised undergraduate curriculum. This is discussed in section IB of this report.

Also affecting the undergraduate program was an agreement by the department that within the limits of available space and numbers of teaching assistants, enrollment in Biology 121-122 will be open to all who seek admission. Entry of students into all biology courses with 121-122 as prerequisites will be carefully restricted to students (excluding transfers) who received a C average or above in the beginning sequence.

A new introductory course for health related sciences was added for pre-nursing and pre-pharmacy students. Many of these students will enroll later in the department's new two-semester series of human anatomy and physiology courses for health sciences. Other approved new courses deal with developmental biology, molecular genetics, and experimental ecology. A number of existing courses have been modified as to level, content, or organization; these are in the fields of invertebrate and vertebrate zoology, parasitology, radiobiology, cell biology, and aquatic biology.

With regard to the graduate program, the department approved two fairly major changes that will affect all incoming and some current doctoral students. Whereas for the past several years no qualifying examination has been required of these individuals, such an examination must now be administered by the student's committee on studies. The examination's nature will depend on what the committee considers appropriate.

The other requirement is a semester of some kind of teaching experience in an appropriate field. This was approved in order to confer experience beyond that gained as a teaching assistant; it will also enable evaluation of teaching potential for possible later academic employment.

B. Significant plans and recommendations for the near future.

The new undergraduate core program is scheduled to commence in Semester I, 1976-77. It will consist essentially of the following undergraduate requirements in biology: (1) a common first semester for majors, minors, and possibly non-majors, and (2) three subsequent core semesters for majors and minors. Non-majors will also be able to take a second biology course designed for them. Majors and minors will proceed from the first semester into the following sequence: (1) introductory genetics and some development, (2) introductory biochemistry and physiology, and (3) introductory evolution and ecology. While details of the plans have yet to be worked out thoroughly, majors will be able to take their next 15-20 hours of required biology either along professionally recommended lines or as they wish. Minors will need another six hours in biology. The advantages of this plan over the present program are that fundamentals will be encountered early in the new arrangement and that curricular flexibility will be increased greatly for upper division students.

With the addition of new faculty members, it will be necessary to provide sufficient space, supplies, and equipment to maximize their potential scientific productivity. The impending move into the old pharmacy building by several large research programs tending to emphasize aquatic biology will free up considerable space for some of the new members. This is in keeping with plans mentioned in last year's report.

The potential for a limited, but excellent graduate program in environmental biology is now fairly well established. Increasing efforts will be made in the coming academic year to add strength to the undergraduate program.

C. Appointments to staff.

The equivalent of 38 graduate and teaching assistants were appointed in 1974-75. Four additional temporary teaching assistants were authorized for Semester II to accommodate an over-enrollment in undergraduate microbiology courses.

Patricia J. Howell was appointed in July, 1974, as Clerical Specialist IV.

Dorothy Webb was appointed in September, 1974, as Laboratory Technician II.

Marilyn Altenbach was appointed in May, 1975, as Laboratory Animal Technician III.

Aurora Harris was appointed in July, 1974, as Clerical Specialist IV.

Alan Marchiondo was appointed effective July, 1975, as Biologist I.

Dr. Oswald Baca was appointed effective January, 1976, as Assistant Professor in the field of Medical Microbiology.

Dr. Douglas Caldwell was appointed, effective August, 1975, as Assistant Professor in the field of Microbial Ecology.

Dr. Rex Cates was appointed, effective August, 1975, as Assistant Professor in the field of Evolutionary Ecology.

Dr. Manuel Molles was appointed, effective August, 1975, as Assistant Professor in the field of Aquatic Biology.

Dr. Frederick Taylor was appointed, effective January, 1975, as Assistant Professor in the field of Population Biology.

Dr. Albert Thornhill was appointed, effective August, 1975, as Assistant Professor in the field of Behavioral Ecology.

Dr. John Trujillo was appointed, effective

August, 1975, as Assistant Professor in the field of Developmental Biology.

Dr. Robert O. Kelley was appointed, effective August, 1974, as a Joint Appointee with the Department of Anatomy.

Dr. Robert E. Waterman was appointed, effective August, 1974, as a Joint Appointee with the Department of Anatomy.

Dr. Daniel T. Jennings was appointed, effective August, 1974, as an Adjunct Assistant Professor of Biology.

Dr. Norman J. Scott was recommended, effective August, 1975, as an Adjunct Associate Professor of Biology.

D. Separations from staff.

Ms. Rebecca Ross left in September, 1974.

Dr. C. Clayton Hoff, Professor in the field of Invertebrate Zoology, retired effective June, 1974.

Dr. Howard Dittmer, Professor in the field of Economic Botany, retired effective June, 1975.

Dr. William Koster, Professor in the field of Icthyology, retired effective June, 1975.

Dr. Maria Rosales-Sharp, Assistant Professor in the field of Developmental Biology, resigned effective June, 1975.

Dr. Michael Rosenzweig, Associate Professor in the field of Population Biology, resigned effective August, 1975.

II. Composite of Information Requested on Individual Biographical Supplements:

1. Advanced Study

Wise, David H., Ph.D., May 1974, University of Michigan: "Role of Food Supply in the Population Dynamics of the Spider, *Linyphia marginata*."

2. Sabbaticals, leaves, etc.

Johnson, Gordon V., 1) Sabbatical in Semester II, 1974, Dept. of Soils & Plant Nutrition, University of California, Davis, with Dr. E. Epstein. 2) Research on ion absorption and effects of salinity on plants, University of California, Mar. 25-Aug. 2, 3) Attended numerous seminars, symposia, courses in mineral nutrition of plants, aquatic ecology.

Kidd, David E., 1) Taught AAAS-NSF Chautauqua Short Course - Water Pollution at Syracuse University, 2) Clark College, Atlanta, 3) Hampshire College, Amherst, 4) University of Maryland, 5) Miami University, Oxford, 6) Univ. Missouri-KC, 7) University of Wisconsin, Madison, 8) Louisiana State University, Baton Rouge, 9) Travel to two LPRP meetings.

Riedesel, Marvin L., 1) Semester II, 1974, 2) Guest worker, NASA-Ames Research Center, 2) Research Associateship, National Research Council National Academy of Sciences at NASA-Ames Research Center.

3. New scholastic honors, fellowships, etc.

Altenbach, J. Scott, Full membership in Sigma Xi granted summer 1974.

Dittmer, Howard J., N.M. Academy of Science, Distinguished Scientist of the Year, 1973, awarded October, 1974.

Findley, James S., Elected to membership in American Society of Naturalists.

Riedesel, Marvin L., Recipient, Nat'l Research Council Senior Resident Research Associateship, 1974-75, Environmental Physiology Res. Lab, NASA-Ames Res. Center, Moffett Field, California.

Rosales-Sharp, Maria C., Who's Who of American Women 8th edition, 1974-75.

4. Publications.

Altenbach, J. S. The locomotor morphology of the vampire bat. American Soc. Mamm. Spec. Pub. Ser. (In press). Monograph.

Bruner, Sandra, 1) *Biology Laboratory Guide: From A Molecular Viewpoint*, Kendall/Hunt Publishing Co., 1975 (with Barbara Johnston).

Crawford, Clifford S., 1) Cold hardiness in centipedes and scorpions in New Mexico. Oikos 25: 86-92 (1974) (with W. A. Riddle). 2) Respiratory metabolism in the desert millipede *Orthoporus ornatus* (Girard) (Diplopoda) Oecologia 17:179-186 (1974) (with R. C. Wooten, Jr.).

Degenhardt, William G., 1) Distribution and habitats of the turtles of New Mexico. Southwestern Naturalist 19(1):21-46 (1974).

Dittmer, Howard J., 1) Forty Years Underground, NM Acad. Sci. Bull (in press).

Duszynski, Donald W., 1) More information on the coccidian parasites (Protozoa: Eimeriidae) of the Colorado pika, *Ochotona princeps*, with a key to the species. J. Wildl. Dis. 10:94-100 (1974). 2) Structure of the oocyst and excystation of sporozoites of *Isospora endocallimici* n. sp. from marmosets, *Callimico goeldii*. Trans. Am. Micros. Soc. 93:403-408 (1974).

Findley, James S., 1) Observations on the neotropical disk-winged bat, *Thysoptera tricolor Spix*. J. Mamm. 55:562-571 (1974) (with D. Wilson). 2) *Thyroptera tricolor*. Mammalian Species. 5 p. in Encyclopedia Americana, 1975-76 (with D. Wilson). 3) Structure of bat communities. Accepted by American Naturalist, approx. 10 p. 4) *Mammals of New Mexico*. UNM Press. 360 pp., 1975 (with Harris, Wilson and Jones).

Johnson, Gordon V., 1) An analysis of mercurials in the Elephant Butte ecosystem. WRRI Report No. 035. 126 p. (with D.E. Kidd and J.D. Garcia). 2) Analysis of nutrient supplies for algae in Elephant Butte Reservoir. WRRI Report No. 037. 73 p. Water Resources Research Institute, New Mexico State University (with D. E. Kidd and J. D. Garcia).

Johnson, William W., 1) Coadaptation and recessive lethal content in DDT resistant populations of *Drosophila melanogaster*. Evolution 28:251-258 (1974).

Gosz, James R., 1) Organic matter and nutrient dynamics of the forest floor in the Hubbard Brook Forest. Symposium on the Below Ground Ecosystem, Sept. 5-7, 1973, Colorado State University (1975) (with G.E. Likens and F.H. Borman). 2) Nutrient budgets for undisturbed ecosystems along an elevational gradient in New Mexico. Symp. on Mineral Cycling, May 2-4, 1974. Savannah River Ecology Laboratory (1975). 3) Leaching of nutrients from leavesoof selected tree species in New Hampshire. Symp. on Mineral Cycling, May 2-4, 1974. Savannah River Ecology Laboratory (1975) (with G.E. Likens, J.S. Eaton and F.H. Borman).

Kerkof, Paul R., 1) Chapter in Vol. XXXII of Methods in Enzymology which was listed last year, has not yet appeared in publication.

Kidd, David E., 1) Mercury levels in Lake Powell. Environmental Science and Technology (In press) (1975) (co-author). 2) Man's impact on a newly formed reservoir. Hydrobiologia 45(2-3): 185-197 (1974) (co-author). 3) An instructor's guide to water pollution. NSF Chautauqua type short courses for college teachers program. Study Guide No. 5. AAAS. 213 p. (1974). 4) Analysis of nutrient supplies for algae in Elephant Butte Reservoir. WRRI Report No. 037. 126 p. (1974) (with G. V. Johnson and J. D. Garcia). 5) An analysis of mercurials in the Elephant Butte system. WRRI Report No. 035. 126 p. (1974) (with G. V. Johnson and J. D. Garcia).

Ligon, J. David, 1) Pinon seed assessment by the Pinon Jay, *Gymnorhinus cyanocephalus*. Animal Behaviour 22:421-429 (1974) (with D. J. Martin). 2) Green cones of the pinon pine stimulate late summer breeding in the Pinon Jay. Nature 250: 80-82 (1974). 3) Molt and its timing in the Pinon Jay, *Gymnorhinus cyanocephalus*. Condor

76:274-287 (1974) (with J. L. White). 4) Notes on the behavioral ecology of Couch's Mexican Jay. Auk 91:841-843 (1974) (with S. L. Husar). 5) Comments on the systematic relationships of the Pinon Jay (*Gymnorhinus cyanocephalus*). Condor 76:

Potter, Loren D., 1) Chlorophylls and carotenoids in aspen bark (*Populus tremuloides*). Southwestern Naturalist 19(2):147-154 (1974) (with M. Barr). 2) Mercury levels in Lake Powell. Env. Sci. Tech. (In press) (with D. E. Kidd and D. Standiford).

Riedesel, Marvin L., 1) Book review: Hibernation and Hypothermia: Perspectives and Challenges, F. E. South, et al., eds, American Elsevier, New York, (1974), 743 p. American Scientist 62:104. 2) Temperature regulation responses of ornate box turtles, *Terrapene ornata*, to heat. Comp. Biochem. Physiol. 48A:527-538 (1974). 3) Hibernation, Spring 1973. The Physiologist 16:565-579 (1973).

Rosales-Ronquillo (Sharp), M. C., 1) In vitro ookinete development of rodent malarial parasite. J. of Parasit. 60:819-824 (1974) (with P. H. Silverman). 2) Scanning micrograph of *Plasmodium berghei* ookinete in mosquito cell cultures. J. Invert. Path. J.24:179-183 (1974). 3) *Plasmodium berghei* ookinete formation in vector and non-vector cell substrates. Proc. of 3rd Inter. Cong. of Parasit. 1:124-125.

Rosenzweig, M. L., 1) *And Replenish the Earth: The Evolution, Consequences, and Prevention of Overpopulation*. Harper & Row, New York, 304 p. (1974). 2) Seed selection in *Dipodomys merriami* and *Perognathus penicillatus*. Ecology 55:329-339 (1974) (with B. Smigel). 3) Dietary analysis in granivores through the use of neutron activation Ecology 55:340-349 (1974) (with B. Smigel, W. Jester, J. Blomgren, K. N. Prasad). 4) On the optimal aboveground activity of bannertail kangaroo rats. J. Mamm. 55:193-199 (1974). 5) On Carrying Capacity and U. S. Policy, *In* Proc. Sci. Adv. Panel of the Committee on Public Works, U.S. House of Representatives (p. 29, 30, 85, 94, 98, 99, 141). Print 93-36, U.S. Govt. Printing Office, Washington, D.C. (1974). 6) National population distribution policy, p. 5-26 *in* A national public works investment policy. Committee print of the Committee on Public Works, U.S. House of Representatives, 93-53, U.S. Govt. Printing Office, Washington, D.C. (1974) (with J. Sundquist, B. J. L. Berry, M. Brewer, A. Davis, L. Dworsky, D. McGrath, J. Sterner and W. Thompson). 7) Values and the public works investment policy, p. 87-105 in Committee print 93-53 cited above (with L. Duhl, A Davis, J. R. Newbrough and R. Aldrich). 8) On the evolution of habitat selection. Pr. First Internat'l Cong. of Ecology, p. 401-404 (1974).

Wise, David H., 1) Food limitation of the spider *Linyphia marginata*: experimental field studies. *Ecology. In Press*.

5. Other research projects or creative work in progress.

Altenbach, J. Scott, 1) Park Service Grant, $20,000/yr, Factors affecting the population decline of the free-tailed bat in the southwest, 3-5 yrs.
2) Ongoing research in bat locomotion, Research Allocations Grant for $1,275, Dec., 1974.
3) Research visit to Costa Rica for Bat locomotion Research, July, 1974.

Barton, Larry, 1) Evaluation of New Mexico humate deposits for restoration of strip-mining sites, BEF, State of New Mexico, $54,085, one year (with L. D. Potter, J. R. Gosz and C. T. Siemers).
2) Trophic status of selected northern New Mexico lakes, N.M. Water Resources Res. Inst., 9 mo., $13,300 (with G. Johnson).

Crawford, Clifford S., 1) Rocky Mtn. Center on Envirnment-Occidental Minerals, $13,210 for baseline environmental study at Cerrillos, NM, June 1974-June 1975 (with J. R. Gosz). 2) NSF, $39,900, Seasonal water balance in the desert millipede *Orthoporus ornatus*, Sept. 1974-Sept. 1976.

Degenhardt, W. G., 1) U.S. Fish & Wildlife, $2,850 Preliminary work on the Animas Mts. rattlesnake an endangered species. 2) Field studies in southwestern and northcentral New Mexico.

Duszynski, D. W., 1) UNM Research Allocations, $730.
2) Sandia (SURP), $12,908.

Findley, J. S., 1) ROMCOE, Mammalian survey of Cerrillos area. 2) National Fish and Wildlife Laboratory, Dept. of Interior, cooperative agreement.

Johnson, G. V., 1) Water Resources Res. Inst., $13,300, Trophic status of selected northern New Mexico lakes (with L. Barton). 2) U.S. Forest Service, $20,000, Germination and moisture requirements of arid land plants (with W. Martin). 3) U.S. Forest Service, $10,000, Revegetation with Distichlis stricta on areas disturbed by strip mining (with W. Martin).

Johnson, William W., 1) Determination of genetic differences between stocks of Drosophila melanogaster that have been selected for mating speed and those selected for general locomotor activity.

Gosz, James R., 1) U.S. Forest Service, $5,000, 1 hr., Quantitative evaluation of ski area development. 2) ROMCOE, $13,209, 1 yr., Cerrillos Baseline Study (with C.S. Crawford). 3) U.S. Forest Service, $5,000, 1 yr., Effect of road salt on a forest ecosystem. 4) BEF, $19,750, 1 yr., Nitrogen contributions to stream water.

Kerkof, Paul R., 1) Minority Schools Biomedical Support Program (NIH), $31,049, 1 yr., UNM Biomedical Sciences Program (with D. Landau and P. Silverman). 2) Two-year proposal submitted to NSF for $112,468.

Kidd, David E., 1) NSF-RANN, $174,000, 1972-74, Biological limnology of Lake Powell, completed. 2) NSF-RANN, $50,000, 1972-74, Analysis of metallic cations in the Lake Powell ecosystem, completed. 3) Environmental Improvement Agency, $11,000, Trophic status of four New Mexico reservoirs, 1973-74, completed. 4) NSF-RANN, $164,150, 1974-76, Biological limnology of Lake Powell. 5) NSF-RANN $114,261, 1974-76, Analysis of metallic cations in the Lake Powell Ecosystem (coinvestigator).

Kogoma, Tokio, 1) Study (in progress) on the isolation and characterization of Escherichia coli mutants that have alternations in the regulation mechanisms of DNA replication.

Landau, David, 1) Minority Schools Biomedical Support Program (NIH), $31,049, UNM Biomedical Sciences Advancement Program (with P.R. Kerkof and P.H. Silverman). 2) Submitted proposal to Instructional Scientific Equipment Program of NSF for $32,000 to improve Biol. 136-139, December, 1974.

Ligon, J. David, 1) Study on flock organization in the Pinon Jay.

Martin, William C., 1) Sandia Base, $977.00, Biological Survey of KAFB, 3 mos. 2) U.S. Forest Service, $5,000, Botanical Survey of McKinley Spoils Banks, 1 yr. 3) U.S. Forest Service, $20,000, Seed germination in grid lands plants, 3 yrs (co-investigator with G. Johnson). 4) U.S. Forest Service, $10,000, Studies in regeneration of Distichlis, 2 yrs (co-investigator with G. Johnson).

Potter, Loren D., 1) NSF-RANN, $48,472, Shoreline ecology of Lake Powell, 1974-75. 2) NSF-RANN, $43,470, Heavy metals in Lake Powell Ecosystem, 1974-75 (with David Kidd). 3) NPS, $6,700, Correlation of indicator plants and archeological sites, Chaco Canyon Nat'l. Mon., 1974-75. 4) NPS, $12,500, Ecological study of feral burro impact and study of decline of alligator bark in Bandelier National Mon., 1973-74, (with J. Gosz). 5) UNM Research Comm., $676, Forest temperature regimes, Sandia Mountains. 6) N.M. Energy Res. & Dev. Program, $54,085, Evaluation of NM humate deposits for restoration of strip mine sites, 1 yr., (with Gosz, Siemers and Barton).

Riedesel, Marvin L., 1) Coordinator, Biology Proposal Unit for Minority Schools Biomedical Support Program, submitted to NIH, February, 1974. 50% approval. 2) Proposal submitted for continuation of NASA-Ames University Consortium., for $1,900. 3) Resubmission of research proposal on memory and hibernation, to NSF.

Rosales-Sharp, M. C., 1) Ongoing research in in vitro of Plasmodium berghei in connection with the Malaria Project; application of tissue culture methods to malariology; employment of hormone in tissue culture; sporozoite immunity and mimicry experiments (supported by U.S. State Dept. under AID, with P. H. Silverman).

Rosenzweig, M. L., 1) 6/67-6/76, National Science Foundation Grant.

6. Activities in learned and professional societies.

Altenbach, J. Scott, 1) Nov. 20, 1974, paper presented to Southwestern Conf. on Research, NPS, "Pesticides and the bat populations at Carlsbad Caverns Nat'l. Monument. 2) Nov. 30, 1974, paper presented to 5th Ann. Symp. of Bat Res. in North America, "Flight mechanisms of Phyllostomatine bats from Central America."

Barton, Larry, 1) Presented paper at 74th Ann. Meeting of Am. Soc. for Microbiology at Chicago. 2) Presented paper at regional meeting of Microbiology in Spring, 1974 at Pueblo, Colorado. 3) Presented 3 papers at regional meeting of Microbiologists in Fall, 1974 at Albuquerque.

Bourne, Earl W., 1) Attended annual meeting of American Society for Cell Biology, San Diego, California. 2) Annual meeting, Western Regional Assoc. of Advisors in the Health Professions, Asilomar, Calif.

Crawford, Clifford S., 1) Presented paper, Rocky Mtn. AAAS, Laramie, Wyoming, April 24-27, Seasonal production in the desert millipede Orthoporus ornatus. 2) AIBS, national meeting, June 16-20, presented paper, Cold hardiness in two species of arid land arthropods. 3) Symposium on Organismis and Cellular Bases of Cold Adaptation, SUNY, Geneseo, NY.

Degenhardt, William G., 1) Annual meeting, American Society of Ichthyologists and Herpetologists, Ottowa, Canada, June 17-22. 2) Annual meeting, Herpetologists League (Executive Board), Auburn, AL, August 12-14. 3) Symposium, Biological Resources of the Chihuahuan Desert (Chm. of Panel), Alpine, Texas, October 15-19 (presented paper). 4) Symposium, Researches in the National Parks, presented results of Bandelier Research, Nov. 19-21.

Dittmer, Howard J., 1) N.M. Academy Science Meeting, Highlands University, Sept. 10-12.

Duszynski, Don W., 1) Presented papers at 4th Internat'l Congress of Protozoology, Clermont-Ferrand, France. 2) Presented paper at the 27th annual Society of Protozoologists meeting in Middleton, Conn. 3) Presented paper at the 3rd Internat'l Congress of Parasitology (invited paper) in Munich, Germany. 4) Attended 7th annual SWAP meeting. 5) Attended 6th annual RMCP meetings w/students.

Findley, James S., 1) Presented paper, Am. Soc. Mammalogists, annual meeting, SUNY, Binghamton, NY (Board of Directors). 2) Presented paper, first Int. Theriological Congress, Moscow State University, USSR. 3) Presented paper, Chihuahuan Desert Research Conf., Alpine, Texas. 4) Attended North Am. Bat Res. Conf., Texas Tech, Lubbock, TX.

Johnson, Gordon V., 1) Presented paper, Southwestern

& Rocky Mtn. Div. AAAS at Laramie, Wyoming, April 25-27, 1974. 2) Abstract published in Colo-Wyo. Acad. Sci. 7:(5), Field studies to evaluate limiting nutrients for phytoplankton in Elephant Butte Reservoir (D. Kidd, co-author). 3) Secretary Bot. Section SWRM Div., AAAS, 1973-76.

Johnson, William W., 1) Attended Am. Soc. of America meeting in Bloomington, Indiana.

Gosz, James R., 1) Paper presented, AIBS Ann. Meeting in Phoenix, AZ. 2) Paper presented, Savannah River Ecol. Lab., Georgia. 3) Task Group Leader, Rocky Mtn. Envir. Res. Program. 4) University Representative, Institute of Ecology meeting, Austin, TX. 5) New Program Committee, Institute of Ecology.

Kerkof, Paul R., 1) Paper presented, SWRM Division, AAAS, 50th ann. meeting, Laramie, Wyoming, April.

Kidd, David E., 1) Invited paper, AAAS, 140th meeting in San Francisco, CA. 2) Associate editor of SWANEWS, Southwestern Naturalist. 3) National Association of Biology Teachers, book reviewer.

Kogoma, Tokio, 1) Attended regional meeting on Genetics Arrowhead, CA, February. 2) Paper presented, Biochemistry/Biophysics annual meeting, Minneapolis, MN. 3) Paper presented, Interaction of the dna B gene product with other components of a DNA replication complex in E. coli. Federation Proc. 33:1351(1974).

Landau, David, 1) Attended Assoc. for Research in Vision and Ophthal, April, 1974. 2) Attended Soc. for Neuroscience, October 1974. 3) Paper presented, Amer. Soc. of Zoologists, December, 1974. 4) Treasurer of the NM Soc. of Electron Microscopy.

Ligon, J. David, 1) Secretary, Cooper Ornithological Society. 2) Attended Am. Ornithologists' Union Annual meeting. 3) Program Chmn., 1974 meeting of the Cooper Ornithological Society.

Martin, William C., 1) President, Society of Sigma Xi, Local Chapter. 2) Vice-President, Society of Sigma Xi, to June 1974.

Potter, Loren D., 1) Vice-President for Research, Eisenhower Consortium for Western Environ. Forestry Research, in charge of res. allocations and several meetings per year. 2) Paper presented at SW Div. of AAAS meeting, Laramie, Wyoming, May 1974. 3) Research evaluation meeting of Lake Powell Research Project, NSF-RANN, Washington, D.C. 4) Invited symposium paper, national AIBS meeting, Phoenix, June. 5) Paper presented, Southwest Region NPS Natural Science Meeting, Santa Fe, Nov. 20.

Riedesel, Marvin L., 1) Nominated candidate for chmn., Physiological Ecology Section, Ecological Soc. of America, 1975-77. 2) Chmn., Section for Arid Zone Studies, SWRM Div, AAAS meeting, Laramie, Wyo. 3) Secretary, CODAZR, SWRM Div, AAAS. 4) Paper presented, 50th ann. meeting, SWRM Div, AAAS. 5) Abstract, Ecological Soc. of America Bulletin 44(2):16. 6) Abstract, Amer. Zoologist, 14:1290.

Rosales-Sharp, M. C., 1) Consultant, Lab. for Tropical Disease, Rush Medical School, Stateville Prison, Joliet, IL. 2) Consultant, Walter Reed Army Institute of Res, Washington, D.C. 3) Nat. Acad. Sci, Panel member, Washington, D.C. 4) Paper presented, 3rd Int. Cong. Parasitol., Munich, Germany.

Rosenzweig, M. L., 1) Consultant to the Congress of the United States, 1974-

Wise, David H., 1) Paper presented, annual meeting Ecological Society of America, June.

7. Other professional activities.

Altenbach, J. Scott, 1) Design and prototype construction of a time-lapse camera to monitor bat populations in large caves. 2) Television appearance on "UNM At Work" on behalf of the department of Biology.

Crawford, Clifford S., 1) Television appearance on research, KMNE-TV. 2) Consultant to ROMCOE-OXYMIN.

Degenhardt, W. G., 1) Reviewed papers for Herpetologica, Southwestern Naturalist, Copeia, and ENMU Studies in Natural Sciences. 2) Research Advisory Council Member for Big Bend National Park. 3) National Park Service Collaborator with regional status, SW region.

Dittmer, Howard J., 1) Evaluator, Highlands University Summer Science Institute. 2) College Fair Day.

Duszynski, Donald W., 1) Member, Executive Council of the Society of Protozoologists. 2) Society (of Protozoologists) Liaison for support contributions to the Journal of Protozoology. 3) Presented invited seminar in the Department of Biology, University of Nevada, Nas Vegas.

Findley, James S., 1) Reviewed papers for American Naturalist, Ecology, Journal of Mammalogy, National Science Foundation.

Johnson, Gordon V., 1) Presented seminar, Dept. of Soils & Plant Nutrition, University of California, Davis, entitled "Nutrients and phytoplankton productivity in Elephant Butte Reservoir, New Mexico. 2) Presented talk to 4th grade class at Sandoval Elementary School, October, 1974 entitled "What a Scientist Does."

Kerkof, Paul R., 1) Presented seminar, NMSU Department of Biology Colloquium Series, by invitation.

Kidd, David E., 1) Consultant, algae, Los Alamos Laboratories, Spring, 1974. 2) Teaching consultant, AAAS.

Koster, William J., 1) Identified specimens and provided other information for the general public and to state and federal agencies concerned with conservation and aquatic biology.

Landau, David, 1) Guest lecturer, Sandia High School, "How Do Muscles Work?" 2) Reviewed book, "Life Science and Man" for Holt, Rinehart and Winston.

Martin, William C., 1) Off-campus talks. 2) Speakers' Bureau.

Potter, Loren D., 1) Consultant for National Park Service on description and designation of shortgrass plains plandmark sites in New Mexico. 2) Ecological consultant on biological survey of mountain area near Questa, NM to be mined. 3) Advisory Council for Chaco Canyon Research Center.

Riedesel, Marvin L., 1) Member, Natural Sciences and Mathematics Advisory Board, Albuq. Public Schools, 1973-74. 2) Lecturer, NM Academy of Science Visiting Scientist Program. 3) Lecturer, AIBS-AEC Visiting Scientist Program. 4) Reviewer, manuscripts for publication in Medicine and Science in Sports. 5) Reviewer, two research proposals for the

National Science Foundation.

Wise, David H., 1) Research talk at NMSU, October, 1974.

8. Non-teaching University service.

Altenbach, J. Scott, 1) Chairman, Graduate Selection Committee. 2) Chairman, Undergraduate Curriculum Committee.

Bourne, Earl W., 1) Preprofessional Advisor, Chairman, Premedical Committee. 2) Student Standards Committee. 3) Sponsor, Premedical Club.

Crawford, Clifford S., 1) Acting Chairman, Biology. 2) Member, *ad hoc* Committee on Toxic Waste Disposal.

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

Dittmer, Howard J., 1) Entrance and Credit Committee. 2) Member, *ad hoc* committee on Student Petitions. 3) SURP Committee.

Duszynski, Donald W., 1) Chairman, Department Graduate Student Selection Committee. 2) Department Graduate Committee.

Findley, James S., 1) AFT Committee. 2) Various Biology Department committees. 3) Curator of Mammals, Mammal Museum.

Johnson, Gordon V., 1) Radiation Protection Subcommittee of Committee on Radiation Control. 2) Faculty Advisory Committee. 3) Dept. Chairman Search Committee. 4) Developmental Biologist Search Committee. 5) Graduate Assistant teaching evaluation, survey of faculty teaching effectiveness.

Johnson, William W., 1) Registration Committee, Supervisor of Biology Sectioners.

Kerkof, Paul R., 1) Faculty Advisory Committee. 2) Space and Facilities Utilization Committee. 3) Undergraduate Curriculum Committee. 4) Animal Facilities Committee. 5) Faculty needs in Microbiology-Cell Biology Committee. 6) Chairman Search Committee. 7) Developmental Biologist Search Committee (Chmn.) 8) Radioisotope Permit

Holder. 9) Responsible for quarterly reports on the isotope usage and inventory for five faculty members plus their graduate students, duties and responsibilities equivalent to those of museum or collection curator.

Kidd, David E., 1) Biology Department Space Committee. 2) Two doctoral candidates. 3) Member UNM Speakers Bureau. 4) Director of the Outstanding Biology Teacher Award program for NM. 5) Seminar, Biology Department, UNM, new graduate student group on Lake Powell research.

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

Landau, David, 1) Advisor in Medical Technology.

Ligon, J. David, 1) Co-Chmn., Chairman Search Committee. 2) Faculty Advisory Committee. 3) Promotion Advisory Committee, Arts & Sciences. 4) Research Policy Committee. 5) Dean's Committee on Discrimination.

Martin, William C., 1) Curator of the Herbarium and Museum of Botany. 2) Faculty Advisor in Pre-Forestry. 3) Sandia Colloquium Committee. 4) Library Committee. 5) Seminar Co-ordinator.

Potter, Loren D., 1) Member, Graduate Committee. 2) Consultant on architectural campus landscaping.

Riedesel, Marvin L., 1) Member, University Committee, Humane Care of Laboratory Animals. 2) Chmn., Department of Biology Space Allocations Committee. 3) Animal Resource Facility Committee.

Rosales-Sharp, M. C., 1) Graduate Program Evaluation and Planning Committee.

9. Public service.

Barton, Larry, 1) Two positions as officer in church.

Degenhardt, William G., 1) Judge, Regional Science Fair. 2) Action Line Information. 3) Herpetological Society Sponsor and Advisor. 4) Talked to New Mexico Mountain Club on Reptiles and Amphibians.

Dittmer, Howard J., 1) Judge, State Science Fair in Socorro.

Findley, James S., 1) Board of Directors, Corrales, New Mexico Civic Association.

Johnson, Gordon V., 1) Member, Board of United Ministries Counseling Center. 2) Board member, Sombre Del Monte Christian Church. 3) 4-H Club Project leader.

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

Potter, Loren D., 1) Several talks on ecological research to local church and community groups.

THE REPORT OF THE DEPARTMENT OF CHEMISTRY

July 1, 1974 to June 30, 1975

Guido H. Daub, Chairman

I. General Departmental Information

A. Significant Achievements During the Academic Year 1974-75.

During the year 1974-75 eleven (seven males and four females) undergraduate majors received the B.S. degree and twentythree (eighteen males and five females) students received the B.A. degree in Chemistry. A total of seventy-six students received a minor in chemistry. At the graduate level, there were seven students (five males, two females) who received the M.S. in chemistry and two students (one male, one female) who received the Ph.D.

The Department's attempt to obtain funds from the National Science Foundation for a Fourier Transform System (FTS) for the Varian XL-100 NMR spectrometer purchased two years ago was finally successful. Monies received from NSF totals $35,000 and the University supplied $40,000 for the purchase of this accessory. This accessory is now on hand and is presently being used to run spectra on new compounds. The Department's collaboration with the Los Alamos Scientific Laboratory is continuing in that the intra-institutional loans of instrumentation made last year are still intact. The Chemistry Department still has on loan the Cary Model 81 Raman spectrometer from the CNC-4 Group at Los Alamos and the Los Alamos CNC-2 Group still retains posession of the Tronac Calorimeter loaned to them by the University. Additional equipment has been loaned to the Department by the Los Alamos Scientific Laboratory in the form of several lasers, namely for use in research by Professor Coleman.

Additional research equipment obtained by the Department through funds provided by the Administration and allocated by the Dean of Arts and Sciences included a PCI, Inc. ozonator, a boron probe for the XL-100 NMR instrument and a Waters, Inc.

liquid chromatograph system. Other research equipment purchased included a Displex closed cycle refrigerator used for matrix isolation spectroscopy (from Departmental funds) and a Spex one meter grading monochrometer with compu-drive for dye laser research (from funds provided by the LASL through a research grant).

Enrollments in chemistry are still increasing or holding the line. There is continual need for equipment for the teaching laboratories. This situation is expected to continue and during the past year an ad hoc committee for space assignments in the chemistry building was appointed. The committee has made several recommendations for reallocation of space and these have been approved by the faculty. We have allocated two laboratories which had been used for advanced undergraduate teaching to research and have placed our combined junior laboratory in room 171 which is the laboratory which had been temporarily used by the College of Pharmacy. It now will be used year round as the junior lab facility.

Our biochemistry program, jointly sponsored with the Department of Biochemistry in the School of Medicine, is still holding its own in that a considerable number of new students in our graduate program are interested in this area. We hope that this relationship will continue in the future.

During the past year the Department continued to use a senior student in the Department of Industrial Education as a combined wood and metal shop technician. The need for a machinist and machine shop facility for chemistry still exists. Perhaps the Dean should consider hiring such a person who could serve Chemistry, Biology, and Geology in such a capacity on a full time basis. This recommendation was made last year but still has not been acted upon.

As in the past, members of the Department were evaluated by student opinion in the fall semester. These evaluations were tabulated and sent to the office of the Dean of Arts and Sciences. In general, our faculty appears to be doing a good job at both the graduate and undergraduate levels. One of our faculty was honored this past spring by being chosen as the Outstanding Teacher of the Year at the University of New Mexico. This was Professor William F. Coleman and it is my understanding that another one of our faculty, Professor Roy D. Caton, was second in the competition.

The school year 1974-75 was the first year that the Department's new policy on not offering trailer courses in freshman and organic chemistry was in full affect. We have experienced only a small amount of negative comment regarding this new policy. However, the College of Engineering has recently asked that this policy be discontinued for the benefit of some of their students. It has been suggested to Dean Gross that the College of Engineering consider having their off season students take Chemistry 141 instead of Chemistry 101 to eleviate the problem. At the present time it is felt that the new policy must be continued, perhaps indefinitely. The offering of Chemistry 101 and 102 and the sequence Chemistry 301-304 in the summer, similar to the block system used at the Colorado College, has worked out well and the Department plans to continue this approach in the summer session.

During the school year 1974-75 the Departmental decision was made to finance the Chemistry Department's seminar program by providing a minimum of $2,000 out of the supply and expense budget to help this program. In addition to this, a letter was written in the spring of 1975 to all alumni of the graduate program asking for financial support for this program. So far we have received a few donations but the response has been slow. The seminar speakers and titles of their talks for the year 1974-75 are shown below.

Seminar Speakers 1974-75

Dr. J. Korkisch	Analytical Applications of Combined Ion-Exchange Solvent Extraction	University of Vienna, Austria
Dr. Steven G. Hadley	Chemiluminescent Reactions and Their Potential as Lasers	Air Force Weapsons Lab. Kirtland Air Force Base
Dr. S. A. Goldstein	Microscopic study into the Origin of Spark Radiation and its Propagation into the Analytical Gap	Sandia Laboratories
Dr. P. L. Stotter	Towards a Completely Sterochemically-Controlled Synthesis of Quinine and Quinidine	University of Texas at Austin
Dr. Jon B. Cross	Molecular Beam Kinetics Reactive and Inelastic Scattering	Los Alamos Scientific Laboratory
Dr. R. W. Parry	A Dicoordinate Phosphorous Cation - Its Preparation and Chemistry	University of Utah
Dr. Geroge Kwei	Crossed-Molecular Beam Studies of the Hydrogen Exchange Reaction	Los Alamos Scientific Laboratory
Dr. Gordon Melson	Metal-Ion Controlled Condensation Reactions	Michigan State University
Dr. Robin McDowell	Vibration Properties of Hexafluoride Molecules	Los Alamos Scientific Laboratory University of Calfornia
Dr. John C. Bailar	Selective Hydrogenation of Polyunsaturated Hydrocarbons	University of Illinois
Dr. Tom Knudtson	Infrared Laser Study of Vibrational Energy Transfer in Methyl Chloride and Sulfur Hexafluoride	University of Wisconsin Madison
Dr. Phil Vergamini	Applications for Stable Isotopes - Fast Fourier Transform ^{13}C NMR Analyses Applied to ^{13}C Enriched Inorganic and Biochemical Systems	Los Alamos Scientific Laboratory
Dr. Victor Mossotti	The Information Structure of Analytical Chemistry	University of Minnesota
Dr. S. Schulman	The Influence of Solvent and Buffer Species on Fluorometric Measurements in Aqueous Media	University of Florida
Dr. Mike Weaver	Electrode Kinetics of Metal Complexes in the Specifically Absorbed State	Calfornia Institute of Technology

Dr. H. P. Hogenkamp	Carbon-13 Nuclear Magnetic Spectroscopy of Corrinoids Selectively Enriched with Carbon-13	Los Alamos Scientific Laboratory
Dr. D. F. Shriver	Acidity of Transition Metal Compounds	Northwestern University Evanston, Illinois
Dr. Clyde Frank	The Analytical Implications of High Temperature Molecular Species	University of Iowa
Dr. Lou Centofanti	Detergents: Phosphate, Non-Phosphate or Dirty Clothes	Monsanto Chemical Co.
Dr. J. M. Hornback	Photochemical Hydrogen Abstraction Reactions of Alkenes	University of Denver
Dr. Barry Huebert	Frequency Multiplexed AC Polarography	Colorado College
Dr. L. S. Levitt	Cosmic Evolution	University of Texas El Paso
Dr. Adrien Albert	Chelation (Metal-Blinding) and Biological Activity	Australian National University
Dr. Kim Cohn	Coordination Patterns in Fluorophosphine Ligands	California State University
Dr. Bonner Denton	Symplex Approach to Analytical Chemistry	University of Arizona
Dr. Kalman Burger	The Application of Mossbauer Spectroscopy and ESCA in Coordination Chemistry	L. Eotvos University of Budapest, Hungary
Dr. Thomas Jones	Characterization of Selective Complexing Agents for Heavy Metal Ions. The Kinetics and Stabilities of Macrocyclic Tetrathioether Complexes of Cu(II) and Kg(II)	Wayne State University Detroit, Michigan
Dr. Su-Moon Park	Exciplexes in Electrogenerated Chemiluminescence	University of Texas-Austin
Dr. R. R. Rye	Crystallographic Dependence in the Surface Chemistry of Tungsten	Sandia Laboratories
Dr. Robert Taylor	Vibrational Spectroscopy of Fluorophosphine Complexes	University of Michigan
Dr. Ken Force	Symmetric and Pseudo-symmetric Ligand Exchange Kinetics of Copper(II)-Aminocarboxylate Complexes	Ohio State University

B. Significant Plans and Recommendations for the Near Future

Plans to renovate the older portion of Clark Hall are still being developed. The departmental ad hoc committee on space has recommended to the faculty that rooms 109 and 109A be renovated so as to provide better facilities for our freshman undergraduate honors section of general chemistry (Chemistry 121 and 122). This proposal was approved by the faculty, however, these recommendations have not as yet been sent to you or the higher Administration. The laboratory benches in these rooms are over thirty years old and replacement of them with other renovations including new fume hoods and paint will be recommended. The cost of such a renovation would probably run high, a rough estimate would be approximately $50,000 to $75,000 would have to be spent for such improvements.

In addition to the above, the ad hoc committee recommended and obtained approval from the faculty that rooms 104, 106, 108 and 118 be modified to provide expanded facilities for the sophomore course, Chemistry 253, Quantitative Analysis. As a temporary measure, the basement laboratory was renovated a year ago to provide added facilities for Chemistry 253. The modification of the above mentioned rooms would convert the entire east side of the old Clark Hall to the teaching of elementary Quantitative Analysis. Such renovations should vastly improve our facilities for this course. These renovations would also cost in the neighborhood of $50,000 to $75,000 but would improve our facilities for undergraduate teaching to such an extent that it would certainly seem worthwhile to obtain these funds. A formal proposal to this affect will be submitted to the Dean for his recommendations later this year.

There is also a need for additional help for Chemistry, Biology and Geology in the area of an electronic technician. As pointed out earlier in this report, Mr. Earle George is now serving each of these three departments on a one-third time basis. This is not enough. He should have one full time assistant to make our instrumentation servicing even adequate. We in Chemistry have been relying on work study personnel to help fill this need, however, only one such person that we have hired has really been a help to Mr. George. The others are people who really had not had enough training in this area to be very useful. We must, if at all possible, acquire the services of an additional, permanent, full time electronics technician to assist Mr. George. This is another post that should be filled by July of 1976.

As pointed out the past two years, 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 few years. As reported earlier here, we have been making use of seniors in the Department of Industrial Education for a shop man but a permanent position of this kind should be funded.

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

Other equipment needs for the department which will not be possible to purchase from the limited permanent equipment budget we presently have is a spectropolarimeter with circular dichroism. Some of our permanent equipment needs were met by extra funds provided by the Vice Presidents during the past year.

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

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 31 positions for the year just past and for next year we will have 35 (fall only) such positions and 29 for the spring. The elimination of trailer sections in 101, 102, 301, 302, 303 and 304 has enabled us to live within these allotted slots for the present. However, there is a need for additional assistants to further make our program more useful to the students we serve. For the fall of 1975 we have been forced to limit the offering of recitation sections in general chemistry (101) because of lack of staff or teaching assistants. On an experimental basis, we have split the fall class in this course into two lecture sections, one section of which will have recitations and the other which will not. We hope that this experiment will give us information as to whether such additional help to students is necessary. The results of this experiment will enable us to better determine our program in general chemistry for the fall of 1976.

C. Meetings and Projects

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

In the summer of 1975 the Department received a grant from the American Chemical Society for Project Seed awards. This summer Mr. William Houston of Valley High School and Miss Paul Maestas also from Valley High School are working on a project jointly sponsored by Professors Coleman and Morrow. Professor Coleman has been a major factor in the acquisition of these grants for the last three years. He alone has carried out the necessary recruitment of the high school students for the summer projects in recent years.

D. Appointments to Staff

Dr. Thomas Jones will join the Department in August of 1975 as assistant professor of chehmistry. His area of expertise is analytical chemistry. Dr. Jones comes to us from a post doctoral appointment at Wayne State University. He received his Ph.D. degree from Washington State University.

Dr. Su-Moon Park will join the Department as assistant professor of chemistry in August of 1975 with special interests in analytical chemistry. Dr. Park comes to us from the University of Texas at Austin where he has been a post doctoral associate. Dr. Park received his Ph.D. from the University of Texas in Austin.

Mr. Mark Davis joined the Department as storekeeper in December of 1974. He replaced Al Schnoebelen who moved up to Administrative Assistant.

Although not directly a member of the chemistry staff, Mr. Arno P. Roensch was added as University glassblower in August 1974. Mr. Roensch's performance has been very beneficial to both the Chemistry Department and science departments in the University as a whole.

E. Separations from Staff

Dr. Nicholas E. Vanderborgh resigned from the Department to accept a position as staff member at the Los Alamos Scientific Laboratory. Dr. Vanderborgh's resignation was effective in December 1974.

Miss Hilde E. Frick, who served as administrative assistant for two years, resigned effective December 1974 to return to Switzerland and seek an academic position in that country. Most recent reports of her activities have shown that she has successfully obtained such a position.

II. Composite of Information Requested on Individual Biographical Supplements:

1. Advanced Study:

   (a) EDWARD A. WALTERS: Visiting staff member, LASL.

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

   (a) ULRICH HOLLSTEIN: Sabbatical October 73-August 1974, University of Tübingen, W. Germany. Travel in Europe, particularly in W. Germany.

   (b) MILTON KAHN: Spent nine weeks at the Los Alamos Scientific Laboratory during the summer doing radiochemical research related to the production of radionuclides in the LAMPF facility for use in nuclear medicine.

   (c) WILLIAM M. LITCHMAN: Sabbatical leave from May 20 to December 31, 1974 - Queen Mary College, London.

   (d) DONALD R. MCLAUGHLIN: Spent summer at Los Alamos as visiting staff member, June-August 1974.

   (e) EDWARD A. WALTERS: Travel: Local meetings of American Chemical Society.

   Two Year College Chemistry Council meeting, Pasedena City College, March 29-30, 1974.

   National Meeting of the American Chemical Society, Los Angeles, March 31-April 5, 1974.

   15th Conference on Reaction Mechanisms, Colorado State University, June 25-28, 1974.

   Rocky Mountain Regional Meeting of the American Chemical Society, July 8-9, 1974.

   National Meeting of the American Chemical Society, Atlantic City, NewJersery, September 8-13, 1974.

Montana State College, Bozeman, Montana, July 22, 1974.

University of Utah, Salt Lake City, Utah, August 16, 1974.

George Mason University, Fairfax, Virginia, September 12-13, 1974.

New Mexico Academy of Science Conference on "Professionalism in Science," D. H. Lawrence Ranch, Taos, New Mexico, November 7-10, 1974.

3. New Scholastic Honors, Fellowships, etc.:

(a) ROY D CATON: Elected to Phi Eta Sigma, Freshman Honorary.

(b) WILLIAM F. COLEMAN: Outstanding Educators of America, Arts and Sciences Summer Research Stipend.

(c) GUIDO H. DAUB: Professor of the Month, October, 1974 (Las Companas).

(d) ULRICH HOLLSTEIN: Fulbright Fellowship. October 73-July 1974 DM 42,500. - (=$18,800).

(e) MILTON KAHN: Awarded the 1974 Honor Scroll by the American Institute of Chemists (New Mexico Section) for "Outstanding Contributions to Teaching and Applications of Radiochemistry in New Mexico".

(f) DAVID L. VANDERJAGT: Recipient of Research Career Development Award, National Cancer Institute.

4. Publications:

(a) FRITZ S. ALLEN:

"An Analysis of the Circular Dichroism Spectra of Homopurine: Homopyrimidine DNA for Sequence Information and a Comparison of the Results with Heterobase DNA," Biopolymers, 13, 231 (1974). Co-author: G. W. Daub.

"Two Computer Problems Dealing with Graphic Display in Chemistry," J. Chem. Ed., 51, 597 (1974). Co-author: E. A. Walters.

(b) ROY D CATON:

"Reference Electrodes. (Part II) p. A7, J. Chem. Educ. 51, (1974).

"Luminescence Spectra of U(VI) Doped Phosphate Glasses," Information fur Atomkernteknik and Atomkernenergie, November 15, 1974.

(c) WILLIAM F. COLEMAN:

"Luminescence Spectra of U(VI) Doped Phosphate Glasses," In. fur Kernforschung and Kerntechuck, pp. 1874-1880, November 15, 1974.

(d) ULRICH HOLLSTEIN:

"The Use of Networks in Organic Synthesis," J. Chem. Ed., 51, 10 (1974). Co-author: A. E. Zune.

"Reaction of 2-Chloromethylpryidine with Sodium Acetylide," J. Org. Chem., 39, 2461 (1974). Co-authors: A. E. Zune and W. L. Litchman.

"Actinomycin, Chemistry and Mechanism of Action," Chem. Revs., 74, 625 (1974).

(e) MILTON KAHN:

"Thermal Neutron Activation: Sample Preparation Utilizing Graphite as a Diluent," J. of Radioanalytical Chem., 14, pp. 395-400, (1974). Co-authors: N. D. Stalnaker and B. T. Kenna.

"The Isolation of ^{82}Sr from 200-600 MeV Proton-Irradiated Mo Targets for Biomedical Applications. Co-authors: P. M. Grant and H. A. O'Brien, Jr. Accepted for publication in the Journal of Inorganic and Nuclear Chemistry.

"Chemical Isolation of ^{82}Sr from Proton-Irradiated Mo Targets." Patent Pending. Inventors: P. M. Grant, M. Kahn, and H. A. O'Brien, Jr.

(f) WILLIAM M. LITCHMAN:

"A Study of the Interactions of Pyridine in Solution by Means of ^{13}C NMR," J. Mag. Res., 14, 286-295 (1974).

"Reaction of 2-Chloromethylpyridine with Sodium Acetylide," J. Org. Chem., 39, 2461-2463 (1974). Co-authors: A. E. Zune and U. Hollstein.

(g) DONALD R. MCLAUGHLIN:

"A Quasiclassical Trajectory Study of the H_2+F_2 Reaction," accepted for publication in the Journal of Chemical Physics, 1975. Co-author: D. L. Thompson.

(h) CARY J. MORROW:

"α-Methylenelactam Rearrangement," J. Org. Chem., 39, 893 (1974). Co-authors: D. L. Lee and H. Rapoport.

"Reaction of 1,3-Dimethyl-2-pyridone with N-Bromosuccinimide. A Reexamination," J. Org. Chem., 39, 2116 (1974). Co-author: H. Rapoport.

(i) E. P. PAPADOPOULOS:

"Preparation and Reactions of N-Ethoxycarbonylthiophene-2-carboxamide and N-Ethoxycarbonylthiphene-2-thiocarboxamide," Journal of Organic Chemistry, Vol. 39, p. 2540 (1974).

(j) ROBERT E. TAPSCOTT:

"A Demonstration of Stereoselectivity," J. Chem. Educ., 51, 586 (1974).

"Absolute Configurations of Some Tartaric Acid Derivatives Determined by a Key-Lock Complexation Method," Chem. Commun., 791 (1974). Co-author: S. K. Hahs.

"Isomers Stabilities of Tartrate-Bridged Binuclear Complexes," Inorg. Chem. Acta., 10, 183 (1974).

"Isomerism in Complexes of Bidentate meso Chelates," Inorg. Chem., in press.

(k) DAVID L. VANDERJAGT:

"The Purification and Characterization of Multiple Forms of Glyoxalase-I from Rat Erythrocytes," Fed. Proc., 33, 1500 (1974).

(l) EDWARD E. WALTERS:

"Two Computer Problems Dealing with Graphic Display in Chemistry," J. Chem. Ed., 51, 596 (1974). Co-author: F. S. Allen.

"An Instructor's Manual for Contemporary Chemistry: Concepts and Issues," Charles E. Merrill Publishing, Co., 1974. Co-author: E. M. Wewerka.

Contemporary Chemistry: Concepts and Issues, Charles E. Merrill Publishing, Co., 1974. Co-author: E. M. Wewerka.

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

(a) FRITZ ALLEN:

Obtained grant (with U. Hollstein) for $52,390 for work on actinomycin binding.

(b) ROY D CATON:

Detectors for Ion Exchange Chromatography (in progress).

Rapid Soil Tests for P, N, and K (completed).

Separation of Polyphosphates Using This Layer Chromatography (completed).

(c) WILLIAM F. COLEMAN:

Excited state Properties of Cr(III) oxalate Complexes - This is the conclusion of work supported by a two year grant (1971-1973) from Sandia Corporation. Two papers from this work have been accepted for publication by J. Luminescence.

Excitation Spectra of Cr(III) Complexes - supported by A & S Summer Stipend and Research Allocation Committee ($2450 total). Paper submitted to J. Phys. Chem. and talk to be given (abstract accepted) at Pittsburg Conference on Applied Spectroscopy, March 1975.

The Ruby Thermometer - unsponsored - paper in preparation for J. Chem. Ed.

NMR Determination of Ternary Phase Diagrams - unsponsored - paper in preparation for Anal. Chem (with F. S. Allen).

Cr(III) Cyanide Complexes - paper submitted to Inorg. Chem.

In Progress:

Metal Ion - Amino Acid Complexes - supported (partially by Research Allocations Committee ($1050) and NIH Minority Biomedical Support Grant (3 years guaranteed ~$10,000, 1st year and increasing each year after that). Two papers from this work have been submitted to Inorg. Chem. and one is in preparation for Spectrochim. Acta. Two papers have been presented based on this work.

Charge Transfer Photochemistry - partial support by Research Allocations Committee, full support currently pending with PRF ($65000 for two years).

ESR Studies of Metal Ion Complexes and Metal Ion - Macromolecule Interactions, currently unsupported.

Theoretical Studies of Excited State Processes - unsupported - two papers have been submitted to J. Chem. Phys. on this work and several more are in the process of preparation.

U(VI) - DNA Interactions - partial support (Chemicals and student summer support) by Anaconda Unanium Corp.

Work is in progress on an advanced text (senior - 1st year grad. level) in inorganic chemistry. A contract has been signed with Marcell-Dekker Corp.

(d) GUIDO H. DAUB:

Synthesis of ^{13}C labeled benz(a)anthracenes and benzo(a)pyrenes.

Synthesis of potential organic laser dyes-trans-stilbene derivatives and polyaryls.

(e) LORRAINE DECK:

Laboratory research in progress under the direction of Dr. P. Papadopoulos in the area of indoles.

(f) RICHARD W. HOLDER:

Petroleum Research Fund, $11,000, "Cycloadditions of Disubstituted Cyclopentadienes, 2 years.

Research Corporation, $6,000, "Sigmatropic Rearrangements," indeterminate duration.

Research Allocations Committee, University of New Mexico, $1,000, "Ketene Cycloadditions and Sigmatropic Rearrangements," 9 months.

(g) ULRICH HOLLSTEIN:

Biosynthesis of Phenazines, NIH $66,000.

Base sites of Antitumor Antibiotic DNA bindings by CD (jointly with Fritz Allen), NIH, $55,000.

Actinomycin Analog with Phenazine Skeleton, NIH, $23,000.

^{13}C-spectrum and conformation of actinomycin (work mostly done during sabbatical).

^{13}C-spectra of phenazines and quinoxalines.

Electron impact studies on ^{13}C-labeled stilbene and derivatives.

(h) MILTON KAHN:

Studies of the chemical behavior of "carrier-free" radioactive germanium and gallium have been initiated.

On invitation by the Subcommittee on Radiochemistry of the National Academy of Sciences work has been initated on the writing of a monograph on the radiochemistry of Iodine and Astatine.

(i) WILLIAM M. LITCHMAN:

Solvent Studies by Means of ^{13}C and ^{15}N NMR.

Studies of NOE by ^{15}N and ^{13}C NMR.

Tickling Experiments in ^{15}N NMR.

Off-resonance Decoupling in ^{13}C and ^{15}N NMR.

Coorination of Cobalt and Lysozme.

(j) DONALD R. MCLAUGHLIN:

Completed work on the existence and stability of HeH_3^+, in preparation for publication.

Work in progress on the HeH_2^+ potential energy surface, nonrandom integration techniques in quasiclassical trajectory studies, container effects in ppm nitrate analysis (with EIA Labs), and complexation efficiency simulation (with Roy Caton).

Submitted (with N. Vanderbrogh and C. Rail) proposal to the NM Water Resources Research Institute--not accepted.

(k) CARY J. MORROW:

NIH Minority Student Biomedical Support proposal funded, 3 years, renewable. First year $5500. "The Synthesis of Heterocyclic and Homocyclic Compounds Having Potential Antifertility Activity."

Initiated effort with Dr. T. Scallen of Biochemistry to synthesize inhibitors of Cholesterol biosynthesis.

Continued work on organo-phosphorus heterocyclis including initiation of work on the synthesis of phosphorus analogs of alkoloids. Research allocations $1500.

Continued work on gas chromatographic detection of tetrahydrocannabinal in rat brain. GSA grant to D. Martinez $400.

(l) THOMAS M. NIEMCZYK:

Sandia Contract No. 51-6610, $17959.00, Rare Earth Luminescent Materials, July 1, 1974 to June 30, 1975.

MSBS Grant-NIH Sponsored Program $29.639 to Chemistry for year 1 September 15, 1974 to September 15, 1977.

(m) ROBERT T. PAINE:

Sandia-University Research Contract $19,700, "Reactive Condensation Chemistry," 71/74-6/30/75.

(n) E. P. PAPADOPOULOS:

Reactions of Azoles with Isocyanates.

Friedel-Crafts Reactions of Aromatic Hydrocarbons with Isothiocyanates.

(o) ROBERT E. TAPSCOTT:

Many different projects going on with four graduate students - none with outside sponsorship.

(p) DAVID L. VANDERJAGT:

Comparative Enzymology of the Glyoxalase System, supported by NIH grant CA 11950-4 ($17,000).

(q) EDWARD A. WALTERS:

Energy transfer from laser selected vibrational states (LASL).

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

Interaction of laser radiation with gaseous molecules.

6. Activities in Learned and Professional Societies:

(a) FRITZ S. ALLEN:

Joined New Mexico Academy of Sciences.

Attended National Meeting of Biophysical Society, May 1974, Mpls. Minn.

Attended Regional ACS Meeting in Albuquerque, NM, July 1974.

(b) ROY D CATON:

Chairman of Symposium on the Teacher in the Classroom, Second Rocky Mountain Regional Meeting, ACS (at UNM), July, 1974.

"An Ion Exchange Experiment Illustrating Column Theory," paper presented at Second Rocky Mountain Regional Meeting, ACS, July, 1974.

"A New Method for the Determination of Diffusion Rates in Solutions," (with N. C. Fawcett), paper presented at Second Rocky Mountain Regional Meeting, ACS, July, 1974.

(c) WILLIAM F. COLEMAN:

"Environmental Effects on the ^2E — $^4A_2$ Luminescence of a Series of Cr(III) - oxalate Complexes," paper presented at 29th Annual Symposium on Molecular Spectroscopy and Molecular Structure, Columbus, Ohio, June 7, 1974.

"On the Nonconstancy of the $^4T_2 \rightarrow {}^2E$ Intersystem Crossing Efficiencies in Chromium(III) Complexes," paper presented at Second Rocky Mountain Regional Meeting, ACS, Albuquerque, July 8, 1974.

"Quantitative Application of NMR to Undergraduate Physical Chemistry Experiments in Phase Equilibria," paper presented at Second Rocky Mountain Regional Meeting, ACS, Albuquerque, July 9, 1974.

"Factors Affecting the ^4A — ^2E Energy Separation in Chromium(III) Complexes," paper presented at 30th Southwest Regional ACS Meeting, Houston, Texas, December 9-11, 1974.

"Luminescence Spectra of CR(III) Amino Acid Complexes," paper presented at 30th Southwestern Regional ACS Meeting, Houston, Texas, December 9-11, 1974.

(d) LORRAINE DECK:

Reviewed papers for the Journal of Heterocyclic Chemistry.

(e) ULRICH HOLLSTEIN:

Fulbright meetings in Bonn and W. Berlin.

Meeting DAAD (German Academic Exchange Service).

Invited papers on research in Delft (Netherlands), Bonn, Munich, Tübingen (faculty as well as German Chemical Society) and at UNM.

(f) MILTON KAHN:

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

(g) MIRIAM MALM:

Attended Spring meeting of American Chemical Society - Los Angeles, April, 1974.

Attended meeting of Executive and Advisory Committees of International Society of Heterocyclic Chemistry, Ft. Collins, Colorado, June 28, 1974.

(h) DONALD R. MCLAUGHLIN:

Presented invited paper at the Chemical Dynamics Symposium of the 2nd Rocky Mountain Regional Meeting of the ACS, entitled "A Quasiclassical Trajector Study of the H_2+F_2 Reactions," July 8, 1974.

Invited to join the New York Academy of Sciences--declined.

(i) CARY J. MORROW:

Attended several meetings of Central New Mexico Section, American Chemistry Society.

Attended and served as Publicity Chairman for the Second Rocky Mountain Regional Meeting of the ACS held on the UNM campus.

(j) THOMAS M. NIEMCZYK:

Attended Pittsburg Conference March 3-7, 1974.

Registration Chairman, ACS Rocky Mountain Regional Meeting, July 7-9, 1974.

ACS Central New Mexico Speakers Committee Member.

Paper presented at ACS Rocky Mountain Regional Meeting.

(k) ROBERT T. PAINE:

American Chemical Society Central New Mexico Section, Chairman, Safety Education Committee.

(l) E. P. PAPADOPOULOS:

Presented a paper at the meeting of the Rocky Mountain Division of the American Chemical Society held in Albuquerque, NM, July 8-9, 1974 entitled "Reactions of Thiophene with Ethoxycarbonyl Isocyanate and Ethoxycarbonyl Isothiocyanate".

(m) ROBERT E. TAPSCOTT:

Treasurer, Central New Mexico American Chemical Society.

Local Arrangements Committee Chairman, Rocky Mountain Regional ACS meeting, Albuquerque, NM, July 8-9, 1974.

Presented or will present eight papers at various meetings this year.

(n) DAVID L. VANDERJAGT:

Kinetic Analysis of the Random Pathway Mechanism of Glyoxalase-I Involving one and Two Substrate Branches, presented at the Second Rocky Mountain Regional American Chemical Society Meeting, July, 1974.

(o) EDWARD A. WALTERS:

Meetings:

Two Year College Chemistry Council meeting, Pasedena City College, March 29-30, 1974

National Meeting of the American Chemical Society, Los Angeles, March 31 - April 5, 1974.

15th Conference on Reaction Mechanisms, Colorado State University, June 25-28, 1974.

Rocky Mountain Regional Meeting of the American Chemical Society, July 8-9, 1974, UNM.

National Meeting of the American Chemical Society, Atlantic City, New Jersery, September 8-13, 1974.

New Mexico Academy of Science Conference on "Professionalism in Science," D. H. Lawrence Ranch, Taos, New Mexico, November 7-10, 1974.

Southwest Regional Meeting of the American Chemical Society, December 9-10, 1974, Houston, Texas.

Montana State College, Bozeman, Montana, July 22, 1974.

University of Utah, Salt Lake City, Utah, August 16, 1974.

George Mason University, Fairfax, Virginia, September 12-13, 1974.

Councilor of Central New Mexico section of ACS.

Technical Program Chairman of Rocky Mountain Regional meeting of ACS.

Member of National Committee of Professional Relations.

Papers Read:

"Contemporary Chemistry in the Classroom," TYCC Meeting, Pasedena City College, March 30, 1974.

"Proton Transfer in Cyanocarbon Acids," Los Alamos Scientific Laboratory, Los Alamos, July 19, 1974.

"Proton Exchange between p-Nitrophenylacetonitrile and Its Anion in DINSO-H_2O Mixtures," Rocky Mountain Regional Meeting, American Chemical Society, Albuquerque, New Mexico, July 9, 1974.

"Proton Exchange between p-Nitrophenylacetonitrile and Its Anion in Mixed Aqueous Solvents," Southwest Regional Meeting, American Chemical Society, Houston, Texas, December 10, 1974.

Other Invited Talks (professional):

"An Overview of the Energy Crisis," Central New Mexico Section of the American Chemical Society, University of Albuquerque, April 19, 1974.

"Professionalism in the American Chemical Society," New Mexico Academy of Science Conference on "Professionalism in Science," D. H. Lawrence Ranch, Taos, New Mexico.

7. Other Professional Activities:

(a) FRITZ ALLEN:

Presented papers at ACS meeting titled "An Instrument for the Measurement of Electrooptic Effects," and "Quantitative Application of NMR To Undergraduate Experiments in Phase Equilibrium," The latter with W. F. Coleman.

(b) ROY D. CATON:

Consultant for FMC Corporation, Golden Colorado.

Consultant for Southern Union Gas, Albuquerque, New Mexico.

Consultant for Harper and Row, Publishers.

(c) WILLIAM F. COLEMAN:

Presented invited seminar on research at New Mexico State University in April.

Refereed two papers for J. Luminescence.

Refereed proposals to American Philosophical Society and Sigma Xi.

Gave five talks at area schools on careers in chemistry.

(d) GUIDO H. DAUB:

Short-term visiting staff member, Los Alamos Scientific Laboratory, spring, summer, 1974.

(e) ULRICH HOLLSTEIN:

Visited Dupont Mass Spectrometer training course in Monrovia, CA.

Writing textbook on organic synthesis (publisher: Dowden, Hutchinson & Ross, Inc.).

Visiting staff member (short term) Los Alamos Scientific Laboratory.

(f) MILTON KAHN:

Consultant to Los Alamos Scientific Laboratory

Took part in the Southwest Junior Science and Humanities Symposium.

Received an energy proposal for the Energy Research Advisory Committee of New Mexico.

(g) MIRIAM P. MALM:

Reviewed manuscript for publication for Allyn & Bacon Publishers (Boston, Mass.).

(h) DONALD R. MCLAUGHLIN:

Informal consultancy established with Keith Matzen at Sandia Laboratory.

Presented talk entitled "Mormonism and Science," at Mormon Culture Week at UNM, March 27, 1974.

Taught an LDS Institute of Religion class entitled "Mormonism and Modern Science," spring semester 1974.

Reviewed article for Journal of Chemical Education.

(i) CARY J. MORROW:

Refereed paper for Journal of Organic Chemistry.

Science Fair Judge.

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Presented two chemistry demonstrations at Zia School and had another group visit my lab.

(j) THOMAS M. NIEMCZYK:

Presented seminars at University of Texas-El Paso and Ft. Lewis College, Durango, Colorado.

(k) ROBERT T. PAINE:

Consultant, Los Alamos Scientific Laboratory.

(l) ROBERT E. TAPSCOTT:

TV presentation of research on handed molecules with Sharon Hahs (grad. student)

(m) EDWARD A. WALTERS:

"An Overview of the Energy Crisis," Kiwanis Club of the Rio Grande, November 25, 1974.

"An Overview of the Energy Crisis," Eldorado High School, October 30, 1974.

"The Energy Crisis," invited talk at a chemistry class at the University of Albuquerque, May 2, 1974.

"The Chemistry of the Internal Combustion Engine," Albuquerque NE Lions Club, April 17, 1974.

Other:

Delphi Panelist for the Department of Chemistry, University of Texas at Dallas.

Reviewed two manuscripts for Charles E. Merrill Publishing Co., Columbus, Ohio.

Provided a publication review for a book and audio-tutorial production being prepared by Charles E. Merrill Publishing Co.

8. <u>Non-teaching University Service</u>:

(a) FRITZ ALLEN:

Pre-med advisor and several departmental committees.

(b) ROY D. CATON:

Departmental Committee: Safety.

University Committee: Academic Freedom and Tenure, 1974-75 (Acting Chairman, Summer, 1974).

(c) WILLIAM F. COLEMAN:

Pre-med advisor.

Project Seed Coordinator.

Various departmental committees (Chairman of Undergraduate Curriculum) in charge of undergraduate recruitment.

UNM Toxic Waste Disposal.

(d) GUIDO H. DAUB:

Chairman, Department of Chemistry, 1974.

Chairman of HPER Evaluation Committee, Spring, 1974.

(e) LORRAINE DECK:

Created a new laboratory for the nursing program in chemistry.

(f) RICHARD W. HOLDER:

Chemistry Department Committees: Graduate Program Evaluation, Undergraduate Curriculum, Seminar Program.

(g) MILTON KAHN:

Member of University Honors Council.

Member of several departmental committees.

(h) DONALD R. MCLAUGHLIN:

Member library, computer use departmental committees.

Faculty advisor to LDSSA (student association).

(i) CARY J. MORROW:

General academic advisor.

Departmental committees: Library, Safety, Undergraduate Curriculum, Graduate Recruitment and Selection, Recruitment and Freshman.

University Committee: Science Colloquium, Sandia Colloquium.

(j) THOMAS M. NIEMCZYK:

Chairman, Chemistry Colloquium Committee.

Member, Graduate Recruitment Committee.

(k) E. P. PAPADOPOULOS:

Departmental Graduate Studies Committee.

(l) ROBERT E. TAPSCOTT:

Arts and Sciences Promotion Advisory Committee.

University Curricula Committee.

Departmental Graduate Selection Committee (chairman).

Departmental Seminar Committee.

12 Committees-on-Study (Chairman of 5).

(m) EDWARD A. WALTERS:

Radiation Control Committee.

Graduate Committee (subcommittee on evaluation and planning).

Advisor to one graduate student.

Member of Committee-on-Studies of six graduate students.

9. Public Service:

(a) WILLIAM F. COLEMAN:

Science Fair Judge and Advisor.

(b) DONALD R. MCLAUGHLIN:

Active member LDS Church.

Senior President of Seventy, Albuquerque Stake, LDS Church.

(c) CARY J. MORROW:

"Y" Indian Guides, Cub Scout Pack 187, treasurer and committee member.

(d) THOMAS M. NIEMCZYK:

Advisor to Albuquerque Parks and Recreation Volleyball Program.

(e) EDWARD A. WALTERS:

Chairman, Lutheran Campus Council of Albuquerque.

10. Personal Information:

THE REPORT OF THE DEPARTMENT OF COMMUNICATIVE DISORDERS
July 1, 1974 - June 30, 1975
Lloyd E. Lamb, Chairman

I. General Deaprtmental Information

A.1. Philosophy and Goals

During the period covered by this report the Department of Communicative Disorders continued to stress teaching, research, and service as its primary goals. We have made considerable gains in our attempts to develop programs of excellence in each of these areas and are moving toward national recognition in all aspects of the program.

2. Specific Departmental Objectives

Efforts during this report period were directed toward improving existing programs and developing new directions in teaching, research and service.

A great deal of planning was devoted to development of para-professional training programs for Indians. This work is being done with support from the Indian Health Service and through a research contract with the All Indian Pueblo Council of New Mexico. We worked closely with the Allied Health Sciences Center, directed by Dr. Joseph Scaletti, on development of innovative service delivery systems for rural areas of New Mexico. These efforts concentrated on use of para-professionals as well as professional personnel to meet the state's service needs.

Another major task undertaken this year was development of new procedures for evaluating masters students; procedures that are more appropriate for our students than the traditional comprehensive examinations. At present we are using a new three-part written objective examination which covers major basic science and clinical information areas. We hope that this approach, coupled with a more critical evaluation of clinical competencies, will provide us a better overall view of our students theoretical and practical knowledge and will enable us to better judge each student's potential as a professional speech pathologist or audiologist. Dr. Dolores Butt and the curriculum committee assumed major responsibility for development and implementation of the new examination format.

Because of the large numbers of applicants for graduate study in audiology and speech pathology, we also devoted considerable time this year to studying methods for screening prospective students. One decision reached by the faculty is to require the Graduate Record Examination of all applicants. Other possibilities also are being considered.

3. New Courses

Three new courses were added to the Communicative Disorders curriculum during the past year.

Our basic course in manual communication Com. Ds. 426, has been highly successful and has generated a demand for advanced work in this area. Therefore, we have added Com.Ds. 429 : Intermediate Manual Communication, which is taught by Phyllis Fletcher, M.A.

We also have added Com. Ds. 202 and Com. Ds. 402, both titled Workshop in Communicative Disorders. Com. Ds. 202 will be offered for undergraduate credit only while Com. Ds. 402 will be available for either undergraduate or graduate credit. These courses were introduced to help meet the demand for speech, language and hearing oriented courses for non-department majors such as head start and public school teachers. Neither course can be taken for credit by students majoring in speech pathology or audiology.

4. Departmental Enrollment

Departmental enrollment during the 1974-75 school year numbered approximately 95 undergraduate students, 47 full-time graduate students, and 3 part-time graduate students. The undergraduate enrollment includes only students who have definitely declared Communicative Disorders major and does not reflect students still in the University College who probably will major in our department. Our graduate enrollment was approximately the same as last year, with 36 graduate students in speech pathology and 11 in audiology. This year we received applications from approximately 90 potential graduate students, most of whom have excellent academic records and recommendations.

5. Personnel Changes During Year

Drs. William Ryan and David Draper resigned to accept positions at other institutions, both at considerably higher salaries than they were receiving at UNM. The effective date of their resignations was June 30, 1975. However, Dr. Ryan agreed to stay until the end of the summer term to complete a seminar and problems courses he was teaching and to continue supervision of two masters theses. Dr. Ryan will be replaced by Dr. Wayne Swisher and Dr. Draper by John Lybolt, who currently is completing work for the Ph.D. at Northwestern University. Both will join the faculty prior to the 1975 fall semester.

Matthew Smith, M.S., joined the faculty in September, 1975, as Lecturer and Clinical Supervisor, Audiology. Mr. Smith is paid through the Medical School Department of Surgery but holds his primary appointment in Communicative Disorders. His major responsibilities are at BCMC where he works as clinical audiologist in the ENT-Audiology Clinic.

Richard Foust, M.Ed., who joined the faculty in July, 1974, to assist in operation of the UNM-Indian Health Service Otitis Media Project , resigned effective June 30, 1975. We currently are seeking a replacement.

Robin Powers, M.A., has been employed effective July 1, 1975, as Lecturer and Clinical Supervisor, Speech Pathology. Ms. Powers' position was made possible by an increase in grant support from the U. S. Office of Education, Bureau of Education for the Handicapped.

Janice Goodman, M. A. and Fern Ferraro, M.S. both were employed on a temporary part-time basis as Clinical Supervisors in Speech Pathology during the 1974-75 school year. Their employment was terminated effective May 21, 1975.

Five Indian audiometric technicians were employed July 1, 1974, under a contract with the Indian Health Service. They are:

Connie Talley, Acomita
Ann Kiro, Laguna
Pat Enos, Tesueque
Robert Platero, Canoncito
Fred Lucero, Isleta

The responsibilities of these technicians are to conduct pre-school and school hearing screening programs to identify hearing impaired children, to perform follow-up tests, to refer children for medical or educational services, to conduct hearing clinics for adults and children in various communities, and to provide follow-up services to the hearing impaired, including field work with hearing aids.

6. <u>Non-University Support for Department of Communicative Disorders</u>

Financial support for the Department of Communicative Disorders was obtained from several non-University sources during the 1974-75 academic year.

The training grant from the U. S. Office of Education, Bureau of Education for the Handicapped, was increased from $22,000 to $34,000, an increase of over 50 per cent. This grant includes personnel support for two clinical supervisors and stipends for six graduate students, as well as support for travel and other project costs.

Contracts with the Indian Health Service totaled approximately $170,000. One contract provided for the operation of the Medical School-Indian Health Service Communicative Disorders Unit and covered personnel, equipment, supplies and space rental. Another covered speech, language and hearing services for Indians under jurisdiction of the Albuquerque Area Office of the Indian Health Service and provided salaries for professional and supportive personnel, stipends for two graduate students, as well as travel, and other program costs. These contracts are currently being re-negotiated and are expected to total approximately $240,000 for the 1975-76 fiscal year.

In June, 1975, the Department of Communicative Disorders contracted with the Indian Health Service to conduct a series of six national conferences dealing with various types of communication problems. The contract is to cover a two-year period and totals approximately $35,000. The conferences will focus on, but not be limited to communication disorders in American Indians and will involve as participants people of national and international reputations in speech, language and hearing. Topics to be covered are:

Hearing Aid Evaluation Procedures and Hearing Aid Use
Cleft Palate
Early Identification-Early Intervention Programs for Language Impaired Children
Learning Disabilities
Speech and Language Intervention by Classroom Teachers
Training and Use of Para-professional Personnel

The conferences will be designed to answer specific questions relative to the subject areas, and to define research needs and stimulate research. They also should be quite educational to our students and faculty and undoubtedly will focus a great deal of favorable attention on the Department of Communication Disorders and the University of New Mexico.

The second year of a three-year research project was completed under a contract with the All Indian Pueblo Council of New Mexico. The contract, which provides $47,300 per year, calls for in-depth investigation of speech and language acquisition and disorders among Pueblo Indian children, development of treatment programs and evaluation materials appropriate for these populations, and training of Indians at the para-professional level to provide direct speech and language services to children in their home communities. The project has been approved for funding for the 1975-76 fiscal year.

The New Mexico Elks Cerebral Palsy Commission provides a grant each year to support a graduate student and to cover other expenses of our cerebral palsy service program. This year's grant totaled approximately $4,000.

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

Lloyd Lamb, Ph.D., Chairman, Dept. of Communicative Disorders (30 per cent)
Dolores Butt, Ph.D., Assoc. Prof. Speech Pathology, (25 per cent)
Marcia Miles, M.A., Lecturer and Clinical Supervisor, Speech Pathology (100 per cent)
Richard Foust, M.Ed., Lecturer and Clinical Supervisor, Audiology (100 per cent)
Audrey Chumley, M.S., Lecturer and Clinical Supervisor, Audiology (100 per cent)
Carleen Maxon, M.S., Research Speech Pathologist (100 per cent)
Merle Applebaum-Rosenberg, Research Speech Pathologist (100 per cent)
Louis Seymour, Senior Electronics Technician (100 per cent)
Secretary, Medical School-Indian Health Service Communicative Disorders Unit (100 per cent)
Secretary, Medical School-Indian Health Service Communicative Disorders Unit, one-half time (100 per cent)
Secretary, Department of Communicative Disorders, one-half time (100 per cent)
Bookkeeper, Department of Communicative Disorders (100 per cent)

7. Supervised Clinical Practicum and Clinical Service Activities

Diagnostic speech, hearing and language evaluations and therapy were conducted by students and staff in a number of settings with patients representing a wide variety of disorders. The overall population available for student practicum again showed an increase over previous years. This year our students saw approximately 300 patients for speech and language evaluations and/or treatment and over 650 for hearing evaluations and/or hearing aid evaluations in the two University speech and hearing facilities alone. Over 450 patients were seen for hearing test services in the new Audiology Clinic established at BCMC by the Department of Communicative Disorders and manned by Matt Smith, M.S., Lecturer and Clinical Supervisor, Audiology, and by audiology graduate students. In addition to working at the Speech and Hearing Center, the Medical School-Indian Health Service Communicative Disorders Unit and the BCMC Audiology Clinic, students gained practicum experience in such diverse settings as the Veterans Administration Hospital, the Rehabilitation Center, the Albuquerque Public Schools, the New Mexico School for the Deaf and two pre-school deaf programs.

Speech, hearing and language diagnostic and treatment activities were also carried out in several locations outside of Albuquerque both by students and staff. Most of these programs were made possible through our affiliations with the Indian Health Service and were designed to provide services to Indian children as well as practicum opportunities to our students. Among the areas served were two Apache reservations, three Navajo communities and the 19 New Mexico Indian Pueblos.

8. Departmental Service Activities

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

1. Drs. Fred Chreist and William Ryan, and Mr. John Grainger, as well as several students, participated in Cleft Palate Team activities at the Rehabilitation Center, Inc., in Albuquerque. Dr. Ryan also was a member of a Cleft Palate Team in Gallup, New Mexico and was appointed Chairman of the Govenor's Committee on Cleft Palate and Oro-Facial Anomalies.

2. Marcia Miles, M.A., assisted by graduate students, conducted speech and language diagnostic and treatment programs for headstart and school children in a number of Indian communities. These activities were partially supported under contract with the Indian Health Service and are the only such services available in most of these communities.
3. Communicative Disorders faculty, audiology graduate students and Indian audiometric technicians conducted hearing screening programs and special hearing clinics for Indian children and adults from 19 Indian Pueblos and four other reservation areas. Through this program, approximately 7,000 New Mexico Indians received hearing tests, with those identified as having problems being referred for medical, educational and/or rehabilitative follow-up services. In addition, hearing aids were distributed to individuals shown to be in need of amplification. These activities were conducted under a contract with the Indian Health Service.
4. In May, 1975, the Department of Communicative Disorders offered a special one-week course for headstart teachers from Acoma and Acomita. This course was requested by officials of the headstart programs and supported by federal grants. This is the second course of this type taught at the request of Indian Headstart officials. Both have elicited excellent reactions from those attending the courses. David Draper, Ph.D., and Mary Bolton, M.A., coordinated this course in which a number of the other faculty participated.

5. Special one-half-to-one day workshops have been conducted by Communicative Disorders faculty for headstart and school teachers in a number of Indian communities. In addition, Communicative Disorders faculty have taught special short courses for the Albuquerque Public Schools and have helped evaluate special communicative disorders programs for the Public Schools. Dolores Butt, Ph.D. and Marcia Miles, M.A. shared most of the responsibilities for these activities.
6. Free hearing tests were administered to University employees working in the Computing Center, Industrial Arts Shops and the Heating Plant. These tests were arranged by Walter B. Lewis, Safety Coordinator, UNM Personnel Department, for employees working in potentially hazardous noisy environments. A total of 35 employees were tested and an open agreement was made that we will test other employees in such situations as needs arise. John Grainger, M.S. coordinated this activity for the Department.
7. Free hearing tests were administered by Communicative Disorders faculty and students to approximately 270 persons as part of our "Better Hearing and Speech Month" activities during May and June. Members of the Delta Zeta sorority assisted by scheduling appointments, serving as receptionists and providing publicity. Clients ranged in age from two to 86 years. Medical and/or educational or rehabilitative recommendations were made for about half of the people tested. All tests were scheduled on Saturdays in order to attract the greatest number of persons and to not interfere with routine departmental activities. Several of the faculty and students did the testing with Dr. Hood coordinating the activity.

8. Free speech and language evaluations also were conducted at the Communicative Disorders Unit on Saturday, June 21, during "Better Hearing and Speech Month." Sixty people were evaluated and counseled during that clinic.
9. A $4,000 grant was awarded in May, 1975, to support a special two-week course to be taught for public school teachers and administrators from New Mexico. The course, which will be taught during July and August, is designed to acquaint school personnel with communicative disorders in general, with classroom intervention techniques, with proper referral criteria and procedures, and with methods of working with speech, language and hearing specialists. The grant was awarded through the State Division of Special Education from a federal Title VI-D grant to the state.
10. On June 23, Marcia Miles, M.A. and John Grainger, M.S. participated in a special evaluation clinic for developmentally disabled patients at the Zuni Indian Pueblo. The clinic, arranged by the State Division of Vocational Rehabilitation through the UNM Allied Health Sciences Center, was inter-disciplinary in nature, involving neurologists, physical therapists, psychologists, sociologists, and speech pathologists and audiologists, among others.
11. In April, 1975, the Department of Communicative Disorders began operating a mobile audiology-otology clinic as part of the University-Indian Health Service Otitis Media project. The mobile unit, which cost approximately $75,000 equipped, is being used to provide comprehensive clinical hearing services to Indians in remote areas of the state. While services are the primary function of the unit, it also will be used as a field teaching and research facility for graduate students in communicative disorders.

9. Inter-departmental Cooperation

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

At present we are working with Fred Herzon, M.D., Assistant Professor, Department of Surgery, in a joint otology-audiology facility at Bernalillo County Medical Center. We have provided a hearing test room and equipment and the Department of Surgery is paying the salary of Matthew Smith, M.S., Lecturer and Clinical Supervisor, Audiology, who works as clinical audiologist at BCMC. This gives our students still another excellent site for clinical practicum training.

Departmental faculty also worked closely with personnel from Programs for Children and a number of other departments in preparing an application for a University Affiliated Facilities grant which was submitted in May, 1975. The grant calls for a strong inter-disciplinary education component. Regardless of funding, we are pursuing the inter-disciplinary concept with Programs for Children, as well as a number of departments in the Medical School, the College of Education and the College of Arts and Sciences.

In addition to be above, we have worked closely with the Allied Health Sciences Center, directed by Dr. Joseph Scaletti, on developing plans for service delivery systems for New Mexico. Dr. Lloyd Lamb is chairman of an ad-hoc Committee on Communication Disorders appointed by Dr. Scaletti for the Committee on Post-Secondary Medical Education of the State BEF.

10. Composite of information requested on individual biographical supplements

    1. Advanced study

        1. Dolores S. Butt, Ph.D.

            Cerebral Palsy Communication Group (CPCG) - 4 day training workshop in communication devices for non-verbal children and adults, Los Angeles, Calif.

        2. Audrey Chumley, M.S.

            Electronystagmography Training Course, Texas Medical Center Houston, Texas (three weeks)

        3. Betty Watrous, M.S.

            Short course taught by Winifred Northcott "Development of an Early Intervention Program for Hearing Impaired Infants" Alexander Graham Bell Convention, Atlanta, GA June 1974

    2. Publications

        1. Richard B. Hood, Ph.D.

            Hood, Richard B. and Lamb, L. E. : Identification Audiometry. In: Gerwin, K. S. and Glorig, A. (eds) : Hearing Levels and Ear Disease in Children. C.C. Thomas, Springfield, Ill., 1975

            Hood, Richard B. Book review of Cozad, R. L. (ed), The Speech Clinician and the Hearing Impaired Child. ASHA, 17, 250 (1975)

        2. Lloyd E. Lamb, Ph.D.

            Hood, Richard B. and Lamb, Lloyd E. : Identification Audiometry. In: Gerwin, K. S. and Glorig, A. (eds) : Hearing Levels and Ear Disease in Children. C.C. Thomas, Springfield, Ill., 1975

    3. Other research projects

        1. Dolores S. Butt, Ph.D.

            Project Director - Research and Development of Speech and Language Program Appropriate for use by Para-professionals with Pueblo Indian Children. Sponsored by: All Indian Pueblo Council (AICP)

        2. Richard B. Hood, Ph.D.

            Auditory and tactile training with young deaf children - in progress

3. Lloyd E. Lamb, Ph.D.

   "Comparison of Acoustic Impedance and Oto-Admittance Measurements in a Clinical Population" In progress

4. Matthew Smith, M.S.

   "Tympanometric Measurement of the Temporal Behavior of Recurrent Middle Ear Effusion" In progress

   "Incidence in a County Hospital of Audio-Vestibular Dysfunction Secondary to Aminoglycocide Therapy" In progress

4. <u>Other activities - conventions attended, workshops, etc.</u>

1. Mary L. Bolton, M.A.

   American Speech and Hearing Association Convention Nov. 1974

   New Mexico Speech and Hearing Association Convention Fall, 1974, Spring, 1975

   Workshop - For speech and language disorders - Acoma Pueblo (Personnel attended who worked with children - teachers, aides, bus drivers)

2. Dolores S. Butt, Ph.D.

   New Mexico Speech and Hearing Association Convention

   Workshops Presented:
   a. Play- Santo Domingo Head Start
   b. Play - Acoma PCDP
   c. Language Development - Acoma PCDP
   d. Presentation at workshop given by Mary Bolton at Acoma
   e. 3 ITPA workshops, Albuquerque Public Schools
   f. Contributed 1/2 day to Child Guidance Center In-Service Workshop on Diagnostic Methods

3. Chreist, Fred, Ph.D.

   American Speech and Hearing Association Convention
   New Mexico Speech & Hearing Association

4. Chumley, Audrey, M.S.

   American Speech and Hearing Association Convention

   Speaker, New Mexico Speech and Hearing Association

   Lecturer on Maternal and Child Health for SIPI, Albuquerque, NM March 1975

5. John B. Grainger, M.S.

   American Speech and Hearing Association Convention
   New Mexico Speech & Hearing Association Convention

6. Richard B. Hood, Ph.D.

   American Speech & Hearing Association Convention
   New Mexico Speech & Hearing Association Convention

   Invited paper: Alternative and supplementary means of communication with the deaf. Conference, SW Region of the National Rehabilitation Assoc. July, 1974

7. Lloyd E. Lamb, Ph.D.

   Project Director, Office of Education Training Grant
   Project Director, Speech, Language and Hearing Service Contract, IHS
   Project Director, Clinical Service and Research Laboratory Contract, IHS
   Director, Medical School-Indian Health Service Communicative Disorders Unit
   Director, UNM Speech and Hearing Center
   Project Director, Communicative Disorders Conference Contract, IHS

8. Marcia M. Miles, M.A.

   American Speech & Hearing Association Convention
   New Mexico Speech & Hearing Association Convention

   Ninth Annual TESOL (Teachers of English to Speakers of other Languages) Convention, Los Angeles, Calif.

   Instructors Workshop on the ITPA, University of Arizona

   Evaluation Training Consortium Workshop, Bureau of Education for the Handicapped, Albuquerque

9. Betty Watrous, M.S.

   Acomita Workshop : Identification and suggestions for dealing with a Hearing Impaird Child in the Classroom

5. <u>Other professional Activities</u>

   1. Mary L. Bolton, M.A.

      Regional Editor, NMSHA Newsletter
      NMSHA Language Screening for Better Speech & Hearing Month

   2. Dolores S. Butt, Ph.D.

      Consultant to San Felipe Day School - special education program

      Consultant to Mental Health Division, IHS (evaluation of special education referrals)

3. Richard B. Hood, Ph.D.

Membership Chairman and Officer, NMSHA
Advisory Board, NM Programs for Deaf-Blind
Committee on Deafness and Communicative Disorders, COMSERV

Coordinated the hearing testing of New Mexico residents during Better Speech and Hearing Month

4. Lloyd E. Lamb, Ph.D.

Chairman, Ad Hoc Committee on Communicative Disorders. Responsible to the BEF Committee on Post-secondary Medical Education.

Member, State Advisory Committee on Rehabilitation (A sub-committee of the BEF Committee on Post-secondary Medical Education)

Member, University-Public School Special Education Coordinating Committee (appointed by State Division of Special Education)

5. Marcia Miles, M.A.

Project Coordinator, State Department of Education, Title VI-D Training Project

Addressed parents and teachers at the following: PTO (Parent-Teacher Organization) meetings: Santa Ana, Jemez, Laguna and Paraje Head Start programs; also participated in Introduction to Communicative Disorders presentation for faculty and staff at Laguna Elementary School.

6. Betty Watrous, M.S.

Spoke at Laguna Elementary faculty meeting on "A hearing Impaired Child in the Classroom"

6. <u>Other</u> - Non-Teaching University Service and memberships in Organization

1. Mary L. Bolton, M.A.

In-kind service to United Child Care Inc. - Screening children and workshop presentation to Teachers

Manzanita Center Committee

Member in: ASHA, CEC, NMSHA

2. Dolores S. Butt, Ph.D.

   Member Arts and Sciences Promotion Advisory Committee

   Work on Articulation Therapy Programs, Evaluation of Cerebral Palsied, Test Development and Interpretation

3. Richard B. Hood, Ph.D.

   President, University Golfers Associaton 1975
   Director, New Mexico Golf Association
   Present talk on hearing disorders to Lion's Club

4. Lloyd E. Lamb, Ph.D.

   Member, Albuquerque Civic Light Opera Amigos

6. Marcia M. Miles, M.A.

   Participation in the Developmental Disabilities Planning and Co-ordination Unit at Zuni, NM

   Membership in: ASHA, NMSHA, Albuquerque Assoc. for Retarded Citizens, Albuquerque Assoc. for Children with Severe Communication Disorders

7. Matthew Smith, M.S.

   Ongoing lecture/discussions with medical students on the ENT service as an orientation to Audiology and the field of Communicative Disorders

   Development of a reference package for these students

   Professional contacts with House Staff are being oriented toward informing them about communicative disorders

   Assistance in the architectural planning of the forthcoming ENT/Audiology facility.

   Designing special audiometric re-inforcement system for Hearing Test Sound Suite

The Report of the Department of Economics

July 1, 1974 - June 30, 1975

Gerald J. Boyle, Chairman

I. General Departmental Information

The most significant development for the Department has been a substantial expansion in the graduate program. More faculty members acquired sponsored research during the year and the amount of financial support for graduate students has increased by leaps and bounds. About twenty students were supported by sponsored research along with six university sponsored teaching assistants (this growth is a continuing one since the number of research assistants will be at least thirty during 1975-76). Adding together the graduate enrollment from all sources indicates a program with thirty-five M.A. and thirty Ph.D. students. In addition, there are about fifty-five undergraduate majors to tap as future graduate students.

This rate of growth is creating difficulties for the department. Most pressing is the problem of adequate space - sponsored research pays overhead, part of which is for office space. By utilizing all available space, we were able to manage but during the comming year (1975-76) some more permanent solutions must be worked out. Another problem has developed because as more and more resources are devoted to the graduate teaching program (as well as dissertation supervision), less is available for undergraduate teaching. We have devised a partial solution by using Professors Zink and Hagen but this also should have a more permanent solution (it is worth noting that Professor Hagen, who taught Economics 100 for the first time, did an outstanding job according to student evaluations).

The department awarded two Doctorates and three Masters degrees during the year. One returned to Iran for a teaching assignment while two of the M.A.'s are working in Santa Fe. Dr. Richard Moss, who completed his degree in 1972-73, is now Chairman of the Department at California State, San Bernardino.

II. Summary of Staff Record

To respond to this aspect of the Annual Report, the Department's report is appended. This is a comprehensive document that details departmental activities during 1974-75.

DEPARTMENT OF ECONOMICS

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ANNUAL REPORT

THE UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NEW MEXICO 87131

1915 ROMA NORTHEAST
TELEPHONE 505: 277-5307

SPRING 1975

THE RECESSION IS STRIKING HARD. IT HAS BEEN A BAD TIME FOR THE ECONOMY, BUT NOT FOR THE ECONOMISTS.

OUR PROFESSION ROSE TO STARDOM ON THE SUCCESSES OF THE "NEW ECONOMICS" AND THE 1960's. RECENT SUCCESSIVE FAILURES HAVE NOT DISLODGED US EITHER FROM RECOGNITION OR FROM POWER. INDEED, THE WORSE ARE THE INFLATION, POVERTY, UNEMPLOYMENT, FISCAL SYSTEMS, AND POLLUTION, THE GREATER IS THE ECONOMISTS' ROLE.

FIND SOME PROOF FROM OUR DEPARTMENT'S ACCOMPLISHMENTS.

DEPARTMENT OF ECONOMICS
PERSONNEL
FACULTY

Name	Rank	Office	Office Phone	Home Address	Home Phone
Ben-David, Shaul	Associate Professor	106	6424	4521 Sunningdale Pl. NE	255-6579
Boyle, Gerald	Professor & Chairman	236 158	3629 5304	7800 Hendrix NE	299-7057
Brown, Lee	Assistant Professor	106	6424	7429 Gila Rd. NE	821-4734
Church, Albert	Assistant Professor	232	3429	1405 1/2 Central NE	242-2452
Cohen, Sanford	Professor	146	2035	8209 Guadalupe Trail NW	898-3428
Gisser, Micha	Professor	144	2420	6001 Topke NE	883-1949
Gregory, Peter	Professor	256	3143	102 Juniper Hill Pl. NE	296-8577
Guthrie, Robert	Visiting Asst. Prof.	155	3115	3404 Calle del Monte NE	266-3206
Hagen, Vern	Adjunct Asst. Prof.			10116-D Comanche NE	294-6545
Hamilton, David	Professor	140	3114	4844 Southern Ave. SE	268-5816
Jonas, Paul	Professor	260	2107	1013 Quincy NE	255-8239
Kneese, Allen	Professor	202	6424	1212 Las Lomas NE	243-3634
Parker, Alfred	Associate Professor	148	3141	3412 Mt. Everest NE	299-3608
Schulze, William	Assistant Professor	102	6424	3428 Calle del Monte NE	--------
Tailby, Donald	Associate Professor	142	5226	7001 Las Vegas NE	298-4470
Zink, Lee	Associate Professor	ISRAD 201	4034	3741 Mt. Rainier NE	299-0763
Wollman,*Nathaniel	Professor	ORT 209	3046	P. O. Box 358 Corrales	898-3955

*Mr. Wollman serves as Dean, Arts & Sciences

DEPARTMENT OF ECONOMICS:
PERSONNEL (CONTINUED)

TEACHING ASSISTANTS

NAME	OFFICE	OFFICE PHONE	HOME ADDRESS	HOME PHONE
Anderson, Dennis	230	3628	209 1/2 Richmond,SE	256-3429
Hof, John	149	5810	545 Cedar,SE,Apt A	
Miller, Diane	224	2025	1513 Lead, Se #24	242-3994
Pazand, Reza	254	3548	2323 Kathryn,SE,Apt 290	266-9789
Stevens, Brandt	238	5946	La Posada 134, UNM	277-5681
Thayer, Mark	224	2025	11201 Lomas #10	292-1534
Tregear, Jon	157	3142	4037 Montgomery,NE,#7	883-0148

RESEARCH ASSISTANTS

NAME	OFFICE	OFFICE PHONE	NAME	OFFICE	OFC.PH.
Baxter, Jeff	151	5903	Hogan, Andy		3143
Brookshire, David	254	3548	Khoshakhlagh,Rahman	153	5830
Eberle, Davie	226	2025	Nelson, Judy	151	5903
Evans, Mark	252	5937	Noll, Scott	226	2025
Ganaha, Hiroshi	153	5830	Temple, John	224	2025
			Waldman, Larry	149	5810
Hein, Scott	228	3313	Whitworth, Regan	157	3142
Henderson, Albert	228	3313	Zamora, Jennifer	222	5941

GRADUATE ASSISTANTS AND GRADUATE STUDENTS

NAME	OFFICE	OFC. PH.
Akagha, Fidelis (GA)	Carrel #15	
Katson, Roberta (GA)	230	3638
Ngola, Sam (GS)	252	5937

WORK STUDY STUDENTS

NAME	OFC. PH.
Davidson, Dennis	3629
Roberts, Gary	3629

NATURAL RESOURCES - RESEARCH PROGRAMMER

Roach, Fred	222	5941

SECRETARIES

DEPARTMENT OFFICE:	Room Number	Office Telephone
Aurora Lawrence	158	5304, 3144
Eileen Jarvise	158-A	5304, 3144
Paula Jamison (Occasional Student Aide)	158-A	5304, 3144
NATURAL RESOURCES PROJECT: (Kneese, Ben-David, Brown, Schulze)		
Anna Poole	106	6424
Marcella Dekker	204	6424
PUBLIC FINANCE AND HIGHWAY IMPROVEMENT PROJECTS: (Boyle)		
Mary De Saulniers	234	3629

I. PUBLIC ACTIVITIES, CONSULTING, AWARDS

GERALD BOYLE:

Recipient: New Mexico Distinguished Public Service Award (This award is the State's highest decoration. It was received for economic research leading to policy formulations.

Member: Governor's Council of Manpower Planning.

PETER GREGORY:

Consultant: Ministry of Labor, Mexico City, Mexico

Consultant: World Bank, Washington, D. C. (On labor markets and wage issues in Less Developed Countries).

PAUL JONAS:

Consultant: U. S. Department of Treasury, Washington, D. C. (On taxation of Western enterprise in socialist countries. Between the semesters he visited Bulgaria, Romania, Yugoslavia and Czechoslovakia to confer with government officials and business executives).

ALLEN KNEESE: (partial list)

Chairman: Committee on Water Resources of the National Academy of Sciences.

Member: Advisory Committee on the International Institute for Applied Systems Analysis of the National Academy of Sciences.

Member: Commission on Natural Resources of the National Academy of Science Natural Research Council.

Member: Economic Methodology Mission (in Helsinki, Finland) of the International Bank for Reconstruction and Development to review and make recommendations concerning the Finnish Pollution Control Project.

I. PUBLIC ACTIVITIES, CONSULTING, AWARDS continued

ALLEN KNEESE: (conti.)

Member: Geological Sciences Advisory Panel in a meeting at the Los Alamos Scientific Laboratory on activities of a geosciences program at LASL, Los Alamos, New Mexico.

Member: Navajo Scientific Advisory Panel, Tsaile, Arizona.

Member: Advisory Committee for Research (on the issue of peer review) of the National Science Foundation, Washington, D. C.

Member: Visiting Committee for the Environmental Quality Laboratory of the California Institute of Technology to Review EOL's activities, Pasadena, California.

Member: Agency for International Development's Advisory Ad Hoc Committee on Environmental Health to develop a suggested policy statement on AID's objectives in environmental health and to propose some programs or lines of action to meet those objectives.

Consultant: Environmental Impact Assessment Project of the Institute of Ecology, Washington, D.C.

Consultant: Los Alamos Scientific Laboratory on the development of a Southwest Energy Project.

Consultant: Desert Research Institute.

Consultant: Pan American Health Organization on the Cauca River Project, Cali, Colombia.

WILLIAM SCHULZE:

Consultant: U. S. Department of Transportation, Washington D. C.
(On climate impact assessment programs).

LEE ZINK:

Chairman: Council of Economic Advisors.
(This newly created body advises the Governor of New Mexico on economic policies and decisions).

Acting Director: Institute for Social Research and Development.
(ISRAD is the State's leading social research institution with pragmatic approach to problems of New Mexico).

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II. GRANTSMANSHIP

The Department of Economics has a total amount of $730,952.00 grant available. From this $628,952.00 comes from outside of New Mexico.

This amount was awarded from various sources to study natural resources and public finance problems in order to suggest policy formulations. These projects are presently supporting 13 graduate students in economics and three secretaries. Additional funds are available for at least 10 qualified graduate students who would like to be associated with some of the projects listed below.

1. NATURAL RESOURCE RESEARCH PROJECTS

(a) "A Design of a Study of the Environment of the Southwest", Principal Investigator: Allen V. Kneese, 8/74 through 3/75, $27,088.00, Resources for the Future, Inc.

(b) "Trends and Perspectives in the Southwest", Principal Investigators: F. Lee Brown, Allen V. Kneese, 1974 - 1976, $40,404.00, Resources for the Future, Inc.

(c) "Second Home Development in the Southwest", Principal Investigators: Alfred Parker, Allen V. Kneese, 8/74 through 7/75, $12,823.00, Resources for the Future, Inc.

(d) "New Mexico Trends and Perspectives", Principal Investigators: F. Lee Brown, Lee Zink, 1974 through 1976, $70,000.00, Four Corners Regional Commission.

(e) "Collaborative Research on the Assessment of Man's Activities in the Lake Powell Region", Principal Investigators: Shaul Ben-David, William D. Schulze, Allen V. Kneese, 1972 through 1976, $281,000.00, NSF-RANN.

(f) "Regional Water Management with Full Consumptive Use of the Lower Rio Grande" 1/74 through 1/76, $26,000.00, OWRR-WRRI.

(g) "Feasibility Study for Establishment of Energy-Water Complex in the Tularosa Basin", Principal Investigators: Shaul Ben-David, William D. Schulze, 9/74 through 8/75, $22,300.00, New Mexico Energy Research Development Program-WRRI.

(h) "The Effectiveness of Local/Regional Policy Instruments in Achievement and Maintenance of Environmental Quality Objectives", Principal Investigators: Albert Church, Allen V. Kneese, 3/75 through 6/75, $78,737.00, Environmental Protection Agency.

2. PUBLIC FINANCE RESEARCH PROJECTS

(a) "Research in New Mexican Public Finance", Principal Investigator: Gerald Boyle, (Continuing three years project), $25,000.00, Legislation, The State of New Mexico.

(b) "Study of New Mexican Highway Finances", Principal Investigator: Gerald Boyle, (Continuing three years project), $28,000.00, New Mexico State Highway Department.

(c) "Optimum Taxation of Natural Resources by the State of New Mexico", Principal Investigator: Gerald Boyle and Peter Lupsha (7/75 - 8/76), $39,000.00, New Mexico Energy Research and Development Program.

III. PUBLICATIONS

The Department congratulates two graduate students who published their first professional article: legan Whitworth and David S. Brookshire,"Interstate Trade and Regional Income," Intermountain Economic Review (Spring 1975).

ther Publications:

BEN-DAVID, SHAUL

. An Analytical Interdisciplinary Evaluation of the Utilization of the Water Resources of the Rio Grande in New Mexico: Socorro Region, New Mexico State University, WRRI Report No. 023, 95 pp., 1974 (With R. R. Lansford, et.al.);

. An Analytical Interdisciplinary Evaluation of the Utilization of the Water Resources of the Rio Grande in New Mexico: Lower Rio Grande Region, New Mexico State University, WRRI Report No. 024, 109 pp., 1974 (With R. R. Lansford et.al.);

. Water as a Limiting Factor in Indian Economic Development, New Mexico State University, WRRI Report No. 036, 1974 (With F. L. Brown, W. D. Schulze, and J. E. Zamore);

. Analysis of Water Characteristics of Manufacturing Industries and Their Adaptability to Semi-Arid Regions, New Mexico State University, Water Resources Research Institute, 1974. (With H. Folster, F. L. Brown, and J. Nelson);

. "Economic Impact of Climate Change on World Agriculture", Economic and Social Measures of Biologic and Climate Change, CIAP, Vol. 6, GPO. (forthcoming) (With W. D. Schulze);

5. "A Socio-Economic Evaluation of Alternative Water Management Policies on the Rio Grande in New Mexico", Natural Resources Journal (forthcoming) (With R. R. Lansford, T. G. Gebhard, W. Brutsaert, and B. J. Creel);

7. "World Agriculture and Climate Change", (With W. D. Schulze) under review by American Journal of Agricultural Economics;

3. "The Optimal Utilization of Renewable Resources", Journal of Environmental Economics and Management (forthcoming) (With W. Schulze);

. "The Macroeconomic Impact of Energy Development in the Lake Powell Area", Lake Powell Research Project Bulletin No. 11 (forthcoming) (With W. Schulze, D. Brookshire, and R. Whitworth);

). "Renewable Resources and Toxic Residuals", Economic and Social Measures of Biologic and Climate Change, CIAP, Vol. 6, GPO. with W. D. Schulze (forthcoming):

OYLE, GERALD

A Comprehensive Tax Credit for Achieving Proportionality in State and Local Tax Structures," National Tax ournal (Dec. 1974).

tudy of Charge Financing (Monograph), (Washington, D. C.: U. S. Department of Housing and Urban Development) 1974.

ROWN, LEE

ispersed Solid Vaste - A New Mexico Case Study, (Washington, D. C: John Hopkins University Press for Resources or the Future) 1975. With A. O. Libeck.

OHEN, SANFORD

eview; McKersie and Hunter, Pay, Productivity and Collective Bargaining, Kyklos, (Fasc.1,1974);

eview; Levinson, et.al., "Collective Bargaining and Technological Change in American Transportation", Journal f Economic Literature, (forthcoming);

abor in the United States, (Merril), Fourth Edition, 1975.

III. PUBLICATIONS continued

CHUNG, PHAM

- "The Fate of Solzhenitsyn: An Analytical Note", Public Choice, (Fall 1974)
- "On A Utility Functional Underlying an Optimal Time Path of Output With Constant Rate of Growth", Kajian Ekonomi, Vol. XI, n. 2, (December 1974).
- "Alternative Approaches to Monetary Control: A Theoritical Model", Proceedings, M.W.E.A. (Fall 1974).
- "The Effect of the Presence of Money Instrument in the Objective Function on System Performance: An Optimal Control Model", Public Finance (forthcoming).
- "Anti Output", Southern Economic Review (September 1974).
- "Note on Decreasing Cost Activities", Southern Economic Review (April 1974) (With Albert Church).

CHURCH, ALBERT

"Capitalization of the Effective Property Tax Rate on Single Family Residences", National Tax Journal, March 19

"Wealth Distributive Effects of the Property Tax", Assessors Journal, April 1974.

"The Theoretic Rational For Multiple Regression Valuation Technique", AREVEA Journal (forthcoming).

"Multicollinearity, Interaction and the Accuracy of Multiple Regression Valuations", paper given to Int. Assoc. of Assessing Officers, Seminar, July 1974, Chicago.

"Applying Statistical Methodology to Appraising Theory and Application", (International Association of Assessin Officers: forthcoming 1975).

GISSER, MICHA

"Soviet Growth in Absence of Centralized Planning: A Hypothetical Alternative", Journal of Political Economy, (March-April 1974) (With Paul Jonas);

"Estimating the Impact of Reducing Water Quotas on Farm Income in Israel", in S. Pohyles (ed.) Arid Regions, (Tel-Aviv University and FAO) 1975.

JONAS, PAUL

"Foreign Aid and Development Success Indicators" in Janos Horvath (ed.) The Political Economy of Equity: International and Interregional Grants (The Hague: North Holland Publishing Company, 1974);

"The Socialist Theory of Location and Soviet Type Industrialization";

"Changes in Demographic Policy in East Europe: The Hungarian Case";

both in Fred Singleton (ed.), Demography and Urbanization (The Hague: Mouton Publishers, 1975).

III. PUBLICATIONS continued

EESE, ALLEN V.

len Kneese with E. T. Haefele, "Environmental Quality and the Optimal Jurisdiction", in Alan A. Brown et al., s., Urban and Social Economics in Market and Planned Economies (New York: Praeger Publishers, 1974).

len Kneese with R. U. Ayres, "Production, Consumption, and Externalities", in Douglas Daetz and Richard H. ntell, eds., Benchmark Papers in Electrical Engineering (Stroudsburg, Pa.: Dowden, Hutchison & Ross blishers, 1974).

he Faustian Bargain," in Edward W. Erickson and Leonard Waverman, eds., The Energy Question: An International ilure of Policy, Vol. 1: The World (Toronto, Ontario, Ca.: University of Toronto Press, 1974).

he Faustian Bargain," in Research on Enviornmental Disruption Toward Interdisciplinary Cooperation, Vol. 4, No. 1 ummer 1974), pp. 2-10. (This is a Japanese journal, edited by Shigeto Tsuru, Michitaka Kaino, and Hikaru Shoji. . Tsuru is President of the Hitotsubashi University of Tokyo.)

panese translation of Economics and the Environment: A Materials Balance Approach by Kneese, R. U. Ayres d R. C. d'Arge (JHPU, 1970), published by the Tokoro Shoten Publishing Co. Ltd., Tokyo, Japan, 1974.

len V. Kneese and Charles L. Schultze, Pollution Prices and Public Policy,The Brookings Institution, Washington, C. 1975.

len V. Kneese "Strategies for Environmental Management," in Managing the Environment, Washington Environmental search Center, United States Environmental Protection Agency, Washington, D. C. 1975.

len V. Kneese, "The Application of Economic Analysis to the Management of Water Quality," J. Roghenberg and n Heggie editors, The Management of Water Quality and the Environment, published for the International Economic sociation by McMillan, London 1975.

len V. Kneese, "Economics and Common Property Resources," G. Tyler Miller Living in the Environment, Wadsworth blishing Company, Belmont, California 1975.

len V. Kneese with Paul Portney and Ian Sustelle "Environmental Quality, Household Mobility, and Collective oice" in Edwin Haefele ed. The Governance of Comon Property Resource, Johns Hopkins University Press, Baltimore, 75.

HULZE, WILLIAM

) "Social Welfare Functions for the Future," American Economist, Spring 1974.

) "The Optimal Use of Non-Renewable Resources," Journal of Environmental Economics and Management May 1974.

) With Ralph d'Arge, "The Coase Proposition, Information Constraints, and Long Run Equilibrium," American Economic Review, September 1974.

) ________________, "A Note on Transfrontier Externalities," OECD Symposium on Transnational Externalities - restricted series ANV-9.

) "The Dynamics of Inflation" Southern Economic Review, January 1974.

IV. PROFESSIONAL CONFERENCES, MEETINGS

ALBERT CHURCH: (with William Schultze) read paper "The Economics of Crime: A General Equilibrium Approach" at the Meetings of the Western Economic Association, Las Vegas, June 1974.

PHAM CHUNG: read paper at the Mid-Western Economic Association Meetings in St. Louis, October, 1974.

PETER GREGORY: read paper, "The Impact of Institutional Factors on Urban Labor Markets," World Bank Workshop, Washington, D. C. (November, 1974).

PAUL JONAS: read the papers "An Introduction to the Socialist Theory of Location" and "Trends in Hungarian Demographic Policy: A Markov Analysis" at the International Slavic Conference, Banff, Canada (December, 1974).

ALLEN KNEESE: presented a paper on "Southwest Futures" at a Symposium on Agriculture, Resource Use and the Future of the Southwestern United States, sponsored by the Committee on Desert and Arid Zones Research (CODAZR) and the American Association for the Advancement of Science, Laramie, Wyoming, 1974.

Private Social Report, sponsored by the Academy for Contemporary Problems of Battelle Memorial Institute, Washington, D. C., 1974.

Pan American Health Organization meeting in Mexico City on Environment and Development, 1974.

Symposium on Ecological Modeling in a Resource Management Framework, sponsored by the National Oceanic and Atmospheric Administration and Resources for the Future, Washington, D. C., 1974.

Meeting of the Committee for Economic Development in New York to work on a draft of their proposed Statement on National Policy entitled "Improving the Quality of the Environment", 1974.

Energy Inquiry, "Arizona Energy: Actors and Alternatives," sponsored by the American Association for the Advancement of Science and the University of Arizona, Tucson, Arizona, 1974.

RfF Forum on Governance of Common Property Resources, Washington, D. C., 1974.

Conference on "The Urban Basin as a Pollution Source" to discuss application of material balances to economic aspects of pollution control, California Institute of Technology, Pasadena, California, 1974.

Regional meeting of the American Society of International Law to critique the 1973 Colorado River Agreement between the United States and Mexico (salinity issue) and the international considerations involved in management of the Colorado River Basin, Mexico City, Mexico, 1974.

Seminar on Public Economics and Non-Market Decisions, sponsored by the National Bureau of Economics, University of Maryland, College Park, Maryland, 1974.

Meeting with Denver Research Institute on current research and how DRI might best plan to make a contribution, Denver, Colorado, 1974.

6th Annual Statewide Land-use Symposium on "New Mexico's Growth Centers and Land-use," Albuquerque, New Mexico, 1974.

Symposium on Energy and the American Environment sponsored by the Lyndon Baines Johnson Library, The University of Texas, Austin, Texas, 1974.

THE DEPARTMENT'S: delegation on the Annual Meeting of the American Economic Association was composed by Gerald Boyle, Sanford Cohen, Albert Church, Peter Coughlin, San Francisco, December 27-30, 1974.

V. SERVICE, EDITORSHIP

PAUL JONAS is Contributing Editor, Eastern European Economics, a bi-monthly, and is a member of the Editorial Advisory Committee of the Soviet and Eastern European Foreign Trade, a quarterly.

NATHANIEL WOLLMAN still resides at Ortega 201 as Dean of the College of Arts and Sciences.

LEE ZINK is editor of New Mexico Business, a monthly published by the Bureau of Business and Economic Research. Members of his Faculty Advisory Committee from the Department of Economics are Chaul Ben-David, Alfred L. Parker, and Gerald J. Boyle, Chairman.

Three standing University Committees are chaired by economists:

(a) Athletic Council (Alfred L. Parker)

(b) Committee on Academic Freedom and Tenure (Sanford Cohen)

(c) Curricula Committee (Paul Jonas)

VI. PERSONNEL: GAINS AND LOSSES

ALLEN V. KNEESE: In September 1974, the professional identity of Allen V. Kneese shifted from the Resources for the Future Inc. to our Department. Allen is among the world's leading ecologists. His knowledge is internationally recognized, and he is often called upon to advise foreign governments. His scientific output is outstanding in both quality and quantity; his ability to receive research funds is unparalleled; his professional involvements and activities are numerous.

Persons like Allen are hard to find. This kind of person introduces excitement into the learning process, increases our visibility, and provides examples of the interaction of concentrated intellectual work with the actual problems of the world.

MICHA GISSER: In January 1975 Micha Gisser returned from his sabbatical leave from the University of Tel-Aviv (Israel) where he was teaching theory and doing various research projects related to arid areas.

KARL GÖRAN MÄHLER: In September 1975 we are expecting Professor Karl-Göran Mähler to be added to our Department. Professor Mähler teaches at The Stockholm School of Economics. He is author, among many professional articles and books, of the Environmental Economics: A Theoretical Inquiry (Baltimore: John Hopkins University Press, 1974) which became overnight as the most recognized book on the theoretical aspects of environment. He is also active in various international agencies, such as the OECD, World Bank, and serves in various environmental advisory committees in Sweden.

GARY C. HUFBAUER: We have not yet recovered from the loss of Gary C. Hufbauer. Gary took a sabbatical year in 1973/74, toward the end which he applied for an additional year's leave, without pay. His request was backed by a Cabinet member, the U. S. Secretary of the Treasury. Our Regents were not impressed, however, and on the basis of a narrowly interpreted leave policy they posed the alternative: "return or resign". Gary selected the latter.

Hufbauer's case is not isolated. At the same time, an outstanding mathematician's second year of unpaid leave was also denied. L. S. Hahne resigned too. These resignations posed a serious need for policy changes and recently the Regents proposed a slight liberalization of leave regulations.

There is no reason to feel that tours of duty with various governmental agencies and other involvements divert professors from their real missions. In most instances experience in Washington, in foreign lands and other assignments enriches future teaching and research with a heightened sense of relevance and with new insight into the policy-making process. Leave policy, therefore, should be further liberalized.

Gary Hufbauer is now Head, International Tax Staff, U. S. Department of Treasury. His resignation is a serious loss for our students, faculty and community.

RALPH C. d'ARGE: We had hoped for the Second Coming of Ralph C. d'Arge. Ralph, a few years ago, was an Assistant Professor in our Department. He moved to the University of California, Riverside, where he soon became Professor, Department Chariman, and a widely known expert in his original specialization, the economics of natural resources.

Outside observers suggested that if we could lure d'Arge back our Department would probably be considered the most outstanding place in the U. S. for the investigation of the economic aspects of ecological problems. However, it became apparent that we are not competitive with other institutions where Ralph accepted a position at the University of Wyoming at the going median base salary for senior economists: $41,000.

ROBERT GUTHERIE: Robert Gutherie has been appointed from September 1974 as Visiting Assistant Professor of Economics. He earned his MA and Ph.D. degrees at the University of Indiana and his dissertation deals with distributed lag models. As a graduate student he was a Peace Corps volunteer and conducted social and economic surveys for the government of West Cameroon, Africa.

VERN HAGEN: Vern Hagen is a part-time Adjunct Assistant Professor of Economics from February 1975. He is teaching the introductory Economics 100 course with a large enrollment. Mr. Hagen was Planning Director of the City of Albuquerque, and presently he is employed by a real estate development corporation. He earned his MA in Economics at UNM.

PAUL THERKIDSEN: Paul Therkildsen, Associate Professor of Economics is not teaching this Spring, 1975 semester, due to health reasons.

SABBATICALS: In the next academic year the following persons will be on sabbatical leave: Shaul Ben-David, Paul Jonas, Donald Tailby. They plan to teach and/or do research in Isreal, Pakistan and Latin America respectively.

VII. OTHER ACHIEVEMENTS

SHAUL BEN-DAVID has been elected as a Member of the Board at the Congration B'nai Israel, Albuquerque.

GERALD BOYLE finished a jewelry-making class successfully.

PHAM CHUNG a well-known horticulturist reports: "The summer of '74 was good for tomatoes, beets and vegetables. I had a record tomato weighing 1¼ lbs. I already planted for the '75 crop."

ALBERT CHURCH acted a role in "Celebration of Space," performed by the University Dance Workshop at Zimmerman Library, (December 6, 1974).

DAVID HAMILTON writes occasionally a column on Economics in the New Mexican weekly, The Independent.

PETER GREGORY jogs two miles regularly and adds: "I am also playing the viola in string quartets and the violin in a piano trio."

ALFRED PARKER won the 1974 Faculty Golf Tournament.

WILLIAM SCHULTZE reports the following accomplishments in bicycle racing:

22nd place	Sandia Crest Race
9th place	State Timetrial Championship
16th place	Tour de Los Alamos
2nd place	Velosport 10 mile T.T.
6th place	The Albuquerque 30 miles tournament

THE GRADUATE COMMITTEE evaluated our Department's offerings in the post-baccalaureate education on the basis of (a) quality; (b) relevance; (c) planning and (d) priority as:

The Department of Economics offers the M.A. and Ph.D. degrees with emphasis in the field of Natural Resources.

The faculty, although small in number, is strong and productive, and has the excellent possibility of strong interaction in a single, major field of emphasis.

The program is up-to-date and has a strong relevance to New Mexico and the region. The possibility of interdisciplinary programs with other departments whose interests lie in environment and ecology is exciting and should be encouraged.

Need for the program campus-wide, state-wide and nationally has been established as evidenced by student demand and placement upon graduation.

An increase in university support would be effectively utilized.

Summary Evaluation: Very Good - high priority.

RANDOM NEWS ABOUT GRADUATES AND GRADUATE STUDENTS

WANCHAI PANASETHANED (MA '68) is Deputy Head, National Planning Commission, Bangkok, Thailand.

DAVID MICHAELI (Ph.D. "71) teaches at Ben Gurion University, Beer Sheba, Israel.

HASSAN BALKHY (PH.D. '73) teaches at King Abdul Azziz University, Jeddah, Saudi Arabia.

MASSIS GALESTAN (Ph.D. "72) is Manager of International Finance, Brown Boveri Corporation, Teheran, Iran.

RICHARD MOSS (Ph.D. '72) is Chairman, Department of Economics, University of California, San Bernadino.

PETER COUGHLIN taught at the University of Honduras, Tegucigalpa, and he defended his Ph.D. dissertation in April.

LARRY ADCOCK (MA '72) is currently Associate Director of The Bureau of Business Research at UNM and working on his Ph.D. dissertation.

JOHN CHILAS Ph.D. candidate, is Assistant Professor of Economics at Piedmont College, Demorest, Georgia.

DISCLAIMER

The views expressed in the ANNUAL REPORT do not represent any consensus of beliefs of the members of the Department. It can be expected that some members of the faculty will not sympathize with all the sentiments expressed here and that other members will probably flatly disagree with the editorial and comments. Therefore, the Department accepts no responsibility for the opinions expressed in the ANNUAL REPORT. This lies solely with the pro tem editor, Paul Jonas.

What the Department does accept is responsibility for allowing these views to appear here.

THE REPORT OF THE DEPARTMENT OF ENGLISH

July 1, 1974 - June 30, 1975

Joseph B. Zavadil, Chairman

I. General Information

A. As Part II of this report will show, English faculty individually were active during 1974-75. Research projects in progress and completed seem definitely to be increasing in number. Participation in professional meetings has increased as well. Together the faculty also gave much attention to departmental business. The year started with an extensive revaluation of the graduate program. Early in the fall the department also approved a new major in Creative Writing which subsequently was endorsed by the college and the university Curricula Committee for implementation in 1975-76. Work in the fall on promotions eventually resulted in advancement in rank to new Associate Professors James Barbour, Dorothy Logan, and Tom Mayer, while departmental review for tenure led to positive university recommendations for Barbour, Patricia Smith, and Hugh Witemeyer. Recruiting, which began in September, probably consumed as much energy as any category of internal business, since six full-time appointments and one half-time appointment were involved. Everyone who contributed could feel pleased with the stunning success through the winter and spring. The needs of Freshman English also consumed many spring hours as Marcia Tillotson and Fred Warner agreed to assume the directorship of the program and proposed significant changes in the Freshman courses for departmental approval. We arrived at semester's end with the familiar sense that the academic year once more had overextended itself. Yet I think most of us felt at the same time that we had completed substantially more forward-looking business than emerges from most years. In 1974-75 we did move.

The past year was also the first for the department in THE NEW HUMANITIES BUILDING. The facilities have not been perfect, of course. The combination locks on some mailboxes seem to require post-doctoral manual training. Some teachers find the seminar rooms claustrophobic (though such opinion also reminds us of the importance of the outside windows in all faculty offices). Many of us are surprised to find the third-floor conference room better suited to candlelight dinners than department meetings; yet if the room's environment has contributed to the new five o'clock curfew on department meetings, perhaps we should modify any complaint. Offices are comfortable. The furniture that finally arrived in June is handsome. Work and meeting space is plentiful. And, as we were reminded so vividly during Fiesta Week, we <u>are</u> in the middle of campus life.

1. Graduate Program (Report by David Jones)

Despite the innocence of its new director, the English Graduate Committee managed to transact business in several important areas during 1974-75. The first semester was largely devoted to the self-evaluation of the graduate program urged upon us by the University Graduate Committee. After many discussions within the Graduate Committee, meetings with Deans, a departmental meeting, and several rounds of drafting proposals, the Committee finished a lengthy document which recognized the need for definite concentration of resources in a few fields, most particularly American literature, and for continued competence in the coverage of English and American literary history. The University Graduate Committee's subcommittee later issued a response to this document which betrayed substantial ignorance of the report itself and of English education generally.

In other business, we completed a three-year review of the Project option for doctoral students, amended the existing regulations, and instituted a departmental Committee on Projects. We also drafted and put into effect a policy on "adequate progress" among Ph.D. students which was designed to cut down the time between completion of course work and advancement to candidacy. Also on the doctoral level, the committee revised and combined the present Field and Comprehensive examinations.

The year's bad news was the continued slump in the Ph.D. job market and, despite the creation of a Placement Committee, the continued difficulties among our own Ph.D. sutdents in finding employment. For the coming academic year we have admitted 13 new Ph.D. students, many of whom give promise of substantial academic careers. If the Graduate Committee has a single piece of unfinished business which calls for attention in the coming years it is to improve our own program for the benefit of graduating students.

2. Creative Writing Program (Report by Gene Frumkin)

In November, 1974, the College of Arts & Sciences gave its approval to the new Creative Writing major, which the department earlier in the fall had endorsed. The Creative Writing Committee held several meetings during the spring semester to firm up its approach toward instituting the new major. As a result, an ersatz brochure was prepared outlining the main aspects of the major for the information of students.

2. Creative Writing Program Continued

Under the initiative of Professor David Johnson, samples of a great number of literary publications were requested from the publishers and most of these were received. The plan is to subscribe to some of these, covering a good range, and make these issues--as well as the samples received--available to the students and other browsers in HB 319, henceforth to be called the "Creative Reading Room." This room should open with the beginning of the fall semester and is specifically intended to acquaint more students with more publication outlets.

Other services will be implemented, hopefully, as the major progresses, hopefully. As of this writing, five students have been accepted in the Creative Writing Major.

Five UNM students in creative writing were honored with publication in Writers Forum 1975, a student anthology issued by the University of Colorado, Colorado Springs. This representation was five times as large as that of any other institution outside the state of Colorado. Graduate student Michael Penny was co-winner of the prize for second place. Other students included in the anthology were George Johnson, Julien Ryner, Jayni Hammons, and Samuel Less.

For the first time the University of New Mexico was invited to participate in the annual poetry awards competition sponsored by the American Academy of Poets. Prizes are offered on a campus-wide basis. Jayni Hammons was judged the winner at UNM, with Michael Penny and Joy Harjo co-recipients of second place awards.

3. Freshman English Program (Report by David McPherson)

The chief accomplishment of the Freshman English Program for 1974-75 was the institution of a new course, English 100, for students with ACT scores below 18. The course was proposed in 1973-74, but final action was never taken that year. The goal of the course is to teach the student to write coherent, correct, and well-organized paragraphs. It will carry three hours of elective credit, but may not be used as a part of the Arts and Sciences group requirement system nor of an English major or minor. The course was instituted in order to help meet the need of many students for additional work in grammar, usage, and the writing of good sentences and paragraphs. From meetings of all teaching assistants and of the Freshman

3. Freshman English Program Continued

Committee it became clear early in the year that the biggest problem in most 101 classes was the large number of students deficient in fundamentals. The new course will provide more homogeneous classes, which should reduce pedagogical problems markedly.

Grades continued to drop in Freshman English, a fact which many in the University will view as a positive accomplishment. One factor in this drop may have been the meetings of all teaching assistants held in the fall of 1974 at which the problem of excessively high grades was discussed. At the least one could say that the meetings forcefully brought the problem to the attention of the teaching assistants.

In an effort to insure that every Freshman English student write the minimum number of words set forth in departmental guidelines the Freshman English Committee began requiring a form on which the instructor sets forth in detail how he or she intends to fulfill his or her responsibility in this area. The same form was instituted for the end of the semester so that the teacher could indicate how he or she actually fulfilled the requirement.

4. Departmental Library Committee

The Departmental Library Committee, under the leadership of Hugh Witemeyer, worked hard on two fronts during the year. First, the committee struggled with the continuing problems in Zimmerman Library that English faculty and students encounter. A letter to the President brought little tangible result; but the rest of us in the department feel that the Committee has urged our interests most effectively and generally made better of a troublesome situation. The committee also worked hard on our departmental library. The departmental collection was enlarged significantly during the year by a gift of more than three hundred books by Dudley Wynn. The Library Committee supervised the processing of these volumes and the arrangement of the library room itself. When the library opens for use in the fall, it will contain a selection of major research volumes and professional journals as well as a variety of literary, critical, and historical works. Hopefully we will be able to expand the collection in the future by judicious purchase and, more importantly, additional donation.

5. The following events and actions of note also occurred during the year:

   a. On November 22 Willis Pratt, Professor Emeritus at the

a. Continued

University of Texas, visited the department and gave a lecture in HB 108. His topic was "Humor in William Blake."

b. On March 14 Jerome J. McGann, Progessor of English at the University of Chicago, delivered the annual Carl Grabo lecture. He spoke on "Byron's Designs Upon an Unplanned Epic."

c. On April 11 distinguished Shakespeare scholar and performer G. Wilson Knight visited campus on a tour of the southwest. Professor Knight gave what he calls a dramatic presentation entitled "Shakespeare's Dramatic Challenge" to an enthusiastic crowd of about two hundred and fifty in Woodward Hall.

d. Charlotte Painter is the D. H. Lawrence Fellow for summer 1975. Ms. Painter is the author of two personal narratives, *Confession from the Malaga Madhouse* and *Who Made the Lamb*; a novel, *The Fortunes of Laurie Breaux*, as well as fiction, poetry, essays, and reviews in various publications. She is also the co-editor of an anthology, *Revelations: Diaries of Women*, published by Random House in 1974.

Recipient of a National Endowment for the Arts award in 1972, Ms. Painter was a Wallace Stegner Creative Writing Fellow at Stanford in 1962. She has served as a senior editor at The Macmillan Co., and has taught at the University of California-Berkeley, the University of California-Santa Cruz, and Stanford University.

6. Enrollment patterns for 1974-75 are quite interesting. In the fall total enrollment increased over the preceding fall by 2.6%, while in the spring total enrollment dropped by 5.8%. Decrease for the full year was 1.4%. At the several levels of the curriculum the year's increase in Freshman enrollment (3.5%) seems significant, particularly when joined with the increase in sophomore writing courses. Obviously more students want to take writing courses and want the department to offer more writing courses. The heavy drop (25%) in lower division literature enrollment is substantially offset by a healthy increase (10.5%) at the upper division and graduate level. Yet this shift in itself indicates that undergraduate offerings generally need study. We must revitalize our sophomore curriculum,

6. Continued

of course; but we must also reapportion the resources we devote to the teaching of writing and literature.

B. During 1975-76 we expect the Freshman English program to be strenghtened importantly. Under the direction of Marcia Tillotson and Fred Warner the new English 100 and English 101 will concentrate on fundamentals of grammar and writing and attempt to meet students' needs as closely as possible. In our concern for student writing we share in a major effort by English Teachers statewide to improve instruction in composition. During the year we will consult with faculty in the College of Education as well as with secondary school teachers in Albuquerque and other parts of New Mexico (principally through the New Mexico Council of Teachers of English). Through such consultation we hope to find ways of solving common problems and offering the resources of the department to teachers who themselves seek instruction in the principles of grammar and composition. Three very successful workshops for teachers during June 1975 have already started us on this course of action.

The current special needs of secondary school teachers must also be anticipated in our undergraduate program for prospective teachers. Immediately in the fall semester our Undergraduate Studies Committee will be studying several changes necessary to prepare new teachers properly in grammar and composition. We must consider new courses. We must also revive English 436. Indeed, the Undergraduate Studies Committee should be particularly busy during 1975-76. Many members of the department think that our major program should be more prescriptive--especially for students who plan to attend graduate school. In addition, we must recognize the problems with employment that increase for our graduates every year and accept more responsibility for helping with these problems--at least by discovering what training in fields other than English our students might elect to strengthen their appeal to potential employers. We will depend upon the Undergraduate Studies Committee, of course, for leadership in this area of responsibility too.

C. The most successful recruiting mentioned above will bring us the following new colleagues for 1975-76:

1. Professor Hamlin Hill (Ph.D. Chicago 1959) who returns to New Mexico from Chicago after seven years of distinguished scholarly achievement and contributes most valuable strength to our American Literature faculty.

2. Associate Professor Lynn Bloom (Ph.D. Michigan 1963) who brings special credentials in the teaching of writing, a

2. Continued

scholarly interest in Biography, and several additional field qualification.

3. Associate Professor Jane Kopp (Ph.D. California at Berkeley 1965) who returns to New Mexico to become Assistant Dean of the Graduate School and provide the department a strong talent for the teaching of writing as well as growing credentials in modern literature.

4. Assistant Professor William Dowling (Ph.D. Harvard 1974) who becomes our junior specialist in the Eighteenth Century with particular qualifications in Boswell and Johnson.

5. Assistant Professor Michael Fischer (Ph.D. Northwestern, expected 1975) who has extensive training in the history and theory of Literary Criticism and additional interest in English Literature of the Nineteenth and Twentieth Centuries.

6. Assistant Professor Leslie Silko who comes to teach in the Creative Writing Program and whose reputation as gifted writer, particularly about the Native American experience, has developed most impressively over the past four years.

In addition to these new and returning colleagues Rudolfo Anaya continues in our Creative Writing Program too. Appointed last summer as Lecturer on a temporary basis, the respected author of Bless Me, Ultima becomes an Assistant Professor for 1975-76.

D. Hoyt Trowbridge retired in May. We will miss his strength in all areas of the department's work, though perhaps not entirely, because we know he will continue to work among us as Professor Emeritus.

Susan Dewitt resigned in January. Her position was taken during the second semester by Margreta de Grazia. Lee Johnson and Clayton Rich completed final contracts at the university in June. David Wand, who was Visiting Assistant Professor during 1974-75, left at the end of the year to take a position at the University of Texas at Dallas.

TABLE I

SEMESTER I

Category	1970-71	1971-72	1972-73	1973-74	1974-75
Freshman Writing	3499	3341	3029	2603	2792
LD Writing	186	182	196	264	287
LD Literature (incl. Eng. 300)	1818	1771	1513	1236	951
UD & Graduate	1153	1188	1115	1002	1207

TABLE I

SEMESTER II

Category	1970-71	1971-72	1972-73	1973-74	1974-75
Freshman Writing	2876	2826	2347	2238	2216
LD Writing	166	204	224	293	325
LD Literature (Incl. Eng. 300)	1565	1722	1693	1078	784
UD & Graduate	1164	1178	1302	1069	1082

PART II
ANNUAL REPORT - 1974/75

1. ADVANCED STUDY

David M. Johnson
Art Therapy Workshop, University of New Mexico, Summer 1974.

Patricia Clark Smith
Navajo 101-001, University of New Mexico, August 1974.

2. SABBATICALS ETC.

Rudy A. Anaya
Summer Teaching, Mexico City, Universidad Anahuac.

George Arms
Conference at Howells Center, Bloomington, Indiana, June 17-22.

James F. Barbour
Europe and Africa, Summer of 1973.

Robert E. Fleming
Sabbatical, Spring 1974, to work on manuscript of book on Williard Motley.

Patrick J. Gallacher
Research at the University of Michigan Library, summer 1974.

Shirley Law Guthrie
Huntington Library, San Marino, CA, research on Renaissance lives of Vergil, April, 1974.

Mary Power
Dublin, Ireland; travel to London, Sept. 1973-June, 1974.

Ellen Spolsky
Participated in a study mission to Israel sponsored by the American Academic Association for Peace in the Middle East.

James L. Thorson
Travel to New York for MLA meeting and theater, December 1974, January 1975.

Marcia Tillotson
Sabbatical leave, Semester I, 1974-75;
Travel to San Francisco & Berkeley, August, 1974.

David Hsin-Fu Wand
Taught summer school at State University College, Geneseo, New York between July and August 1974.

3. NEW SCHOLASTIC HONORS ETC.

Ernest W. Baughman
Biographical data and scholarly contributions to folklore are to be included in forthcoming *Encyclopadia des Marchens*, compiled by Kurt Ranke of Gottingen University.

Patrick J. Gallacher
Awarded a grant for approximately $4,000 from the Andrew Mellon Foundation through the American Council of Learned Societies for publication of book: *Love, The Word, and Mercury*.

Ivan Melada
Research Allocations Committee grant in partial support of summer work at the Huntington Library--Declined.

Mary Power
Grant awarded by Research Allocations Committee for work on Irish newspapers and popular culture in Ulysses--November 1974.

James L. Thorson.
Nominated by UNM for National Endowment for the Humanities summer fellowship.

4. PUBLICATIONS

James F. Barbour
"The *Town-Ho's* Story: Melville's Original Whale," ESQ (April 1975);
"The Composition of *Moby-Dick*," American Literature (November 1975);
"Baseball and Baseball Talk in *The Old Man and the Sea*," *Fitzgerald/Hemingway Annual* (1975);
Three reviews for the *Rio Grande Review of Books* in 1974 and 1975.

Ernest W. Baughman
Editing: *New Mexico Folklore Record*, Volume 13, May, 1974.

Morris Eaves
"Blake's *Job*" (review-essay). Eighteenth-Century Studies, 7 (Winter 1973-74), 226-33;
Entry on Charles Lamb and Milton in the *Milton Encyclopedia*, forthcoming. 10 pp. of typescript. Scheduled for publication.
A comprehensive index to Foster Damon's *Blake Dictionary*, for the Brown Univ. Press, to be published separately as a companion volume to *A Blake Dictionary*.
Note, "Reproducing Blake's *Characters of Spenser's Faerie Queene*," for Blake Newsletter 31, Winter 1975-75;
Review of "On Reflection: Adrian Mitchell on William Blake," a film produced by London Weekend Television; for *Blake Newsletter*, publication date Spring 1975;
Review of *The Clouded Hills: Selections from William Blake*, ed. Catharine Hughes; for *Blake Newsletter*, publication date Spring 1975.

4. Cont.

Robert E. Fleming
"Humor in the Early Black Novel." CLA Journal. 17 (Dec. 1973), 250-262;
Review: The Emergence of Richard Wright. By K. Kinnamon, Negro History Bulletin, 37, no. 1 (Jan. 1974), 207;
Reviews: If Beale Street Could Talk. By J. Baldwin and Train Whistle Guitar. By A. Murray. Rio Grande Sun Rev. of Books, 1, 2 (July 25, 1974);
"Black Writers: A Discussion of Black Literature in America Today.";
(a review essay on black novels of the 1960's and 1970's) Rio Grande Sun Review of Books, 1, 4 (Oct. 10, 1974), 3.

Patrick Gallacher
A book: Love the Word, and Mercury: A Reading of John Gower's Confessio Amantis February, 1975, University of New Mexico Press. 196 pp.;
"Food, Laxatives, and Catharsis in Chaucer's Nun's Priest's Tale," a paper presented at the Eighth Conference on Medieval Studies, Western Michigan University, April 30, 1973. Accepted for publication by Speculum, November, 1974. To be published in 1976;
A review of Gwyn Jones' Kings, Beasts, and Heroes, shortly to be published in Clio.

David M. Johnson
"Off the Main Road," The Margarine Maypole Orangoutang Express, No. 7 (Poem);
"Reverie in Sweden," The Margarine Maypole Orangoutang Express, No. 8 (Poem);
"First Love," New Mexico Magazine (Poem);
"Daughter of Eve," The Christian Century (Poem);
"Healing," New Mexico Magazine (Poem);
"siesta," Cafe Solo (Poem);
"Women in a Spanish Fishing Village," Cafe Solo (Poem);
"Catholic Monk Leaves Church," review of Man-Fate: The Swan Song of Brother Antoninus, William Everson, in The Albuquerque Journal, July 21, 1974;
Review of Tongues of Fallen Angels, Selden Rodman, in The Albuquerque Journal, Aug. 4, 1974;
"Indian Myth Texts Challenge Society," review of Four Masterworks of American Indian Literature, ed. John Bierhorst, Albuquerque Journal, Sept. 22, 1974;
"Two Poets Demonstrate Diversity," review of M. McClure's September Blackberries & J. Stallworthy's Hand in Hand, Albuquerque Journal October 13, 1974;
"Handy Introduction to Rock Art," review of Suns and Serpents: The Symbolism of Indian Rock Art, Gar & Maggy Packard, Albuquerque Journal, November 24, 1974.

David Jones
"Killing Game: One Disaster Prelude to the Next," Rio Grande Sun Review of Books. October 10, 1974, pp. 2, 7.

Joseph Kuntz
Manuscript of Poetry Explication: A Checklist, third edition, in hands of publisher, The Swallow Press, Inc., Chicago. Because of delay by publisher, manuscript is being updated, and publication date set for 1975.

4. Cont.

Dorothy M. Logan
"Thomas Mann's 'Gladius Dei;'" The Explicator, to be published in late 1975.

David McPherson
Ben Jonson's Library and Marginalia (monograph), published as the December, 1974 issue of the journal Studies in Philology. Length: 106 pages.

Tom Mayer
Playboy--The Top of The World, Dec. 1974
Andover Review, story;
Air Progress Review, story.

Ivan Melada
A review of Angus Easson, Charles Dickens' Hard Times, accepted for publication in Dickens Studies Newsletter. Publication date not set.

Mary Power
Three notes: "A Note on Hospitality and 'The Dead'"; "The Bile Beans Ad"; and "Why Miss Dunne Was Reading The Woman in White in the Middle of 'Wandering Rocks.'" James Joyce Quarterly. Publication date not yet set; Review of Francoise Giroud's I Give You My Word, Rio Grande Sun Review of Books. (May issue).

David Remley
"Crooked Road: Oral History of the Alaska Highway," Alaska Journal (Spring 1974);
"Walking in Montana: A poem sequence," New America: A Review, Vol. I, No. 2, (December 1974).

Patricia Clark Smith
"Dead Horse Picnic in Lazarus Canyon," Coming-out Poem," "Talkin' Wizard Blues," New America Review, Number I, Spring, 1974;
"Closing Down," "Skater's Elegy," "Cafe Solo," New America Review, December 1974;
"English 102" in Training Teachers On-site: The Spring Semester at Sanostee and Toadlena, Navajo Reading Study Report No. 25, The University of New Mexico;
"Poe's Arabesque", Poe Studies, December, 1974;
"Star-Rock: excerpts from a work in Progress" New America Review, December 1974;
"Walking the Arroyo," South Dakota Review, December 1974.

Ellen Spolsky
"The Semantic Structure of the Wanderer," Journal of Literary Semantics 3;
"Dictionaries and the Semantic Analysis of Poetry," SIGLASH Newsletter, 7,3 (June, 1974), 3-8.

4. Cont.

James Thorson
"A Broadside by Samuel Butler" Bodleian Library Record, 9 (1974), pp.
"Kurt Vonnegut, American Satirist" Sovremenost (Contemporary Review, of Skopje, Macedonia, Yogoslavia) volume 24, number 7, pp. 651-664. (In Macedonian)
"Academic Freedom and the American Association of University Professors" appearing in the Proceedings of the XIVth Seminar on Higher Education in the Americas;
Review of Vladimir Nabakov, Look at the Harlequins, in Rio Grande Sun Review of Books, December issue.

Marcia Tillotson
Review of Byron's Letters & Journals, ed. Leslie A. Marchand, vols. I-III, to be published in Modern Philology in 1975;
Review of Byron's Letters & Journals, ed. Leslie A. Marchand, vols. I-II, published in the Rio Grande Sun Review of Books, September, 1974;
Review of 4 novels, published in Rio Grande Sun Review of Books, December, 1974.

Hoyt Trowbridge
Reviews of; Rousseau, ed. Organic Form: The Life of an Idea, Eighteenth-Century Studies, VII (1974), 234-38;
Monk and Maurer, eds., The Works of John Dryden, vol. 17, Modern Philology, LXXII (1974), 197-202.

David Hsin-Fu Wand
Asian-American Heritage: An Anthology of Prose and Poetry, Pocket Books, Washington Square Press, 308p. June, 1974;
article: "To the Summit of Taj Shan: Ezra Pound's Use of Chinese Mythology," Paideuma, pp. 3-12, (Vol. 3, No. 1) Spring, 1974;
poem: Esprit de Wen I-To," The American Pen, pp. 88-9, (Vol. VI:2), Spring 1974

Fred Warner
Review essay: Tillis Olsen, Yonnondio, Tell Me A Riddle; Davis, Life in the Iron Mills, Rio Grande Sun Review of Books, September 1974;
Review Essay: Nigel Nicholson, Portrait of a Marriage, Rio Grande Sun Review of Books, July, 1974.

Hugh Witemeyer
"Thomas Hardy and British Poetry," Western Humanities Review, XXVIII (Summer 1974), pp. 277-279;
"Two Books on Ezra Pound," Southern Humanities Review, VIII (Summer 1974), pp. 406-408.
"George Eliot, Naumann, and the Nazarenes," Victorian Studies, XVII (December 1974);
"Ruskin and the Signed Capital in Canto 45," Paideuma, III (Winter 1974).

5. OTHER RESEARCH PROJECTS ETC.

Rudy A. Anaya
Grant to write drama for KCET-TV Visions Project, Los Angeles, CA, sponsored by NEA.

George Arms
Continuing work on the Howells letters, final volume is scheduled for 1978.

James F. Barbour
"The Real Ketchel and the Real Light in 'The Light of the World,'" accepted by *Studies in Short Fiction* (date undetermined);
Other articles submitted: "Carlyle and the Conclusion of Moby-Dick" (with Leon Howard); "A Source for 'The Story of China Aster' in Melville's *The Confidence-Man*" (with Bob Sattlemeyer); "Hemingway's Los Indian: Functional Error in 'The Light of the World.'"
Two volume anthology of Southwestern Literature is in the works, and a critical bibliography of Black Writers to be published in 1976.

Ernest W. Baughman
Continuing: stylistic devices of Hawthorne, esp. The Marble Faun;
Cataloguing folklore collections by students of folktale classes, approximately 30,000 items. I have had two students working on this project for credit in English 497, special problems. They have done a respectable amount of work while learning basic archiving techniques;
I have been supplying new Motif-Index numbers for Herbert Halpert's New Jersey Collection of folktales now nearing publication.

Paul Davis
Work on exhibition of illustrations for Dickens' novels;
Work on structural criticism of Dickens' novels.

Morris Eaves
Completed "Blake and the Counter-Arts," a 100-page essay-with-photographs that is to be Chapter 2 of *Blake's Artistic Strategy* (Chaps. 1 and 3 are completed; Chapt. 3 is the final chapt.), a book.

Robert E. Fleming
Article on Hemingway accepted by *Arizona Quarterly*;
Motley book is in final revision stage;
One note and one short article on Motley are submitted to journals;
A book of critical readings on the black writer (*The Black Writer's Role in America*) edited and sent to several publishers;
Article on stereotypes accepted by *Negro Amer. Lit. Forum.*

Gene Frumkin
Completed a manuscript of poems as yet untitled;
Working on a novel;
Completed an article called "The Reason of Surrealism" not yet published;
Served as Master Poet in the Santa Fe Public Schools, fall 1974, under the Poetry-in-the-Schools program.

5. Cont.

Patrick Gallacher
An application of aspects of medieval mental health to medieval literature. A paper delivered at the Eighth Conference on Medieval Studies at Kalamazoo, Michigan, "Aesthetic Distance, Compassion, and Attitudes towards Sickness in Chaucer's 'Summoner's Tale'" completes part of this project;
A project related to medieval non-philosophical psychology which will apply in iconographical tradition of the _Virgo Lactans_ (Mary breast-feeding the child, Jesus) and other examples of breast-feeding in medieval visual art to Chaucer's use of the line from the Song of Songs, "How fairer than wine are thy breasts" in the Miller's Tale and the Merchant's Tale;
A project applying the modern psychology of shame in a dialectic with the medieval commentaries on _Dante's Inferno_, Canto's Eight and Nine.

Shirley Law Guthrie
"The Commentator as Critic: Odo of Picardy on the _Ecloga Theodduli_;"
Literary Biography in the _Accessus ad Auctores_;
Chaucer and Lucan Reconsidered;
The Significance of the _Vita Vergilii_ in Hermann Broch's _Der Tod des Vergil_;
Imitations of Vergil's _Eclogues_ in Three Medieval Eclogues;
Ecloga Theoduli cum Commentario, edition for the Chaucer Library.

David M. Johnson
Pilgrim Country. A book of poetry accepted for publication;
"Poetry in the Schools," Monte Vista School, sponsored by the Albuquerque Arts Council.

David Jones
Performance workshop, January--May 1974;
Endgame, by Samuel Beckett, New Humanities Theatre, UNM June 27-July 1, director.

Dorothy M. Logan
A book on teaching writing in high school.

David McPherson
Article in progress (virtually complete): "Two Sources for the Character of Overdo in Ben Jonson's _Bartholomew Fair_."

Thomas Mayer
Working on a book review.

Ivan Melada
Continuing Research (summer) in industrialism and English Literature;
Manuscript on Industrialism, war, and English Literature presently being considered by Wayne State University Press.

5. Cont.

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

Mary Power
"Visual Aspects of Samuel Beckett"--display of photographic and other materials at Samuel Beckett Symposium, University of North Carolina, Chapel Hill April 4-7, 1975;
"Women of Ireland"--photographic exhibition to be shown in coming month at UNM Women's Center.

David Remley
Completed all but notes, introduction and index to *Crooked Road: A History of the Alaska Highway* (a book to be published in "American Trails series by McGraw & Hill in Spring of 1976).

Patricia Clark Smith
Text and illustrations for *Mósí dóó Dibé Yázhí*, children's book in Navajo.

Ellen Spolsky
Continued work on computer semantics project;
Completed work--an essay called "Riddle Poetry";
Begun--an essay on the relationships between Chaucer studies and studies of the Art of the high Middle Ages.

Marcia Tillotson
A complete list of the Byron apocrypha (in progress);
"Mary and the Monster," a brief essay on *Frankenstein*;
A note on Oscar Wilde and *Il Trovatore*, nearing completion;
Essays on Byron and Scott, Jean Rhys, George Eliot, and Verdi all in progress.

Hoyt Trowbridge
"White of Selborne: the Ethos of Probabilism," paper presented to Seminar 34 (18th Cent. Evidence), Modern Language Assoc., New York, December 27, 1974;
Review of Pittock, *The Ascendancy of Taste*, to appear in *Eighteenth-Century Studies*.

David Hsin-Fu Wand
Research in progress: Tentatively entitled, Brown, Red, and Yellow, an anthology of domestic Third World poets and writers--basically to cover Polynesians, Chicanos, Puerto Ricans, Amerindians, and Asian-Americans in one or two volumes.

5. Cont.

Fred B. Warner
Submitted for publication: "The Hanging Judge Once Before the Bar" submitted to *Papers of the Bibliographical Society of America*; "Time and the Novel Sequence" submitted to *College English* (this is an expanded version of the paper read at the RMMLA meeting); Substantially completed are essays on the relationship of James Joyce and Delacroix, and a survey of T. J. Wise forgeries of Stevenson, on which I shall work this December at the University of Texas Library in Austin, which holds the Wise papers.

Joseph B. Zavadil
Continuing research in hagiography and medieval narrative.

6. ACTIVITIES IN LEARNED AND PROFESSIONAL SOCIETIES ETC.

Rudy A. Anaya
Consultant to coordinating council to Literary magazines, Nov. 21-23, Milwaukee, Wisc.

George Arms
Committee on the Hubbell Award, 1971-75 (Am. Lit. Section, MLA).
Member, Delegate Assembly of MLA, 1973-74.
Modern Language Association meeting, New York, December 26-29.

James F. Barbour
Member *Modern Language Association*, 1973-75. Attended conventions in New York 1973 and 1974;
Member Rocky Mountain Modern Language Association, 1974-75. Attended convention in El Paso 1974.

Ernest W. Baughman
Editor of publications, the New Mexico Folklore Society;
Attended meeting of New Mexico Folklore Society, May, 1974.

Paul Davis
Paper read at New Mexico Solar Energy Association Annual Conference, October 1974.

Morris Eaves
Blake Weekend: Univ. of California, Berkeley, March 1974, by invitation, a slide lecture on "Blake and the Printing Press;"
Blake Symposium: Loyola Univ., New Orleans, April 1974, by invitation, a slide lecture on "Blake's Arts and Counter-Arts: The Quack Doctors of Painting"

Robert E. Fleming
A paper, "Roots of the White Liberal Stereotype," read at the 1974 RMMLA convention, Ethnic Studies Symposium.

6. Cont.

Patrick J. Gallacher
"Aesthetic Distance, Compassion, and Attitudes towards Sickness in Chaucer's 'Summoner's Tale,'" a paper presented at the Eighth Conference on Medieval Studies, Western Michigan University, May 3, 1974;
Participant, Seminar on Number Symbolism in Medieval Literature, Modern Language Association, New York, December, 1974;
"Gower, Mercury, and the Merchant's Tale," paper delivered at the Literature section of the Medieval Association of the Pacific, University of Washington, Annual Meeting, Seattle, February 21, 1975.

Shirley Law Guthrie
Attended Fifth Triennial Meeting of American Comparative Literature Association, April 4-6, 1974, Los Angeles, California.

Ivan Melada
Member MLA; Member RMMLA; Active member, Friends of the Huntington Library.

Roy G. Pickett
Member of the Linguistic Society of America.

David A. Remley
"'Energy and Enterprise': Aspects of Canadian-American Relations over the Alaska Highway in the 1930's" (paper read at Spring, 1974 Conference RMASA, University of Idaho. Accepted for publication in Alaska Journal).

Patricia Clark Smith
June, 1974, Bilingual Education Conference, Kayenta, Arizona. Ran workshop;
Attended Poe seminar, MLA, New York, December, 1974.

Ellen Spolsky
"Computer-assisted semantic Analysis of Poetry," paper presented to the Fifth Annual Conference of the Rocky Mountain Educational Research Association, Oct. 30, 1974.

James L. Thorson
Attended State Conference of AAUP meeting in Socorro, Sept. 27-29, Vice President of Conference;
Salary presentation before Legislative Finance Committee, December 16;
Presented paper "Samuel Butler and the Popish Plot" at the bibliographical section of the Midwest Modern Language Association, Saint Louis, November 2;
Co-chairman of seminar "American Literature Abroad" at MLA meeting in New York, December 27-29;
Presented paper on Academic Freedom to XIVth Seminar on Higher Education in the Americas, and international meeting.

Marcia Tillotson
Attended RMMLA meeting in El Paso, October, 1974.

6. Cont.

Hoyt Trowbridge
Attended meetings of Amer. Soc. for 18th-Century Studies, Philadelphia, April, 1974, and Modern Language Association, New York, December, 1974; Member, Committee on Publications, ASECS; also advisory editor, Studies in 18th C. Culture (to be published by the Univ. of Wisconsin Press, 1975).

David Hsin-Fu Wand
Membership in MELUS (The Society for the Study of the Multi-Ethnic Literature of the United States), an affiliate of the Modern Language Association; membership in American Comparative Literature Association.

Fred B. Warner
Read paper at Genre Section of annual RMMLA Meeting El Paso, Texas Oct. 19: "Time and the Novel Sequence" Named section chairman for 1975.

Hugh Witemeyer
Presented paper, "George Eliot, Naumann, and the Nazarenes," at the convention of the Modern Language Association in New York, December 26-29, 1974.

Joseph B. Zavadil
Attended MLA meeting, December 1974.

7. OTHER PROFESSIONAL ACTIVITIES ETC.

Rudy A. Anaya
Talks to City High Schools (Manzano, West Mesa, Valley) Taos High School.

George Arms
Executive committee of Indiana University Press edition of W. D. Howells;
Co-editor of The Explicator;
Director and vice-president of The Explicator Literary Foundation;
Advisory Board, Abstracts of English Studies;
Editorial board, American Literary Realism;
Advisory Board, ESQ: A Journal of the American Renaissance;
Editorial board, Ariel (Canada).

James F. Barbour
"On the Writing of Moby-Dick": paper read in Las Cruces, Nov. 26, 1974, for English Department Speaker's Program for N.M.S.U.

Ernest W. Baughman
Lecture on English and Scottish Popular Ballads (with examples on tapes) for UNM Folksong Club.

Paul Davis
Consultant-Reviewer-Holt Rinehart Winston;
Consultant--FNMU Dickens Celebration;
Judge Hang Writing Contest

7. Cont.

Morris Eaves
Editor, Blake Newsletter, An Illustrated Quarterly.

Patrick J. Gallacher
Consultant on promotion and tenure decision in regard to Professor Joan Blythe in English Dept. at the University of Kentucky. I was asked to write a letter giving my assessment of her by Professor James Bryant, Chairman, English Dept., University of Kentucky.

David M. Johnson
Participant in General Honors Project; funded by the New Mexico Humanities Council;
Panel Discussion: "The Humanities and the Community," KNME TV, May;
Poetry Reading: Pablo Neruda; July, UNM Kiva.
"The Hebrew Concept of the Breath of Life," Lutheran Campus Congregation, June;
"The Tree and the Serpent": talk, classes at St. Pius High School, Oct;
Poetry Reading: St. Pius High School, November;
Reading Anne Sexton's Poems: aired on KHFM, November.

David A. Remley
President, Southwestern American Literature Association for 1974.

Ellen Spolsky
Interviewed on KNME TV and KOBTV (by Dick Knipfing on Prism) about the social and political situation in Israel since the October war---Jan-Feb, 1974.

Fred B. Warner
Jan. 74 radio talk: book review KZIA;
Sept. 74 judge state junior high speech contest.

8. NON-TEACHING UNIVERSITY SERVICE ETC.

Rudy A. Anaya
Committee: Undergraduate Studies, English Department.

George Arms
English Policy Committee (spring semester);
Freshman English Committee (Fall semester);
Committee on American Studies;
A & S Tenure Advisory Committee;
University Research Policy Committee.

James F. Barbour
English Department Graduate Committee, 1973-74;
English Department Policy and Personnel, 1974-75;
English Department Library Committee, 1973-74;
Department Registration, 1974;
University Graduate Committee, 1974-75.

8. Cont.

Ernest W. Baughman
Department of English Library Committee;
Chairman, Committee on new furnishings for English area of Humanities Building.

Edith Buchanan
Graduate Committee of the Department of English;
Ph.D. Examination Committee;
University Curricular Committee.

Paul Davis
Policy and Personnel Committee;
Faculty Policy Committee--Vice Chairman;
Review Committee, Undergraduate Seminar Proposals.

Morris Eaves
Undergraduate Studies Committee, Department of English;
5 Graduate Committees on Studies, Department of English;
University Research Allocations Committee.

Robert E. Fleming
Member of Freshman English Committee.

Gene Frumkin
Chairman, Creative Writing Committee, Department of English;
Member Policy & Personnel Committee, Department of English;
Faculty Adviser, ASUNM-GSA Poetry Series Committee.

Patrick J. Gallacher
Member, Departmental Graduate Committee;
Member Departmental Library Committee.

Shirley Lew Guthrie
Chairperson, Committee for Comparative Literature;
Member, English Department Policy Committee;
Member, English Department M.A. Exam Committee;
General Honors Council;
Member, English Department "Furniture Committee" for new Humanities Building.

David M. Johnson
Member, English Department Policy and Personnel Committee, spring 1974;
Member, English Department Undergraduate Studies Committee, fall 1974;
Student Publications Board.

David R. Jones
Director of Graduate Studies, Department of English--July to present.

Joseph M. Kuntz
Member, Ph.D. study committee;
Adviser, English majors;
Member, Departmental Policy and Personnel (advisory).

8. Cont.

Dorothy M. Logan
Member, Freshman English Committee;
Member, University Committee on Scholarships, Prizes, Loans, and High School Relations (Jan., 1974-June, 1974);
Member, Committee on Continuing Education (Aug., 1974-present);
Member, Tenure Committee, Department of English.

David C. McPherson
Director of Freshman English, August-December, 1974;
Bookstore Advisory Committee
Member, Policy & Personnel Committee of English Department, January-May, 1974

Ivan Melada
Director of English Graduate Studies;
Chairman, English Graduate Committee;
Acting Minorities Enrollment Coordinator;
Ph.D. Job Placement Advisor.

Roy G. Pickett
Member, English Department Personnel and Policy Committee;
Faculty Adviser to two Ph.D. Students, Department of English;
Member, Dissertation Committee of one Ph.D. Candidate, Department of English.

David A. Remley
Faculty advisor, Department of English

Patricia Clark Smith
Member, English Department Policy and Personnel Committee;
Treasurer, Phi Beta Kappa, Alpha of New Mexico.

Ellen Spolsky
Member, English Department Graduate Committee;
Member, English Department Policy & Personnel Committee;
Chairperson, English Department Search Committee;
Member, Arts & Sciences Promotion Review Committee;
Member, University Graduate Committee;
Member, Computer Use Committee.

James L. Thorson
Chairman, subcommittee on committees of the Faculty Policy Committee;
Member, Faculty Policy Committee and spokesman at meetings with Regents;
Member, Executive Committee of UNM Chapter of AAUP;
Member, Department Library Committee.

Marcia T. Watson
Member, English Department Policy and Personnel Committee, Spring 1974

Hoyt Trowbridge
Member, University Press Committee;
Member, English Department Policy and Personnel Committee.

8. Cont.

Fred B. Warner
Member, University Library Committee;
Member, Department Library Committee.

Hugh Witemeyer
Member, University Committee on the Fulbright and British Marshall Scholarships;
Member, English Department Graduate Committee;
Member, English Department M.A. Exam Committee;
Member, English Department Library Committee;
Member, English Department Placement Committee.

Joseph B. Zavadil
Chairman, English Department

9. PUBLIC SERVICE

James F. Barbour
Treasurer of Friends of Art, 1973;
Altamont Little League Comissioner, 1973-74;
Little League Coach and Manager, for ever and ever.

Edith Buchanan
Patron Santa Fe Opera.

Paul Davis
New Mexico Solar Energy Association.

Gene Frumkin
Guest speaker, Arroyo del Oso Elementary School;
Guest speaker, Albuquerque Academy.

Roy G. Pickett
Member of Common Cause.

David A. Remley
Active in conservation work through IWLA.

James L. Thorson
Testified before City Council against anti-pornography bill;
Served as a member of Committee to Elect Marion Cottrell to City Council.

Marcia Tillotson
Alumna interviewer for Radcliffe College in Albuquerque area.

Joseph B. Zavadil
President, Lobo Little League.

10. PERSONAL INFORMATION

Morris Eaves
Son, Dashiell Harmon, born August 6, 1974.

David A. Fenley
Married, Spring 1974.

The Report of the English Tutorial Program
July 1, 1974 - June 30, 1975
Dean Brodkey, Director

As of 1974-5, the English Tutorial Program entered its fifth year. Dr. Dean Brodkey reassumed sole responsibility for the program as Dr. Rodney Young left to become Director of Testing. To partially offset the loss of Dr. Young, one teaching assistant was assigned half-time to research duties, and taught only one class. In addition, a part-time academic counselor was employed, and a research assistantship was granted to a doctoral student in Psychology.

1974-75 Enrollment Figures
(for comparison, see p. 2, 1973-74 Annual Report)

	Summer	Fall	Spring	Total
Special Assistants	4	13½	13½	
Tutorial Sections	3	25*	24	
Tutorial Students	18	141	141	300 students (capacity 312)
Teacher/student ratio	1:6	1:6	1:6	
ESL classes	1	3	3	
ESL students	9	34	27	70 students (capacity 70)
Teacher/student ratio	1:9	1:11	1:9	

*Prof. Brodkey taught one section in fall.

PROPORTION OF ELIGIBLE STUDENTS WHO ENROLL IN TUTORIAL

1974 FALL FRESHMEN SCORING 15 OR BELOW ON ACT ENGLISH SECTION

(for comparison, see p. 3, 1973-74 Annual Report)

Number, Fall 1974	821
% of class	31%
Tutorial enrollment	141
% of all students 15 or below	17%

COORDINATED COURSES

Following a series of criticisms: that coordinated courses often did not require writing of any kind, that they were sometimes too difficult even for teaching assistants to follow, and that many students expressed a preference for non-coordinated English classes at registration time, there was a general backing off from "difficult" classes and an increase in non-coordinated English sections. Retained as good coordinated course options were Anthropology 102, Philosophy 100, and History 161. Note that in 1975-76, we plan to reintroduce a larger number of coordinated courses. The feeling among the teachers is that such courses are definitely useful in teaching writing, and that a tutor can be flexible enough to help students individually whether or not they choose to enroll in a coordinated course. We anticipate mixed classes in the future in which some students will be enrolled in the specified coordinated course and others not.

SUMMER AND EVENING CLASSES

With our policy of extending the schedule as much as possible to accommodate atypical students, we offered four sections in summer. One of these was entirely taken up by a special group of Pueblo Indian students sponsored by the All Indian Pueblo Council and the College of Education.

In Fall, we filled three evening sections, one of which was coordinated with an evening class in History 161. Three evening classes were again filled in spring. Evening classes will be continued in 1975-76.

GRADING

Grading on Effort rather than proficiency continued to be our guide during the year, with the expected outcome that grades remained high by English department standards. However, an objective measure of progress was required. All students were required to take the CST at least twice -- once near the beginning and once near the end of the term. As noted in other reports, Tutorial students generally gained on retaking the CST. No comparison with gains by other students was possible, since few others take the test twice.

AVERAGE ENGLISH GRADES, 101 and 102
(for comparison see p. 10, 1973-74 Annual Report)

	Fall 74	Spring 75
101	3.21	3.36
102	3.43	3.44

GOOD CUSTOMERS

Following the trend noted in the Annual Report of 1973-74, p. 12, approximately half the students who enrolled for a Tutorial 101 section in fall reenrolled for a 102 section in spring. However, those who took a Tutorial 101 class in spring rarely enrolled for 102 following the summer break.

TUTORIAL 101 STUDENTS WHO TAKE TUTORIAL 102

	Took Tutorial 102 the following semester	Did not take Tutorial 102
Spring, 1974	4	49
Fall, 1974	49	79

THE ACADEMIC COUNSELOR

As an experiment, a graduate student in Counseling was employed part-time to intercept students with special problems beyond the scope and experience of the English teachers. We occasionally have students with severe learning disabilities or emotional conflicts. During the year the counselor was able to treat a number of such students, and was especially helpful to two or three who had reading and spelling difficulties. However, on balance it was felt that the small number of students treated did not justify a continuing expenditure for a counselor directly attached to the Tutorial Program. Individual students needing special help in the future will be referred to the counseling center in the normal way.

THE GRADUATE RESEARCH ASSISTANT

A second experiment was the employment of a graduate research assistant: a doctoral candidate in Psychology at UNM. In addition to replacing some of the services formerly performed by Dr. Young such as computer analysis of student records, etc., the research assistant was singularly creative in developing an original test to predict tutorial success in English classes. To my knowledge there is no reliable way to predict Tutorial success, since previous academic record, ACT scores, ethnicity, etc. seem to have no regular effect on final grades in Tutorial classes. However, personality factors appear to be closely related to the teacher's final evaluation of the student's "Effort". The instrument developed by the research assistant was presented at the annual convention of <u>Teachers of English to Speakers of Other Languages</u> in Los Angeles in March, and may lead to a publication. It will require further refinement before it goes into use with prospective Tutorial students.

SECRETARIAL HELP

To obviate the need for releasing one teaching assistant half-time to supply some of the research duties of an administrative assistant, I plan to hire a permanent part-time secretary in fall, 1975.

GRADUATION RECORDS

While attempts to follow Tutorial students up through graduation have been sketchy due to missing records in the Records Office and the fact that only the classes of 1969-70 and 1970-71 are likely to have graduated, certain interesting features are appearing in the cumulative record.

For one thing, College of Education majors are the most certain to graduate. No other students show that strong a record. There is, once again, no group with which to compare graduation rates.

TUTORIAL PROGRAM GRADUATES OF UNM AS OF FALL, 1974

	Enrolled SPRING 1969-70 (8 semesters) n=49	Enrolled FALL 1970-71 (7 semesters) n=72	Enrolled SPRING 1970-71 (6 semesters) n=67
Education	7	5	1
B.U.S.	3	-	-
Unidentified	4	-	2
Biology	-	1 (with distinction	-
Fine Arts	-	-	1

TUTORIAL STUDENT MAJORS AND GRADUATION RATE

	Number	Graduated
No Record	37	-
Univ. College	79	-
Education (unspec.)	21	10
Education, P.E.	3	2
Elementary Education	1	1
Special Education	1	-
B.U.S.	13	3
Arts and Sciences (unspec.)	19	-
Biology	1	1
Pharmacy	3	-
Fine Arts	7	1
Bus. and Admin. Sci.	3	1
A.A. Health Sci.	2	-
Non-degree	1	-

CST IMPROVEMENT

The following table reports the results of Tutorial students who took the Communication Skills Test during 1974-75. As a program policy, all Tutorial students were required to take the test twice during a semester unless they had achieved a score of ADMIT. This requirement provides a pre- and posttest measure of English progress, scored by neutral graders outside the Program. Each essay is scored by three readers independently. A score of 1 indicates ADMIT (eligible for admission to an Arts and Sciences degree program without further English study), scores of 2 or 3 indicate English 101 or English 102 recommended, and a score of 4 indicates TUTORIAL recommended.

CST SCORES, 1974-75
(n = 204)

	Pretest	Posttest
ADMIT	2	72
101/102	169	130
TUTORIAL	33	2
AVERAGE SCORE	2.68	1.89

Although surprisingly few students received a Tutorial rating on their pretest, this result may have been due to the fact that many students took the pretest after some instruction in class, and in some cases after practice on a CST-type exercise in class. A fairer measure of initial student skill would have emerged if the CST had been taken before any classwork. At any rate, posttest results continue our earlier finding that there is significant improvement, particularly in the Tutorial and Admit categories. A comparison with the improvement of non-Tutorial students is still unavailable, since few if any non-Tutorial students take the CST twice, and few poor writers take it even once.

MATCHED-GROUP STUDY

The requested matched-group study of Tutorial and non-Tutorial students will be appended to this report separately.

A NOTE ON ENGLISH 100

Although English 100 is a new development which did not apply to 1974-75, I will only remark that we have adapted to this new requirement as of the fall term, 1975. Students entering UNM with an ACT score of 18 or below must take English 100 prior to English 101. Those with scores of 15 or below are still being advised to enroll in the Tutorial Program. Consequently, our fall schedule has been revised to list English 100 where previously we listed English 101. We will offer both English 100 and English 102 (for continuing Tutorial students), but will retain the option of offering all freshman English course numbers, 100, 101, 102, and 103 as appropriate to individual needs. No doubt the program in the future will offer primarily English 100 and 101 and more rarely English 102.

Dean Brodkey
Director
English Tutorial Program

THE REPORT OF THE DEPARTMENT OF GEOGRAPHY

July 1, 1974 - June 30, 1975

Richard E. Murphy, Chairman

I. General Departmental Information

It is with a considerable degree of satisfaction that the Chairman of the Geography Department submits this year's annual report, for it marks the completion of a decade of development of geography at the University of New Mexico. Just ten years ago this fall the present chairman joined the faculty here with the expectation of assuming the chairmanship and developing the discipline at UNM. Indeed there was need of development. Only one regular staff member in geography remained, and he was getting ready to depart. Even at its maximum, the staff had never numbered more than three, facilities were limited to a few small rooms in Marron Hall, and only ten regular courses were offered. With the help of courses from other fields a half dozen students were working toward undergraduate majors.

Now, a decade later, there are eight highly trained faculty members on the staff, a secretary and a typist, and two teaching assistants. The number of course offerings has been expanded from 10 to 47 covering virtually every major facet of the field and providing depth in several particular aspects. The facilities include good office and classroom space, a map room, a special projects laboratory, a computer terminal, and equipment for field work, physical geography laboratory, and cartography. The masters degree is now available as well as the undergraduate major and minor.

The department has fifteen students working toward the MA and over thirty undergraduate majors. As soon as the necessary renovation of Bandalier East (Old Ortega Hall) can be accomplished, the Department will move to fine quarters near the center of the campus. Concomitant with these developments has been a development of the map collection of the main library from a small side room having a miscellaneous heap of maps to a wing of the library housing a well organized and growing collection with a full-time map librarian. The Geography Department now offers a full and well-balanced program, and the staff is very active in research and publication.

A. Significant Achievements

Considering just the past academic year, the department has added significantly to its course offerings, completed its participation in the Chaco Canyon project with a final major report, assumed responsibility for cartography formerly taught in Civil Engineering, and capitalized on the services and expertize of two new faculty members. With the addition of another graduate assistant, the department was able to inaugurate a physical geography laboratory in mid-year, converting the two graduate assistants to teaching assistants.

The two new faculty members have inaugurated new courses which round out the coverage of the basic aspects of the discipline. Associate Professor Stanley A. Morain taught a new course in Biogeography during the first semester and one in Soil Geography the second term. Assistant Professor Wesley N. Redfield has added two new courses, one in Transportation Geography and another in Location Theory which will be offered in the next academic year and the following one respectively. In addition, Professor Robert D. Campbell will henceforth offer a seminar in Man-Environment systems and will drop the undergraduate courses therein to be replaced by courses in planning which he is presently developing in conjunction with Architecture. At mid-year, a laboratory course for one credit to accompany the first semester of the freshman course was started by the two new teaching assistants, Jeffrey L. Sievert and Robert Puterski. Professors Bennett, Gordon, Morain, Murphy, Redfield, and Snead all contributed to a laboratory manual for the course.

The Department completed its work on the Chaco Canyon Project, sponsored by the National Park Service, with submission of a 258-page report on <u>Arroyo and Wash Development in the Chaco Canyon Country and Contiguous Areas of Northwestern New Mexico and Northeastern Arizona</u>. Professor Rodman E. Snead served as the principal investigator, and the report was written by William K. Hodges, a goegraphy graduate assistant on the project who has been awarded a substantial scholarship to pursue the Ph.D. degree at the University of Toronto.

In the capable hands of the departmental secretary, Mrs. Ann Lucero, the departmental office has become more and more efficient and helpful to the professors. She was greatly aided during the period from October through February by Mrs. Barbara Rigsby who was a very valuable addition to the office staff as a clerk specialist. Fortunately, the department was able to find a competent replacement, Mrs. Lorella Chavez who helps greatly with the typing load and other work of the departmental office.

The department participated in a major way at the national level in activities in geography. Associate

Professor Elinore M. Barrett is serving as a Councilor of the Association of American Geographers, the governing body of the Association. She and four other members of the staff attended the annual meeting of the Association, held in Milwaukee, Wisconsin, in April. In addition to her duties on the Council, Dr. Barrett presented a paper. Associate Professor Stanley A. Morain chaired a session on remote sensing. Professors Robert D. Campbell and Rodman E. Snead, and Assistant Professor Wesley N. Redfield each presented a paper during the sessions.

A visiting Japanese scholar, Professor Norio Hasegawa, was here during the first semester engaged in research on the American Southwest under a grant from the Ministry of Education of the government of Japan. Dr. Hasegawa is a professor at Tohoku University in Sendai, Japan, and further increases the contacts between our university and Tohoku where both Assistant Professor Douglas H. Gordon and Professor Richard E. Murphy have had previous association. Professor Hideo Fukui of Tohoku University also paid a brief visit during the spring term while on a trip around the world.

With the additional space now available to the Geography Department in Hodgin Hall as a result of the departure of the Philosophy Department to the new Humanities building, we were able to provide good office space for Professor Hasegawa as well as for our own new staff. Also, the transfer of Cartography from Civil Engineering to Geography and the inauguration of a physical geography lab have increased our need for additional space and this has been available in these quarters. Carrels for graduate students are now available and much used.

B. Plans and Recommendations

The contemplated renovation of Bandelier East (Old Ortega Hall) for housing the Geography Department has been delayed because the building is serving temporarily as quarters for offices being remodeled in Scholes Hall. Nevertheless the plans for our new location have been drawn, and work on the renovation is expected to start before the end of another academic year. It is strongly recommended that the plans for renovation and the lists of needed equipment drawn up in anticipation thereof be followed so that first rate quarters may be provided at the optimum time to do so, that is, before the department actually settles into its new home.

The departmental chairman, Professor Richard E. Murphy, in response to an invitation from the University of the Saar in Saarbrücken, West Germany, will be lecturing there on political geography next year supported by a grant under the Fulbright program. In his absence, Associate Professor Elinore M. Barrett will serve as Acting Chairman.

C. Appointments to Staff

Associate Professor Stanley A. Morain and Assistant Professor Wesley N. Redfield joined the staff, starting the fall semester. Although Dr. Morain's primary appointment is with the Technology Applications Center, he is a valuable addition to the staff of the Geography Department. He teaches one course each semester for the department, he has inaugurated courses in Biogeography and Soil Geography, and he will henceforth teach Remote Sensing, relieving Professor Rodman E. Snead of this course. Dr. Morain was formerly on the staff of the Geography Department of the University of Kansas.

Assistant Professor Wesley N. Redfield, who came to UNM from work on his doctorate at the University of Indiana, took over responsibility for teaching the departmental courses in Quantitative Methods, Spatial Analysis, and Urban Geography. He has added two other courses, one in Transportation Geography and one in Location Theory which will be taught on a regular basis henceforth.

D. Separations from Staff

There were no separations from staff during the past year.

II. Composite of Information Requested on Individual Biographical Supplements.

Following are indicated the achievements, productivity, and other activities of the staff of the Geography Department for the calendar year 1974.

Advanced Study

Assistant Professor Wesley N. Redfield is working on his doctoral dissertation on *The Effects of Alternative Optimizing Criteria on Mass Transit Network Structure and Performance*. He expects to be awarded the Ph.D. by the University of Indiana before the end of the current calendar year. Likewise, Assistant Professor Douglas H. Gordon expects to complete his dissertation on *The Impact of Environmental Disruption and the Perception of Environmental Quality in Sendai, Japan* and to receive the Ph.D. from the University of Hawaii before the end of 1975.

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

During the spring term of the 1973-74 academic year

Professor Robert D. Campbell was on sabbatical leave. He conducted research by questionnaire on "Ethnic Groups and Perceptions of Educational Achievement at the University of New Mexico" and prepared a report thereon for submission for publication.

Several of the staff traveled during the summer of 1974 to various places in the United States. Associate Professor Elinore M. Barrett conducted library research at the University of California in Berkeley. Professor Richard E. Murphy traveled through the eastern states in June and to the upper Middle West in August. Professor Rodman E. Snead visited coastal California and made another trip to New York.

More extended travel took Professor Snead between semesters to Puerto Rico for the study of coastal formations in a small group of islands off the northeast coast of Puerto Rico. Professor Stanley A. Morain went to Australia for six weeks in May and June where he was a Visiting Fellow at the University of New South Wales advising on the establishment of a remote sensing program in geography. In July he spent a week in Houston, Texas, participating in a NASA-sponsored Active Microwave Workshop. In October he went to the NASA Headquarters in Washington, D.C. in connection with his duties at the Technology Applications Center.

New scholastic honors, fellowships, etc.

Professor Richard E. Murphy was nominated by the University of New Mexico for the honor and was named as an Outstanding Educator of America with a biographical summary in the 1974-75 awards volume. Dr. Murphy also received an invitation from the University of the Saar in Saarbrücken, West Germany, to lecture there for the 1975-76 academic year on political geography and the geography of North America. The University of the Saar recommended to the Fulbright Commission in Bonn that an award be granted for this purpose.

Professor Rodman E. Snead received a grant from the Research Allocations Committee to study coastal features in the Caribbean area, particularly Puerto Rico and Jamaica.

Publications

Assistant Professor Douglas H. Gordon was co-author with Professor Toshio Noh, an outstanding Japanese geographer, of a book entitled Modern Japan: Land and Man published by Teikoku-Shoin in 1974.

Several articles and reviews were published by other members of the staff. Associate Professor Elinore M. Barrett's article on "Colonization of the Santo Domingo Valley" appeared in the March, 1974 issue of the Annals of the Association of American Geographers (Vol. 64, No. 1, pp. 34-53), and her review of The Ecology of Malnutrition in Mexico and Central America by Jacques M. May and Donna L. McLellan (New York: Hafner Publishing Co., 1972) was published in The Journal of Developing Areas in the April issue. Professor Robert D. Campbell's "Man-Environment Systems" appeared in a publication of the same name (4:89-99, 1974). Professor Rodman E. Snead's review of "Duricrusts in Tropical Subtropical Landscapes" by Andrew Goudie appeared in The Professional Geographer for May (Vol. XXVI, No. 2, pp. 221-222).

Professor Snead was Principal Investigator for the contribution of this department on the Chaco Canyon Project, and the final report, Arroyo and Wash Development in the Chaco Canyon Country and Contiguous Areas of Northwestern New Mexico and Northeastern Arizona (sponsored by the National Park

Service Contract CX7000 30101) was written by Mr. William K. Hodges, a graduate assistant in geography on the project. The report appeared in October, 1974 (Chaco Canyon Research Center of UNM, 258 p.).

Professor Murphy was listed as a "Consulting Expert" for the 50 anniversary issue (14th edition) of Goode's World Atlas published by Rand McNally. Professor Murphy's map on Landforms of the World appears on pages 8-9 of the Atlas.

Associate Professor Stanley A. Morain contributed the section on "Interpretation and Mapping of Natural Vegetation" for Remote Sensing: Techniques for Terrain Analysis edited by J. Estes and L. Spencer published by Hamilton Press, 1974. Dr. Morain also co-authored an article with J.B. Campbell on "Reconnaissance Soil Surveys Using Radar Imagery" for the Proceedings of the Soil Science Society of America (38(5): 818-826,1974).

Other research projects or creative work in progress

Associate Professor Elinore M. Barrett continued research on colonial mining settlements in the Taxco Sultepec area of Mexico. Dr. Barrett also had an article, a book review, and two parts to a book series in press by the end of 1974. The series is SepSetentas numbers 177 and 178 entitled: La Cuenca del Tepalcatepec, Part I. Su Colonizacion y Tenencia de la Tierra and Part II. Su Desarrollo Moderno.

Professor Iven V. Bennett completed his study of the frequency of daily solar radiation in North America, and the results were accepted for publication by the Archiv für Meteorologie, Geophysik, und Bioklimatologie of Vienna. Dr. Bennett has engaged in assembling material on the geography of the Southwest for a detailed syllabus to be used for Geography 304, a regional geography of the Southwestern United States.

Professor Robert D. Campbell conducted research by questionnaire and compiled a report on "Ethnic Groups and Perceptions of Educational Achievement at the University of New Mexico." He has submitted the report for publication. He worked on preparation of two papers on man-environment systems, one on systems evaluation and a second on systems redesign. Also, he is planning a study comparing faculty and student attitudes toward education at UNM.

Assistant Professor Douglas H. Gordon, in addition to his cardinal emphasis on completing the dissertation, is devoting attention to other research interests as well and has been invited to submit a paper on "Land Reclamation in Korea" for the Science Reports of Tohoku University.

Associate Professor Stanley A. Morain, in addition to his work on research proposals and projects dealing with satellite imagery for the Technology Applications Center (in his role as Manager of Remote Sensing Research for TAC), maintains an active research and writing program of varied interests. He has prepared the section on "Phenology and Remote Sensing" for Phenology and Seasonality Modeling edited by Helmut Lieth for Springer Publishers. Dr. Morain prepared for publication in the Annals of the Association of American Geographers an article on "Historical Plant Geography of Queensland Laterite" and another article on "Remote Detection of Locust Swarms" for submission to the Journal of Remote Sensing. He is coauthor with W.A. Shinnick of an invited paper on the "Socio-Economic and Political Implications of Remote Sensing." The invitation was extended by the Australian Remote Sensing Association. In addition, Dr. Morain is preparing a paper, as coauthor with R. Shocklee, on the "Detection and Mapping of Rubber Plantations from ERTS Imagery of Thailand." Dr. Morain has had accepted for publication in the Agronomy Journal an article, coauthored by D.L. Williams, on "Wheat Production Estimates Using Satellite Images." Also Dr. Morain has contributed the section on "The Use of Remote Sensors in Vegetation Mapping" for the forthcoming Handbook of Vegetation Science edited by Dr. Tuxen to be published in The Hague.

Professor Richard E. Murphy continued work on the first volume of a projected three-volume introductory geography series for Hamilton Publishing Co., a subsidiary of Wiley. Professor Murphy also continued work on a classification of nation-states on the bases of origin and relation to ethnic groups.

Assistant Professor Wesley N. Redfield devoted major attention to his dissertation, but he also maintained other research interests. Prior to coming to New Mexico he served as a research assistant on a study of the railroad system of Indiana, completed in August, 1974 by the Center for Urban and Regional Analysis of Indiana University. After coming to New Mexico he completed a study on "A New Heuristic Combinatorial Algorithm" which was accepted by the Association of American Geographers for presentation at the annual meeting of the Association.

Professor Rodman E. Snead maintained a very active research program. He continued his investigation of coastal formations in the Caribbean with field work in the area. He is writing three chapters for a report being prepared by Professor George Dales, archeologist in charge of the Afghanistan expedition of 1972 of the University of California at Berkeley. Professor Snead was the geomorphologist of the expedition and is writing the chapters devoted to the landforms of the area studied. The report is to be published by the University of California Press. Another report is being prepared for Dr. Karl Lamberg-Karlovsky of Harvard University based on field work in southern Iran during the summer of 1973 where Professor Snead accompanied the Harvard University expedition as geomorphologist. Professor Snead is also continuing his work on a 500-page volume entitled Coastal Landforms and Surface Features: A Photographic Atlas and Glossary to be published by Dowden, Hutchinson, and Ross. Furthermore, Dr. Snead is preparing a revision and second edition of his Atlas of World Physical Features published by Robert E. Krieger Publishing Co. Dr. Snead is also preparing an article on "La Cordillera Islands, Puerto Rico: A Geographic Enigma" for the journal Ecumene. Another article entitled "Kuh-i-Khwaja, Iran, Mountain of the Teacher" has been completed for the Explorers Journal.

Activities in Learned and Professional Societies

Associate Professor Elinore M. Barrett continued to serve as a Councilor of the Association of American Geographers, which Council, together with the officers of the Association, serves as its governing board. She attended the annual meeting of the Association in Seattle in April and participated in the deliberations of the Council. In November she went to Chicago for another meeting of the Council.

Professor Iven V. Bennett continued as a member of the Editorial Board of the journal Solar Energy. During the Spring Research Symposia held at UNM in April, Dr. Bennett presented a paper on "Solar Radiation Climate of New Mexico."

Associate Professor Stanley A. Morain presented a paper on "Prospects for Monitoring Locust Outbreak Areas in Africa and Southwest Asia" at the annual meeting of the Association of American Geographers in Seattle in April. In October he attended the annual meeting of the National Council for Geographic Education held in Chicago.

Associate Professor Wesley N. Redfield attended the annual meeting of the Association of American Geographers in Seattle in April where he was interviewed for the position here by Dr. Barrett.

Professor Rodman E. Snead attended the regional meeting of the Social Science Association in El Paso to which he took several students. Dr. Snead read his paper there on "Kuh-i-Khwaja, Iran, Mountain of the Teacher."

Other Professional Activities

Several members of the staff engaged in other professional activities. Professor Bennett appeared as a guest on the television program "UNM Reports." He discussed solar energy in New Mexico. Professor Campbell gave several talks to off-campus groups in high schools and service clubs. Professor Murphy gave a slide presentation and talk on the Soviet Union to the 6th grade of Apache School in February and a slide presentation to the Geography Club in May. Associate Professor Redfield served as a consultant to the Chaco Canyon Project and was invited to address a group of mathematicians at the Los Alamos Scientific Laboratory. Professor Snead gave several talks about his travels in Afghanistan, Iran, and Pakistan to several high schools in Albuquerque.

Non-teaching University Service

The staff continued active roles in University service. All served as advisors to undergraduate majors and graduate students. All participated in the staff meetings and work of the department. In addition, Associate Professor Barrett served as a member of the Board of Directors of the Coronado Credit Union and a member of the University Library Committee. Professor Bennett continued his contacts with the local Meteorological Society. Professor Campbell served on the University Forum and is Chairman of the Social Sciences Promotions Advisory Committee. He also served on the Tenure Committee, the ISRAD Advisory Committee, the Special Services Advisory Committee and the American Studies Advisory Committee. Also, he served as Chairman of two doctoral committees in American Studies. Assistant Professor Gordon served on the Asian Studies Committee, and he devoted a great deal of effort to the planning for the new quarters for the Department and the equipping of a cartography lab. Professor Morain has taken over representation on the New Mexico Land-Use Advisory Council from Professor Murphy. Professor Murphy continued his service as Chairman of the Geography Department. Also, he served as a member of the Russian Studies Committee. Assistant Professor Wesley N. Redfield established contacts with personnel in the Computing Center and took charge of our terminal here. Professor Snead continued his service as faculty sponsor of Gamma Theta Upsilon, the honorary Geographical Society, and he also continued to serve as the Liaison Officer of the University of New Mexico for the Danforth Scholarship Program.

All of this represents the work of a first-rate staff. The Chairman of the Geography Department feels he can justifiably take satisfaction in the accomplishments of the Department during the past year and the past decade.

Annual Report of the Department of Geology

July 1, 1974 to June 30, 1975

Lee A. Woodward, Chairman

I. General Departmental Information

A. Significant Achievements

The Department of Geology consists of 14 full-time faculty, 5 part-time faculty, 52 graduate students, and 125 undergraduate majors.

During 1974 the department granted 19 bachelor's degrees, 10 master's degrees, and 2 Ph. D degrees. This compares with 19, 9, and 3 degrees respectively for the previous year. This was an excellent year for employment of geologists, as most of our graduates had several offers. Numerous industrial firms have interviewed our students here on campus. At the present time we are unable to supply enough geologists to keep up with the demand.

Our most important progress during the year was minor revision of the curriculum for the B.S. degree. A new course, Geology 315L, Physical Geochemistry, was instituted to give our students a better understanding of thermodynamics as applied to rock systems. Although our B.S. degree is one of the best in this country, with a solid background in mathematics, physics, and chemistry that allows entry without deficiencies into any graduate school, we are continually seeking improvement in our program. Our 1974 B.S. graduates have reported that in their graduate study at such schools as the University of Oklahoma (Brad Jones) and the University of Kansas (Ted Beaumont) our curriculum and training has given them a definite advantage over entering graduate students from other schools.

During the past few years we have up-graded our Ph.D. and M.S. programs (see previous annual reports) and this year our emphasis has been on more stringent admission of graduate students. We have had 66 applicants for graduate study and have recommended 42 for admission. However, the number of entering graduate students is largely determined by how much financial aid we have to offer; those students offered aid are in the top group of the 42 recommended for admission. In general, the quality of the students applying for admission to our graduate program has increased markedly during the past 5 years. Thus, we have our pick of the best students throughout the U.S. Our entering graduate students will total 15 for Fall 1975 and come from fine universities, such as Rice, North Carolina, Wisconsin, Montana, Hawaii, Oregon, and UNM.

During 1974 the faculty of the Geology Department had research grants totalling $1,459,763.00. Much of this money is used for purchase of equipment that ultimately is used for instruction and for support of graduate students. At this time, all of our graduate students that desire financial support are receiving it; about 45 get support from the department and the others are working part-time as geologists with mining companies here in Albuquerque.

During spring semester, a course in "Geochemistry of sandstone uranium deposits" conducted by Prof. Brookins created considerable interest among professional geologists in Albuquerque with many of these people from industry attending and contributing to the class. This offering helped to further establish the close ties between the Geology Department and industry.

Departmental participation in the annual meeting of the American Association of Petroleum Geologists in June in Albuquerque and the New Mexico Geological Society meeting at Ghost Ranch in October was instrumental in the success of those meetings and enhanced the reputation of the Geology Department with professional geologists throughout the country.

The following scientists (with their respective affiliations) visited the Geology Department to give talks and to consult with the faculty and students:

1. Dr. Leon Silver - Cal. Tech.
2. Dr. Gordon Eaton - U.S. Geol. Survey
3. Frans R. P. Kalf - Water Commission of Australia
4. Alden C. Hayes - National Park Service
5. Dr. T. R. Lyons - National Park Service
6. Dr. W. D. Stanley - U.S. Geol. Survey
7. Dr. G. V. Keller - Colorado School of Mines
8. Dr. J. W. Creasy - Middlebury College
9. W. Jirikowic - Skelly Oil Co.
10. G. Swenumson - Conoco
11. Dr. A. Boettcher - Penn State
12. Hunter Yarborough - Exxon
13. Dr. A. A. Meyerhoff - American Assoc. Petroleum Geol.
14. A. K. Loring - Conoco
15. Dr. A. W. Laughlin - Los Alamos Scientific Lab.
16. Dr. Bruno Gilletti - Brown University
17. Dr. Claude Ranguin - Univ. of Sonora
18. Dr. C. D. Branch - South Australian Institute of Technology
19. Dr. R. Lister - National Park Service
20. Dr. C. H. Thorman - U. S. Geol. Survey
21. Dr. A. Mattis - Rutgers University
22. Dr. P. Stahl - Sandia Corp.

23. Dr. A. W. Cleaves - Wayne State University
24. Dr. R. J. Horodyski - UCLA
25. Dr. R. Roosen - UNM Physics Dept.
26. Dr. J. Wasson - UCLA

The following graduate students received financial support from the source noted:

1. J. Berkley, Research Assistant, NASA
2. S. Bolivar, Research Assistant NSF
3. W. T. Brown, Teaching Assistant
4. E. Erb, Research Assistant, NASA
5. R. Della Valle, Research Assistant, BEF Grant
6. D. Hausel, Teaching Assistant
7. M. Lee, Research Assistant, AEC
8. D. Love, Research Assistant, BEF Grant
9. G. Mannhard, Teaching Assistant
10. W. Mansker, Research Assistant NASA
11. J. May, Teaching Assistant
12. H. Planner, Research Assistant, Sandia Corp.
13. M. Shetiwy, Libyan Govt. Fellowship
14. T. Steinborn, Research Assistant NASA
15. J. Wadell, Teaching Assistant; Research Asst. BEF Grant
16. R. Martinez, U.S. Geol. Survey
17. R. Warren, Research Assistant NASA
18. J. Aubele, Teaching Assistant
19. H. Brown, Research Assistant NASA
20. T. Bornhorst, Research Assistant NASA
21. R. Broomfield, Teaching Assistant

22. D. Broxton, Teaching Assistant
23. L. Crumpler, Research Assistant, NASA
24. J. Dorn, Research Assistant, BEF Grant
25. D. Eppler, Research Assistant NASA
26. L. Esparza, full-time employee AEC
27. G. Forsythe, Research Assistant NSF
28. T. Gorham, Research Assistant, BEF Grant
29. P. Lelyveld, Teaching Assistant
30. K. Loeber, Teaching Assistant
31. J. Kasten, Teaching Assistant
32. D. Lopez, U.S. Geol. Survey
33. J. Mason, Teaching Assistant
34. R. Northrop, Research Assistant, Sandia Corp.
35. C. Olson, full-time employee LASL
36. S. Peterson, part-time employee Donegan
37. W. Riese, part-time employee Gulf Minerals
38. D. Riesmeyer, American Fed. Mineralogical Soc. Fellowship
39. J. Ross, Research Assistant, National Park Service
40. S. Sibray, Research Assistant NASA
41. S. Wallace, part-time employee Kerr-McGee
42. J. Wilson, Teaching Assistant
43. R. Zilinski, Teaching Assistant, Res. Asst. BEF Grant
44. W. Schrandt, Research Assistant NSF
45. C. Smith, Research Assistant, NSF
46. E. Spradlin, U.S. Geol. Survey
47. F. Maldonado, U.S. Geol. Survey
48. T. Shipman, full-time employee Sun Oil Co.

49. R. Timmer, full-time employee Earth Resources Co.
50. G. Flesch, full-time employee Cities Service Oil Co.
51. S. Hafenfeld, part-time employee Conoco Minerals
52. D. Jagnow, full-time employee Shell Oil Co.

Numerous undergraduate geology majors work on research projects and are paid on an hourly basis. In addition about $2,500 was awarded as scholarships to undergraduates.

The following students were awarded these scholarships through the Department of Geology:

1. Sun Oil Co., $200 each to T. Bornhorst, R. Della Valle, and R. Zilinski.
2. Albuquerque Gem and Mineral Club, $133 each to B. Chakoumakos and J. Berkley.
3. El Paso Natural Gas, $400 each to L. Martinez, B. Gonzales and G. Honea.
4. Aztec Oil and Gas, $250 each to S. Burnworth, J. Ross, and R. Broomfield.
5. Leonard Scholarship; $300 each to J. Marshall, K. Jackson, T. Kasten, and R. Livicarri; and $200 each to V. Leighton, P. Longmire, C. Sanguinetti, J. Potter.
6. New Mexico Geological Society Field Trip Stipends (payment of fees, food, and lodging for Fall Field Conference) to D. Eppler, G. Mannhard, D. Riesmeyer, R. Martinez.

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 total value of mineral production in New Mexico in 1974 was $1,934 million. The Department of Geology contributes to the scope and magnitude of this production by providing trained geologists for industry and by faculty research that ultimately leads to discovery and exploitation of mineral resources.

During 1974 the following received these degrees in geology:

Allexan, John S. (B.A.)
Beaumont, Edward A. (B.S.)
Boyd, Ronald G. (B.A.)
Clark, Robert L. (B.S.)
Ehrenberg, Arthur C., Jr. (B.S.)
Farnsworth, John F. (B.A.)
Gray, Phillip B. (B.S.)
Jones, Bradley B. (B.S.)
Kautz, Paul F. (B.S.)
Lahusen, George (B.A.)
Langdale, Clyde R. (B.S.)
Martinez, Bennie A. (B.S.)
Moore, Martha J. (B.A.)
Nelson, Carolynn (B.S.)
Rector, Edward L. (B.A.)

Sackheim, Margo J. (B.S)
Sanchez, Anthony G. (B.S)
Thompson, Gene E. (B.A)
Vanderford, William D. (B.A)
CAGLE, FRED R. (M.S.)
DILLON, JOHN F. (M.S.)
ENZ, ROBERT D. (M.S.)
GAIL, GEORGE J. (M.S.)
GRAINGER, JAMES R. (M.S.)
GREEN, JONATHAN A. (M.S.)
HLAVA, PAUL F. (M.S.)
MALDONADO, FLORIAN (M.S.)
MARTINEZ, RUBEN (M.S.)
PLANNER, HARRY N. (M.S.)
MOORE, RICHARD B. (Ph.D.)
MUKHOPADHYAY, BIMAL (Ph.D.)

B. Significant Plans and Recommendations

We plan to hire 2 faculty members for the following academic year of 1976-77. Hopefully, we will interview and offer contracts for these positions during Fall 1975. One position will be a replacement for Prof. Siemers who resigned; this will be in the area of sedimentology and stratigraphy. The other position will be a replacement for Prof. Wengerd who plans to retire at the end of the academic year 1975-76. His replacement will probably be in the area of engineering geology - geohydrology - geomorphology.

In addition we need a draftsman - photographer to aid in preparing classroom and research illustrations.

C. Appointments to Staff

Several applicants for a position as Assistant Professor in sedimentology and stratigraphy were brought on campus for interviews, but none were hired as they did not have the qualifications we are seeking.

Gerald Gomez was appointed thin-section preparator in December 1974.

D. Separations from Staff

Assistant Professor Charles T. Siemers resigned effective June 30, 1975 to accept a position with Cities Service Oil Company.

Sheryl Bentley resigned as staff secretary in May 1975 to be with her husband in the U.S. Navy.

John Bauer resigned as thin-section preparator in November 1974 to go into law enforcement training.

II. COMPOSITE OF INDIVIDUAL BIOGRAPHICAL SUPPLEMENT

1. Advanced Study

Douglas G. Brookins: Re-accredited by the American Institute of Chemists for the period 1974-1979.

Rodney C. Ewing: Ph.D., June, 1974, Stanford University. 'Mineralogy of rare earth, AB_2O_6-type Nb-Ta-Ti oxides

Barry S. Kues: Defense of Ph.D. dissertation "The fauna and paleoecology of the Oketo Member, Barneston Limestone, in Kansas and Nebraska" (Indiana Univ., Nov.).

Sherman A. Wengerd: F.A.A. Biennial Flight Review, passed on Oct. 27; AOPA Flight Updater Course Nov. 9; Naval Retirement Seminar, KAFB, Oct. 5.

2. Sabbaticals

Roger Y. Anderson: Sabbatical Leave, Sem. II, 1973-74. Work on Project "Environmental Monitoring of Western Lakes." Travel to field localities in Arizona, California, Nevada, and Washington. Lab work and proposal writing, report preparation.

Douglas G. Brookins: Numerous field trips in New Mexico (northern N.M.: Florida Mountains; Sandia Mountains; Pedernal Hills; Ambrosia Lake District; Zuni Mountains; Jemez Mountains).

Jonathan F. Callender: Travel to California to do field work (grant supported). Travel to Jet Propulsion Lab. Pasadena, California, for research in remote sensing techniques.

Wolfgang E. Elston: Summer field work on NASA-sponsored research in southwestern New Mexico. Examination of mineral deposits and evidence for meteorite-impact origin of Sudbury Basin, Ontario, Canada, by invitation of Department of Energy, Mines, and Resources (Canada), June 25-28, 1974.

Klaus Keil: Washington, D.C. Meeting of Program Chairmen for Spring Annual Meeting, January 31 - February 1, 1974. St. Louis,Missouri; Viking Inorganic Chemical Analysis Team Meeting and Wind Tunnel Tests, February 19 - 22, 1974. Houston, Texas; Fifth Lunar Science Conference, Lunar Science Institute, March 18 - 22, 1974. Las Vegas, Nevada; Annual Meeting of the Cordilleran Section, Geological Society of America, March 29 - April 1, 1974. Washington D.C.; Meeting of the U.S. National Committee for Geochemistry, April 7, 1974. Washington, D.C.; Annual Meeting of the American Geophysical Union, April 8 - 10, 1974. Denver, Colorado; Viking Inorganic Chemical Analysis Team Meeting, April 11 - 12, 1974. Houston, Texas; Lunar Sample Analysis Planning Team (LASPT) Meeting, Johnson Space Center, April 21 - 28, 1974. Pasadena, California; Training for Viking Mars Mission, May 14 - 16, 1974. Santa Fe, New Mexico; Talk to Photographers of the Southwest, May 17, 1974. La Jolla, California; Talk and Research at University of California, Ocean Deep Drilling.Project, June 25 - 29, 1974. Houston, Texas; Lunar Sample Analysis Planning Team (LSAPT) Meeting, Johnson Space Center, July 15 - 19, 1974. Honolulu, Hawaii, with one week stops each on Kauai and Hawaii; Field work with two students, July 30 - August 30, 1974. Sabbatical leave, at various institutions listed below, September 1, 1974 - January 15, 1975. Houston, Texas; Lunar Sample Analysis Planning Team (LSAPT) Meeting, Johnson Space Center, September 3 - 9, 1974. Lecture and study tour in Europe, with talks and study leave at several institutions, September 10 - October 1, 1974. Mainz, West-Germany; Max-Planck Institute for Chemistry, September 11 - 14, 1974. Regensburg, West-Germany; Annual Meeting of the German Mineralogical Society, under the auspices of the Meeting of the International Mineralogical Association. Presented invited talk and served as Seminar Chairman, as well as Chairman of the Commission on Cosmic Mineralogy, International

Mineralogical Association, September 15 - 22, 1974. Vienna, Austria; Museum for Natural History. Studied meteorites and wrote paper with G. Kurat, September 24 - 29, 1974. Heidelberg, West-Germany; Max-Planck Institute for Nuclear Physics. Arranged exchange of meteorites with University of New Mexico, September 30, 1974. Houston, Texas; Lunar Sample Analysis Planning Team (LSAPT) Meeting, Johnson Space Center, October 10 - 14, 1974. Sao Paulo, Brazil; Department of Geosciences, University of Sao Paulo, Brazil. Was invited to present 25 lectures on "The Origin of the Solar System" (Distinguished Visiting Professorship), assisted in their electron microprobe laboratory and gave lectures, October 17-November 15, 1974. Porto Alegre, Brazil; Presented invited talk at the Annual Meeting of the Geological Society of Brazil, Porto Alegre, Brazil, October 28 - November 1, 1974. Rio de Janeiro, Brazil; Studied meteorite collection at the Brazilian National Museum, Rio de Janeiro, Brazil, November 8 - 10, 1974. Miami Beach, Florida; Chaired meeting of the U.S. National Committee for Geochemistry, National Academy of Sciences, November 17, 1974. Miami Beach, Florida; Presented talk at the Annual Meeting of the Geological Society of America, November 8 - 20, 1974. La Jolla, California; Presented three talks, November 30, 1974 - January 15, 1975. Houston, Texas; Lunar Sample Analysis Planning Team (LSAPT) Meeting, Johnson Space Center, December 4 - 9, 1974.

Albert M. Kudo: To attend N.M. Geol. Soc. Field Conference, Ghost Ranch, N.M., Oct. 2-5/74; Travel to Denver, Dec. 4-6, 1974 to attend Workshop on Granites & Rhyolites; Travel to Absaroka Range, Wyoming to do field work.

Gary Perrin Landis: U.S. Geological Survey, Isotope Branch, Denver, Colo. (one month-June '74). Isotopic Studies of LASL geothermal well, tungsten geochemistry, and fluid inclusion thermometry.

Sherman A. Wengerd: January: Jalisco, Nayarit, Sinaloa, Sonora, Texas; March: Sonora, Texas; April: Texas, Arizona; May: Arizona, Utah; June: Colorado, Wyoming, Utah; July: Colorado, Utah; August: Arizona; September: Colorado, Kansas, Oklahoma; October: Colorado; December: Arizona, Baja California, California.

3. New scholastic honors, fellowships, etc.

Douglas G. Brookins: Elected Councillor, New Mexico Institute of Chemists.

Jonathan F. Callender: Junior member, Amer. Association of Petroleum Geologists.

Wolfgang E. Elston: Paper The Work of W. Elston (USA) on Planetology, read by Yu.A.Khodak at session of Geographic and Astronomic-Geodetic Sections, Academy of Sciences, USSR, Moscow, Oct. 31, 1974.

Rodney C. Ewing: Sigma Xi

Klaus Keil: Chairman, Mineralogy and Petrology Division, Lunar Science Review Panel (LSRP), Lunar Science Institute, Houston, Texas. Secretary, Commission on Meteorites, International Union of Geological Sciences. Secretary, Commission on Cosmic Mineralogy, International Mineralogical Association. Secretary, International Association for Geochemistry and Cosmochemistry. Outstanding Educator of America. Member, Leonard Medal Committee, Meteoritical Society. Chairman, U.S. National Committee for for Geochemistry, National Academy of Sciences. Ex-officio member, Subcommittee on the Geochemical Environment in Relation to Health and Disease, U.S. National Committee for Geochemistry, National Academy of Sciences. Member, Ad hoc Lunar Data Synthesis Review Panel, National Aeronautics and Space Administration (NASA), Washington, D.C. Chairman, Nominating

Committee, Meteoritical Society. Honarary Member, Phi Eta Sigma. Member Editorial Board, Journal "Chemical Geology". Chairman, Program Committee, Planetology Section, 55th Annual Meeting, American Geophysical Union, Washington D.C. Member, Geophysics Research Board, National Academy of Sciences, Washington D.C. Member, Surface Sampler Team, Viking Mars Mission. Member, Lunar Sample Analysis Planning Team, Johnson Space Center, Houston, Texas. Member, Editorial Board, Colorado School of Mines Quarterly, Golden, Colorado. Member, Committee on Public Education and Information, Mineralogical Society of America. Recipient of the Plaque of the American Federation of Mineralogical Societies. Chairman, U.S. Geodynamics Committee, Subcommittee on "Chemical Differentiation of Magmas", Geophysics Research Board, National Academy of Sciences, Washington, D.C. Member, Editorial Board, Lunar Science Studies (NASA, Houston, Texas). Distinguished Visiting Professor, Department of Geosciences, University of Sao Paulo, Sao Paulo, Brazil. Visiting Professor, Chemistry Department, University of California, La Jolla, California

Sherman A. Wengerd: Biography in "Who's Who in the World" 2nd Ed. 1974-75; "Who's Who in America" 38th ed. 1974-75.

4. Publications

Douglas G. Brookins:

Brookins, D.G., and Obradovich, J.D., "K-Ar and Rb-Sr Age Determinations on the Mineral Ferrostilpnomelane from Deer Isle Mine, Penobscot Bay, Maine", Isochron/West, n. 10, p. 15-16.

Brookins, D.G., "Radiometric Age Determinations from the Sandia Granite, New Mexico: Summary and Interpretation", Isochron/West, n. 10, p. 11-14.

Shimron, A.E., Margaritz, M., Brookins, D.G., and Bartov, Y., "Origin of the Intrusive Carbonate Rocks Between the Gulf Elat and Gulf of Suez Rifts", Israel Jour. Earth Science, v.22

Moore, R.B., and Brookins, D.G., "Sr 87/86 Ratios and the Origin of the San Francisco Volcanic Field, Arizona", Geol. Soc. Amer. Prog. with Abs., v. 6, p. 461.

Mukhopadhyay, B., Brookins, D.G., and Lee, M.J., "Preliminary Rb-Sr Systematics of the Madera Limestone (Pennsylvanian) near Albuquerque, New Mexico", Geol. Soc. Amer. Progr. with Abs., v. 6, p. 462.

Brookins, D.G., and Corbitt, L.L., "Preliminary Rb-Sr Study of the Igneous Rocks of the Florida Mountains, New Mexico", Trans. Amer. Geophys. Union, v. 55, p. 470-471.

Brookins, D.G., "Radiometric Age Determinations for Granites, Northern Penobscot Bay Area, Maine", 1974 New Eng. Intercol. Geol. Conf. Guidebook, p. 123-125.

Brookins, D.G., "Preliminary Radiometric Age Determinations from the Florida Mountains, New Mexico", El Paso Geol. Soc. Guidebook 8th Ann. Field Trip, p. 47-56.

Brookins, D.G., "Position Paper on Uranium and Thorium Resources of New Mexico", The Governor's Energy Task Force, State of New Mexico, 10 p.

Keil, K., and Brookins, D.G., BOOK REVIEW: "Geochronology: Radiometric Dating of Rocks and Minerals", ed. C.T. Harper: Tschermaks Mineral. Petrg. Mitteil, p. 59.

Brookins, D.G., and Meyer, H.O.A. "Crustal and Upper Mantle Stratigraphy Beneath Eastern Kansas": Geophys. Research Letters, v. 1, p. 269-272.

Brookins, D.G., "Isotopic Age Determinations from the Florida Mountains, New Mexico": Geology, v. 2, p. 555-557.

Brookins, D.G., and Lee, M.J., Uranium Mineralization: Carbonaceous Matter" Clay Mineral Relationships in the South San Juan Mineral Belt, New Mexico": Geol. Soc. Amer. Abs. w/Progs., v. 6, p. 669.

Brookins, D.G., "Summary of Recent Rb-Sr Age Determinations from the Precambrian Basement Rocks of North-Central New Mexico": New Mex. Geol. Soc. Guidebook 25, p. 119-121.

McCallister, R.H., Meyer, H.O.A. and Brookins, D.G., "'Pyroxene' - Ilmenite Xenoliths from the Stockdale Pipe, Kansas: Chemistry, Crystallography, and Origin", Int. Conf. of Kimberlites Symposium Johannesberg, Sept. 1973, Phys. Chem. Earth, v. 9, p. 75-84.

Jonathan F. Callender:

Editor, Guidebook to Central-Northern New Mexico, 1974: New Mexico Geol. Soc., 25th Field Conference, 418 p. (with C.T. Siemers and L.A. Woodward).

Physiography, Geology and Mineral Resources of Albuquerque area, 1974: Public Service Co. in-house publication, p. 15-38.

Structure of the Lucero Uplift, eastern Valencia County, New Mexico (abs.): submitted to Amer. Assoc. Petrol. Geol. Rocky Mountain Section Meeting (will be published in A.A.P.G. Bulletin in 1975) (with R.E. Zilinski)

Wolfgang E. Elston:

(with Rhodes, R.C.) A meteorite-impact model of the Bushveld-Vredefort complex, South Africa (abs.): EOS, Trans. Am. Geophys. Union, v. 55, p. 336-337, 1974.
(with McGetchin, T.R.) Field Trip Guidebook of Parts of Northern New Mexico and Arizona: Nat. Aeronaut. and Space Adm. Planetol. Office, 38 p., 1974.

(with Carten, R.B., Silberman, M.L., and Armstrong, A.K.): Geology trace-metal anomalies, and base-metal mineralizations in the central Peloncillo Mountains, Hidalgo County, New Mexico (abs.): N. Mex. Geol. Soc. Guidebook of Central-Northern New Mexico, 25th Field Conf., 1974, p. 378.

Some guides to mineralization, Hidalgo County, New Mexico (abs.): Ibid., 1974, p. 378.

Rodney C. Ewing:

Spherulitic Recrystallization of Metamict Polycrase, Science, 1974, 561-562. Natural Gamma-Ray Spectra of Euxenite, Polycrase and Aeschynite, 1974, Canadian Mineralogist, 357-359.

George R. Jiracek:

Jiracek, G.R., Geophysical studies in the Jemez Mountains, in New Mexico Geol. Soc. Guidebook, 25th Field Conf., 137-144, 1974.

Jiracek, G.R., Geophysical potential methods in geothermal prospecting, Position Papers on Geothermal Resources, The Governor's Energy Task Force, New Mexico State Bureau of Mines and Mineral Resources publication, in press.

Jiracek, G.R. and P.R. Kintzinger, Deep electrical resistivity investigations coupled with "dry" geothermal reservoir experiments in New Mexico (abstract), Geophysics, in press.

Jiracek, G.R., G.A. Dorn, G. Forsythe, M.T. Gerety, B. Schrandt, and C. Smith, Resistivity investigations surrounding "hot dry-rock" geothermal drill sites in New Mexico (abstract), Eos Trans. AGU, in press.

Jiracek, G.R., Experimental and theoretical measurements of planetary frost, report and paper with J.E. Conel, Jet Propulsion Laboratory, in preparation.

Klaus Keil:

A. Scientific articles published in major national and international journals; scientific publications of the Institute of Meteoritics, as well as books.

Note: Listed are only publications that have appeared in the report period. Not listed are papers that are in press or in preparation.

Composition, mineralogy, and petrology of 28 mare basalts from Apollo 15 rake samples. Geochim. Cosmochim. Acta, Suppl.4, Vol. 1, 423-444, 1973 (E. Dowty, K. Keil and M. Prinz).

Major-element vapor fractionation on the lunar surface: An unusual lithic fragment from the Luna 20 fines. Earth and Planet. Sci. Lett. 21, 91-96, 1973 (E. Dowty, K. Keil and M. Prinz).

"Very High Alumina Basalt": A mixture and not a magma type. Science 183, 1214-1215, 1974 (E. Dowty, M. Prinz and K. Keil).

Baddeleyite (ZrO_2) in gabbroic rocks from Axel Heiberg Island, Canadian Arctic Archipelago. Amer. Mineral. 59, 249-253, 1974 (K. Keil and P. Fricker).

Description, classification and inventory of 113 Apollo 17 rake samples from stations 1A, 2, 7 and 8. NASA L.B. Johnson Space Center, Houston, Texas, 149 pages, 1974 (K. Keil, E. Dowty and M. Prinz).

Ion microprobe study of high-alumina basaltic glasses. "Lunar Science IV" (eds. J.W. Chamberlain and C. Watkins), Lunar Science Institute, Houston, Texas, 603-605, 1973 (M. Prinz, K. Keil, E. Dowty, C.A. Andersen, and J.R. Hinthorne).

The effect of increasing oxygen pressure on the luminosity of the metal-oxygen photoflash reaction. Sandia Laboratories Report SLA-73 1036, March 1974 (L.S. Nelson, C.J.M. Northrop, R.W. Wemple, N.L. Richards, D.J. Fastle, K. Keil and H.N. Planner).

Review of "Geochronology: Radiometric dating of rocks and minerals." Ed. C.T. Harper (Dowden, Hutchison and Ross, Inc.), 469 pages, 1973. In "Tschermaks Mineral. Petrog. Mitt. 59, 1974 (K. Keil and D.G. Brookins.).

Heideite, $(Fe, Cr)_{1+x}(Ti, Fe)_2S_4$, a new mineral in the Bustee enstatite achondrite. Amer. Mineral. 59, 465-470, 1974 (K. Keil and R. Brett).

Rock 14318: A polymict lunar breccia with chondritic texture. Geochim. Cosmochim. Acta 38, 1133-1146, 1974 (G. Kurat, K. Keil and M. Prinz).

Review of "Geochemical Tables", by H.G. Rösler and H. Lange. Elsevier, Amsterdam, 1972, 468 pp. In Geochim. Cosmochim. Acta 38, 1324, 1974 (K. Keil).

Orbituary of H.W.F. Heide. Fortschr. Mineral. 52, 1-5, 1974 (K. Keil).

Plagioclase twin laws in lunar highland rocks; possible petrogenetic significance. Meteoritics 9, 183-197, 1974 (E. Dowty, K. Keil and M. Prinz).

Lithic fragments, glasses and chondrules from Luna 16 fines. In "Lunar Soil from Sea of Fertility" 250-261, 1974. Nauka Publishing House, Moscow, in Russian (G. Kurat, K. Keil, M. Prinz and J. Green).

Review of "Meteorites and Their Origins", by G.J.H. McCall. IN Amer. Mineral. 59, 876-878, 1974 (K. Keil).

Spinal-group minerals and ilmenite in Apollo 15 rake samples. Amer. Mineral. 59, 1220-1235, 1974 (C.E. Nehru, M. Prinz, E. Dowty and K. Keil).

Ferroan Anorthosite: A widespread and distinctive lunar rock type. Earth and Planetary Sci. Lett. 24, 15-25, 1974 (E. Dowty, M. Prinz and K. Keil).

B. Abstracts published in proceedings of meetings and in journals.

Correlation between explosion times and initial molar content for metal droplets burning in air. The Combustion Institute, Nov. 12-14, 1973 (L. S. Nelson, J. M. Freese, N. L. Richardson, H. N. Planner and K. Keil).

Composition and origin of ultramafic nodules and megacrysts in rhyodacite from Oahu, Hawaii, Geol. Soc. Amer., abstracts v. 6, 176, 1974 (R.V. Fodor, K. Keil and G.R. Bauer).

Comparison of lunar rocks and meteorites: Implications to histories of the moon and parent meteorite bodies. U.S. - Soviet Cosmochemistry Conf., Moscow, June, 1974 (M. Prinz and K. Keil).

To the Moon and on to Mars. Geol. Soc. Brazil, Porto Alegre, Brazil, 1974 (K. Keil).

Inclusions of unusual composition in the Adams County chondrite. Geological Society of America, Miami Beach, Florida, 1974 (R. V. Fodor, M. Prinz and K. Keil).

Lithic fragments of granitic composition in Apollo 16 breccias 11874 (C. Sclar, M. Prinz and K. Keil).

Igneous rocks from Apol-o 16 rake samples. Lunar Science Conf., Houston, Texas, 1974 (E. Dowty, M. Prinz and K. Keil).

The Chassigny meteorite: A relatively iron-rich cumulate dunite. Meteoritical Society Meeting, 1974 (M. Prinz, P. H. Hlava and K. Keil).

A chondrite with a regolith fragment containing non-chondritic material. Meteoritical Society Meeting, 1974 (R. V. Fodor, M. Prinz, H. G. Brown and K. Keil).

Albert M. Kudo:

Outline of Igneous Geology of the Jemez Mtns. Volcanic Field, N.M. Geol. Soc. Gdbk, 25th Field Conf., Ghost Ranch, 1974, p. 287-289.

K-Ar and Rb-Sr age determinations of orbicular granite, Sandia Mountains, N.M.: Isochron West, in press.

Petrochemical and age trends in the Absaroks-Gallatin volcanic province: (Abs.): Trans. Amer. Geophys. Union, v. 55, p. 487.

Barry S. Kues:

"The geobiological significance of the modern echinoid Echinometra as an agent of bioerosion, southern Florida Keys (abs.) "Geol. Soc. America Abs. with Progr. 6(7):834 (1974, with C. T. Siemers)

Gary Perrin Landis:

Sawkins, F. J., and Landis, G. P., 1972, Fluid inclusion studies of Andean ore deposits: Third International COFFI Symposium on Fluid Inclusions, (abstr.); International Geological Congress, Montreal, p. 22.

Landis, G. P., Rye, R. O. and Sawkins, F. J., 1972, Geologic, fluid inclusion and stable isotope studies of the Pasto Bueno tungsten-base metal deposit, Northern Peru: Geol. Soc. Am. Annual Mtg., Minneapolis, (abstr), p. 572-3.

Landis, G. P., 1974, Preliminary report of stable isotope research on LASL Geothermal Energy Project Hole, GT-2; unpublished

Heyl, A. V., Landis, G. P., and Zartman, R. E., 1973, Isotopic evidence for the origin of Mississippi Valley-Type mineral deposits: A Review: Geol. Soc. Am. Annual Mtg., Dallas, p. 668 (abstr). Invited paper, at SEG Symposium.

________, ________, ________, 1974, ______________, Econ. Geol., v. 69, p. 992-1006.

Landis, G. P. and Rye, R. O., 1974, Geologic, fluid inclusion, and stable isotope studies of the Pasto Bueno tungsten-base metal ore deposit, Northern Peru: Econ. Geol., v. 69, p. 1025-1059.

Charles T. Siemers:

1974, Macroinvertebrate paleoecology of a transgressive marine sandstone, Cliff House Sandstone. (Upper Cretaceous), Chaco Canyon, northwestern, N.M.: N.M. Geol. Soc. Gdbk. 25th Field Conf., Ghost Ranch - central northern N.M., p. 267-277 (w/Norman R. King).

1974, Editor, New Mexico Geological Guidebook, 25th Field Conference, Ghost Ranch - Central Northern New Mexico, 404 p., 273 illus.

Sherman A. Wengerd:

News Article for Rod Geer on "New Mexico Oil and Gas Resources" (Jan-Feb)

"Courage, Conviction, and Concern, the Bases for Scientific Professionalism" - Newsletter of the Society of Independent Professional Earth Scientists, Vol. 12, No. 1, p. 10-11 (July).

17 first N.M.G.S. field trip photographs in N.M.G.S. 25th Field Trip Guidebook (October).

Newspaper article, p.1 of The Lovington Daily Leader, Vol. 65, no. 27, entitled "UNM Prof sees 30 year reserve in Lea";

New Mexico Daily Lobo article, p. 7 "San Juan Basin has plenty of natural gas", Feb. 13.

Lee A. Woodward:

1974, (with W.H. Kaufman, O.L. Schumacher, and L.W. Talbott), Strata-bound copper deposits in Triassic sandstone of Sierra Nacimiento, New Mexico: Econ. Geology, v. 69, p. 108-120.

1974, (with McLelland and Kaufman), Geologic map and sections of Nacimiento Peak quadrangle, New Mexico: New Mex. Bur. Mines and Min. Res. Geol. Map 32 (with an accompanying text).

1974, Associate Editor (with C.T. Siemers and J.F. Callender), Guidebook to Ghost Ranch Area: New Mex. Geol. Soc. 25th Ann. Fld. Conf., 384 p.

1974, Stratigraphic Nomenclature Chart in Guidebook to Ghost Ranch Area: New Mex. Geol. Soc. 25th Ann. Fld. Conf., p. xiv.

1974, (with J.E. Fassett and L.W. Talbott), First Day Road Log from Ghost Ranch to Cuba and Nacimiento Mine in Guidebook to Ghost Ranch: New Mex. Geol. Soc. 25th Ann. Fld. Conf., p. 1-9.

1974, (with R.L. Burroughs and H.N. Dixon), Second Day Road Log from Coyote Junction of U.S. 84 and N.M. 96 to Abiquiu, El Rito, Petaca, Tres Piedras, Hopewell Lake, Chama Basin, and return to Ghost Ranch in Guidebook to Ghost Ranch: New Mex. Geol. Soc. 25th Ann. Fld. Conf., p. 11-29.

1974, (with A.M. Kudo), Third Day Road Log from Junction of U.S. 84 and El Rito Turnoff to Espanola, Valle Grande, San Ysidro, and Bernalillo in Guidebook to Ghost Ranch: New Mex. Geol. Soc. 25th Ann. Fld. Conf., p. 35-49.

1974, (with B.A. Black and W.L. Hiss), Third Day Optional Trip Beginning at mile 111.6 to examine Cretaceous and Tertiary at South End of Nacimiento Uplift in Guidebook to Ghost Ranch: New Mex. Geol. Soc. 25th Ann. Fld. Conf., p. 51-55.

1974, (with W.L. Hiss), New Mexico Geological Society - Twenty-five Years of Progress in Guidebook to Ghost Ranch: New Mex. Geol. Soc. 25th Ann. Fld. Conf., p. 57-59.

1974, (with R. Martinez, H.R. DuChene, O.L. Schumacher, and R.K. Reed), Precambrian Rocks of the Southern Sierra Nacimiento, New Mexico in Guidebook to Ghost Ranch: New Mex. Geol. Soc. 25th Ann. Fld. Conf., p. 95-99.

1974, Tectonics of Central-Northern New Mexico in Guidebook to Ghost Ranch: New Mex. Geol. Soc. 25th Fld. Conf., p. 123-129.

1974, (with W.H. Kaufman and O.L. Schumacher), Sandstone Copper Deposits of the Nacimiento Region, New Mexico in Guidebook to Ghost Ranch: New Mex. Geol. Soc. 25th Ann. Fld. Conf., p. 295-299.

1974, (with H.R. DuChene), Geologic map and sections of San Miguel Mountain quadrangle, New Mexico (with an accompanying text): New Mex. Bur. Mines and Min. Res., Geologic Map 34.

1974, (with Ruben Martinez), Geologic map and sections of Holy Ghost Spring quadrangle, New Mexico (with an accompanying text): New Mexico Bur. Mines and Min. Res., Geologic Map 33.

1974, Plate Tectonics and Foreland Basement Deformation: Comment: Geology, v. 2, no. 12, p. 570.

5.Other Research Projects, etc.

Roger Y. Anderson:

UNM Research Allocations Grant, Environmental Monitoring, $630, Summer 1974.

National Science Fdn. Grant DES74-17499, "A Remote Sampling Approach to the Investigation of Geologic Processes" 1 year, $19,900.

Research Grant: "Remote Sampling Program, Lake Powell", $4994, 1 year, Adjunct to Dartmouth College, Lake Powell and ERTS research projects. Remote Sensing; calibration of ERTS data with remote sampling devices.

Pyramid Lake Project: Bureau of Indian Affairs Special Project, Pyramid Lake Investigation; Interpretation of Truckee River discharge history by the remote sampling approach. Supported in part by NSF funds.

Douglas G. Brookins:

A. Funded Research

National Science Foundation, $35,000 for "Mineralogy, Geochemistry and Isotopic Investigations of Kimberlites and Their Xenoliths from Mid-continental USA" (10/15/72-10/14/74).

American Chemical Society-Petroleum Research Fund, $13,500 for "Rb-Sr Geochronology of Phanerozoic Sedimentary Rocks" (Sept. 1, 1972-Aug. 31, 1974).

National Science Foundation, $43,000 for continuation of research on kimberlites (see item 5.A.1.); Grant approved for period 12/15/74 through 12/14/76).

U.S. Atomic Energy Commission, $25,000 for "Uranium Deposits of the Grants, N.M. Mineral Belt" (June 1, 1974-July 31, 1975).

Research Allocations Committee, UNM, $1,500 for "K-Ar Age Determinations, Sandia Mountains" (Spring, 1974).

Research Allocations Committee, UNM, $1,500 for "K-Ar Age Determinations, Grants Mineral Belt, N.M." (AY 1974-1975).

N.M. Bur. Mines & Min. Res., $5,000 for Age Work in Sandias, Manzanos, 1973-74.

Co-investigator "Geothermal Study of Rio Grande Rift" $69,000 (9/1/74-8/31/75).

B. Partially funded and unfunded research

"Rb-Sr Age Dating and Sr Isotopy of Core Samples from Los Alamos Drill Holes GT-1 and GT-2, LASL Geothermal Project" (with LASL personnel of A,CNC (11), and Q(21, 22) Divisions.

"Rb-Sr Geochronology of Rocks from east-central Maine" (with U.S. Geological Survey and Maine Geological Survey Personnel).

"Rb-Sr Geochronology of rocks from the Berkshire Highlands, Mass." (with S.A. Norton, Univ. Maine).

"Rb-Sr Geochronology of the Glastonbury Gneiss, Conn. and Mass." (with U.S. Geological Survey personnel).

"Sr Isotopic Investigations of Basalts, western NM" (with A.W. Laughlin, LASL).

"Rb-Sr Age Determinations from the Los Pinos Mountains, N.M." (with K. Condie, A. Budding, W. Bolton - N.M.I.M.T.).

"Rb, Sr, and Ba Isotopic Study of Oklo Natural Reactor Samples, Bagon" (with LASL personnel).

"Age Study of the Orbicular Granite, Sandia Mountains, N.M." (with A.M. Kudo and R.D. Enz, UNM).

"Rb-Sr Geochronology of the Sandia Granite and Cibola Gneiss, N.M." (with J.E. Taggart, N.M.I.M.T.).

"Rb-Sr Systematics of the Pedernal Hills, N.M." (with B. Mukhopadhyay and S.L. Bolivar, UNM).

"Rb-Sr Age Study of the northern Nacimientos, N.M." (with D. McLelland, UNM).

"Rb-Sr Age Study of the Tusas Mountains, northern N.M." (with Fred Barker, U.S. Geological Survey).

"Rb-Sr Systematics of xenoliths from the Avon Diatremes, Mo." (with W.L. Munsker, UNM).

"Sr Isotopic Investigation of Two Hawaiites" (with P. Hlava, UNM).

Jonathan F. Callender:

University of New Mexico, Research Allocations Comm. Grant (work on melange structure) $900 to June 30, 1975.

Coinvestigator, BEF Energy Research Grant (study of geothermal potential of Rio Grande rift) $69,000, 1st year to July 1, 1975.

Geology of the York Mountain area, central California, in preparation for the Bulletin of the Geol. Soc. America.

Melanges and their bearing on environments of subduction, in preparation for Geology.

Tectonic map of the Rio Grande rift, in preparation for N.M. Geol. Soc. 26th Guidebook (with L.A. Woodward, R. Clemmons, and W. Seager)

Geology of the Sandia Mountains metamorphic sequence, in preparation for the Geol. Soc. America Bull. and Contributions in Mineralogy & Petrology (with J. Berkley)

Tectonic and Geophysical map of the Rio Grande Rift, in preparation for the New Mexico Bur. Mines (with L.A. Woodward and G.R. Jiracek)

Structural Geology of the Lucero Uplift, New Mexico, in preparation for the Amer. Assoc. Petrol. Geologists Bull. (with R.E. Zilinski)

Joints in the Dakota sandstone and their relation to regional stress patterns, in preparation for the Amer. Assoc. Petrol. Geologists Bull. (with L.A. Woodward)

Wolfgang E. Elston:

NASA Grant NGL 32-004-011, Supplement No. 8, Volcanological approach to the interpretation of lunar features, renewal, 1974-76, $14,920 in new money (total $25,000 annually).

NASA Grant NGR 32-004-062, Supplement No. 5, Mars: Search for evidence of dynamic processes, renewal, Jan. 1 - Nov. 30, 1975, $20,000.

NASA Grant NSG 7066, Geologic interpretation of lunar-probe photography, new grant, June 1, 1974 - May 31, 1975, $11, 690.

N.M. Energy R&D Program proposal, Oil and gas potential of Pedregosa sedimentary basin, southwestern New Mexico (jointly with Sam Thompson III, NMIMT.) total requested $59,560, pending.

Cooperative projects with U.S. Geological Survey: (1) Supervision of three M.S. Theses supported by U.S. Geological Survey Minority Participation Program (total support $17,400). Project is part Rio Grande study, Branch of Environmental Studies. Exchanges field visits with Mr. George O. Bachman, Project Chief. (2) Mineral deposits of central part of Peloncillo Mountains (with Dr. M. L. Silberman, Dr. A. K. Armstrong, and Mr. C. B. Carten, U.S. Geological Survey). (3) Preparation of 1:5,000,000 geologic map of Mars (Mr. David H. Scott, U.S. Geological Survey, Project Chief). Part of the research funded by NASA grant NGR 32-004-062.

Cooperative project with University of Arizona: K-Ar dating of igneous rocks from southwestern New Mexico (with Dr. Pajl E. Damon, University of Arizona).

Rodney C. Ewing:

Refinement of crystal structures of dimorphous forms of $ThSiO_4$--huttonite and thorite in order to interpret the role of radiation damage in the process of metamictication.

J. Paul Fitzsimmons:

National Park Service grant $300 - Evaluation of Thumb Butte, Prescott, Arizona as a Potential Natural Landmark, 30 days. Work completed and report submitted and accepted.

George R. Jiracek:

Deep electrical resistivity investigations coupled with dry geothermal reservoir experiments in New Mexico, NSF Grant GI-42835, $49,600, April 1, 1974-March 31, 1975.

Geothermal potential of Rio Grande rift, New Mexico Energy Research and Development Program Project #22, $69,000, Sept. 1, 1974 - Aug. 30, 1975 (principal investigator)

Klaus Keil:

Research Grant from NASA Manned Spacecraft Center, Houston, Texas, entitled "Electron microprobe and laser microprobe study of Apollo 14 to 17 returned lunar samples."

Duration: February 1, 1971 to January 31, 1974 . . .$140,000.00

Research Grant from NASA Headquarters, Washington, D.C., entitled "Mineralogy and chemistry of polymict-brecciated stone meteorites."

Duration: June 1, 1971 - May 30, 1974 . . . . 88,150.00

Research Grant from NASA Manned Spacecraft Center, Houston, Texas, entitled "Electron microprobe analysis of returned lunar samples."

Duration: February 1, 1972 - January 31, 1975 . . . .147,600.00

Research Grant from NASA Headquarters, Washington, D.C., entitled "Mineralogy and chemistry of polymict-brecciated stone meteorites."

Duration: June 1, 1972 - May 31, 1975. . . . . 130,000.00

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 Ames Research Center, Moffett Field, California, entitled "Physical models of quasi-stellar objects; relativistic effects in wave propagation and damping in relativistic plasmas."

Duration: June 30, 1973 - June 30, 1974 . . . . . . 5,600.00

Research Grant from NASA Headquarters, Washington, D.C. entitled "Mineralogy and chemistry of polymict-brecciated stone meteorites."

Duration: June 1, 1973 - May 31, 1976 . . . . 87,693.00

Research Grant from NASA Headquarters, via the University of California, Los Angeles, California, entitled "Mineralogical and petrological study of carbonaceous lithic fragments in ordinary chondrites."

Duration: July 1, 1973 - June 30, 1974 . . . . 3,000.00

Research Contract with Sandia Corporation, Albuquerque, New Mexico, entitled "Preparation of thin sections and electron microprobe, x-ray diffraction and ion microprobe analyses of micron-sized spherules of refractory matrices."

Duration: July 1, 1973 - June 30, 1974 . . . . . 6,184.00

Research Grant from NASA Manned Spacecraft Center, Houston, Texas, entitled "Electron microprobe analysis of returned lunar samples."

Duration: February 1, 1974 - January 31, 1977. . . .165,436.00

Research Grant from NASA Johnson Space Center, Houston, Texas, entitled "Electron microprobe study of returned lunar samples."

Duration: February 1, 1974 - January 31, 1975 . . . . 1,350.00

Research Grant from NASA Ames Research Center, Moffett Field, California, entitled "Variability of quasi-stellar objects and galaxies; relativistic effects in wave propagation and damping in relativistic plasmas."

Duration: July 1, 1974 - June 30, 1975 . . . . 6,250.00

Amendment to No. 6 . . . . 453.00

Research Grant from NASA Headquarters, Washington, D.C., entitled "Mineralogy, petrology and chemistry of polymict-brecciated stone meteorites."

Duration: June 1, 1974 - May 31, 1977 . . . . 91,475.00

Total grants and contracts in effect $948,655.00

Albert M. Kudo:

Obtained with other members of Geology Dept. a research grant to look at geothermal potential of Rio Grande Rift, $69,000, 1 year.

Submitted one paper for publication.

Working on two other papers.

Working on research proposal for NSF.

Field work in Wyoming and in N.M. near Carrizozo, research in progress, funded by UNM Research Allocations Committee, $850.00.

Barry S. Kues:

Study of a Silurian reef-like complex at Rockford, Ohio (with Shaver *et al*); paper about to go to press.

Study of Pennsylvanian paleontology in Jemez Mountains, in progress, supported by UNM RAC grant of $811.

Study of Pennsylvanian brachiopod epizoans, in progress.

Gary Perrin Landis:

1973

Lordsburg District Fluid Inclusion Study

Research Allocations Committee	1,583.00

1974

Request for Funds from University Allocations Committee.	4,000.00
Request for Funds UNM NSF Equipment Fund	4,000.00
Fluid-Inclusion Geologic Thermometry of the Lordsburg Mining District, Hidalgo County New Mexico Bureau of Mines	4,270.00
Proposal to Study Magma-Water Interaction and the Source of Water in Magmas, Sandia-University Research Program (SURP)	16,000.00
Geothermal Potential of Rio Grande Rift, New Mexico New Mexico Energy Research Development Program, with Brookins, Callender, Jiracek, Kudo, and Woodward. (NMERDP)	69,000.00
Fluid Inclusion Studies of New Mexico Mineral Deposits, UNM Research Allocations Committee	1,441.00
Light Stable Isotope Geochemical Research of LASL Geothermal Energy Test Hole GT-2, Los Alamos Scientific Laboratory	4,500.00
Oxygen Isotope Geochemistry and Geothermal Energy Potential in New Mexico, (NMERDP), pending	18,600.00

A. Grants and Contracts List

B. Completion of design, development, and testing of fluid inclusion microscope stages. Presently looking into patent feasibility for this equipment. My design presently in use in labs in U.S.G.S., Univ. Minn., and Penn. State Univ.

C. Building stable isotope laboratory, including five extraction vacuum lines, and two mass spectrometers with capabilities for isotopic analysis of carbon, oxygen, sulfur, hydrogen, nitrogen, and argon. Developing several innovative equipment and technique designs.

D. Acquired 12"-90° radial mass spectrometer from U.S. Geol. Survey on permanent loan for completion of sulfur-36 isotope study: "S^{36} distribution in natural and experimentally synthesized sulfide phases."

E. Work in progress:

1) Water-magma interaction and the source of water in magmas
2) Fluid Inclusion Study of the Lordsburg Mining District, New Mexico.
3) Fluid Inclusion Study of Several Mineral Deposits in New Mexico
4) Stable Isotope Geochemistry and Geothermal Exploration in New Mexico.
5) Stable Isotope and Fluid Inclusion Research on LASL Geothermal Test Hole GT-2.
6) Isotopic and Geochemical Studies of the Tererro Massive Sulfide Deposit, Pecos, New Mexico.

F. Work nearing completion

1) Quartz-wolframite oxygen isotope geothermometry and implications for tungsten mineralization.
2) Fluid inclusion gas analysis and fluid chemistry of the Pasto Bueno tungsten-base metal ore deposit, Northern Peru (with Colin Barker, Univ. Tulsa).

Charles T. Siemers:

An evaluation of New Mexico Humate deposits for restoration of strip-mining sites: State of New Mexico Board of Educational Finance, 9/74-8/75, $54,085; w/ J. R. Gosz, L. D. Potter and L. Barton, UNM Biology Dept.

Comparative petrology of outcrop and deep subsurface core sandstone samples of the Cliff House and Pictured Cliffs Sandstones, San Juan Basin, New Mexico: New Mexico Bureau of Mines and Mineral Resources, 5/74-2/75, $3,678.

Programmable Calculator Equipment: NSF Instructional Scientific Equipment Program; 7/74-7/75; $17,430.

Recent Sediments, Sonoran Gulf of California Coast, Mexico; Sedimentology Seminar; Special UNM Equipment Fund (NSF); grant through College of Arts & Sciences; 2/74, $3,715.75.

Cathodoluminescence Petrography (with Nuclide Luminoscope); Special UNM Equipment Fund (NSF); grant through College of Arts and Sciences; 2/74, $3,766.50.

Three-dimensional sedimentary facies analysis of the canyon-fill sequence (Pleistocene-Holocene) of Chaco Canyon, New Mexico using refraction seismology; National Park Service, $5,999.

Sedimentology of the Pleistocene-Holocene canyon-fill alluvial sequence, Chaco Canyon, New Mexico: National Park Service, 1/74/12/74, $5,000.

Sherman A. Wengerd:

Geology of the Paradox-Monument Shelf Area, Paradox Basin of S.E. Utah.

Fracture Patterns and Subsurface Alignments of the Western Shelf, Paradox Basin.

Raised Marine Features along the Sonoran Coast of Mexico.

Geomorphology and Drainage Reversal, Baja California, Mexico.

Lee A. Woodward:

Geologic mapping of Sierra Nacimiento, grant from New Mexico Bureau mines and Mineral Resources for $2,000 for 1974.

Grant for $1,000 from Tenneco for sampling Chama basin for determinging low-grade metamorphism of sedimentary basin-fill.

6. Activities in learned and professional societies

Roger Y. Anderson:

Review of manuscripts for Limnology and Oceanography.

Review of research proposals, American Petroleum Institute Research Fund.

Douglas G. Brookins:

A. Meetings - papers read and other information
  1. American Geophysical Union, Washington, D. C. (April)
     a. "Preliminary Rb-Sr Study of the Igneous Rocks of the Florida Mountains, N. M." (with L. L. Corbitt).
     b. Chaired session on Geochronology.
     c. Planning committee, Sessions on Plantetology.
  2. Geol. Soc. America, Rocky Mountain Section, Flagstaff, AZ (May)
     a. "Sr 87/86 Ratios and the origin of the San Francisco Volcanic Field, Arizona" (paper read by R. B. Moore)
     b. "Preliminary Rb-Sr Systematics of the Madera Limestone (Pennsylvanian) near Albuquerque, N.M." (with M. J. Lee and B. Mukhopadhyay, paper read by B. Mukhopadhyay).
     c. Chaired session on Igneous Petrology.

3. Geol. Soc. Amer., Annual National Meeting, Miami Beach (Nov.) "Uranium Mineralization: Carbonaceous Matter: Clay Mineral Relationships in the South San Juan Mineral Belt, N.M." (with M. J. Lee).

B. Miscellaneous

1. Elected Councillor, New Mexico Institute of Chemists
2. Named Editor for Colo. School Mines Quarterly
3. Program organizer for Uranium Sessions, 1975 Rocky Mountain AAPG:SEPM Meeting (Albuquerque, June 1975).
4. Referee for articles submitted to: Geochim. et Cosmochim. Acta, Geol. Soc., Amer. Bull., Earth Plan. Sci. Lttrs., Geology, Jour. Geology, Jour. Geophys. Res., Proc. Lunar Sci. Inst.
5. Reviewed proposals submitted to National Science Foundation (4), American Chemical Society (3), National Geographical Society (1), Bureau of Educational Finance, N.M. (7).
6. Elected to Membership in Soc. Economic and Paleontologic Mineralogists.

Jonathan F. Callender:

Elected Secretary, New Mexico Geological Society; elected Vice Chairman, Geol. Soc. America, Rocky Mtn. Section (1976); Field Trip Chairman, New Mexico Geol. Soc. Fall Field Trip; Field Trip Chairman, Amer. Assoc. Petrol. Geol. Rocky Mtn. Section Meeting (1975).

Attended Geol. Soc. America Cordilleran Section Meeting, Las Vegas, Nev., March, 1974.

Gave paper "Influence of structures in the Precambrian terrane of central New Mexico on Late Cenozoic rifting" at Geol. Soc. America Penrose Conference on the Rio Grande Graben, Santa Fe, New Mexico, August, 1974.

<u>Wolfgang E. Elston</u>:

Elected First Vice President (1974-75) and President-Elect, Southwest Section, National Association of Geology Teachers.

NASA Planetology Program Principal Investigators meeting, Tucson, Ariz., Jan. 9-10. Co-authored paper, <u>Inselbergs of Cebrenia quadrangle of Mars</u> (with L. S. Crumpler, read by L. S. Crumpler).

Attended Conference on Lunar Geology, Lunar Science Institute, Houston, Tex., Jan. 14-16. Read paper on <u>Possible impact origin of Bushveld-Vredefort Complex, South Africa</u> (with R. C. Rhodes).

Annual meeting, American Geophysical Union, Washington, D.C., April 8-12, served on program committee for planetology sessions, chaired session on craters, tektites, and the planets, read paper, <u>A meteorite-impact model of Bushveld-Vredefort complex, South Africa</u> (with R. C. Rhodes).

Rocky Mountain Section, Geological Society of America: Attended field trip, technical sessions, and annual business meeting of Southwest Section, National Association of Geology Teachers, Flagstaff, Ariz., April 27-28, 1974.

Annual meeting, New Mexico Geological Society, Socorro, N.M., May 22-25. Chaired session. Read paper, <u>Some guides to mineralization in Hidalgo County, New Mexico</u>. Co-authored paper, <u>Geology, trace-metal anomalies and base-metal mineralization in the central</u>

Peloncillo Mountains, Hidalgo County (with R. B. Carten, M. C. Silberman, and A. K. Armstrong, paper read by R. B. Carten).

Penrose Conference, Rio Grande Graben, Santa Fe, N.M., Aug. 11-16. Read paper, Influence of Mid-Tertiary volcanic and tectonic events on the development of the southern part of the Rio Grande rift.

NASA Planetology Principal Investigators Conference, Hilo, Hawaii, Oct. 6-12. Chaired session on Major Volcanic Edifices, read paper, Geology of Quadrangle MC-7 (Cebrenia). Attended field trips to Haleakala, Kilauea, and Mauna Kea volcanoes.

Rodney C. Ewing:

National Association of Geology Teachers (section meeting) Oakland, Calif.

American Geophysical Union (winter meeting) San Francisco, Calif.

American Crystallographic Association (annual meeting) Berkeley, Calif.

George R. Jiracek:

May 10, Geophysical potential methods in geothermal prospecting, meeting of Governor's Energy Task Force (Geothermal Position), Socorro.

September 23, University of New Mexico geothermal resistivity program, invited paper at NSF working session held at Conference on Research for the Development of Geothermal Energy Resources, Pasadena, California.

December 12-17, Resistivity investigations surrounding "hot dry-rock" geothermal drill sites in New Mexico, to be presented at Fall Ann. Meeting, American Geophysical Union, San Francisco, Calif.

Klaus Keil:

A. Offices.

1. Chairman, Mineralogy and Petrology Division, Lunar Science Review Panel (LSRP), Lunar Science Institute, Houston, Texas.

2. Secretary, Commission on Meteorites, International Union of Geological Sciences.

3. Secretary, Commission on Cosmic Mineralogy, International Mineralogical Association.

4. Secretary, International Association for Geochemistry and Cosmochemistry.

5. Member, Leonard Medal Committee, Meteoritical Society.

6. Chairman, U. S. National Committee for Geochemistry, National Academy of Sciences.

7. Ex-officio member, Subcommittee on the Geochemical Environment in Relation to Health and Disease, U. S. National Committee for Geochemistry, National Academy of Sciences.

8. Member, Ad hoc Lunar Data Synthesis Review Panel, National Aeronautics and Space Administration (NASA) Washington, D. C.

9. Chairman, Nominating Committee, Meteoritical Society.

10. Member, Editorial Board, Journal "Chemical Geology."

11. Chairman, Program Committee, Planetology Section, 55th Annual Meeting, American Geophysical Union, Washington D. C.

12. Member, Geophysics Research Board, National Academy of Sciences, Washington, D. C.

13. Member, Lunar Sample Analysis Planning Team, Johnson Space Center, Houston, Texas.

14. Member, Editorial Board, Colorado School of Mines Quarterly, Golden, Colorado.

15. Member, Committee on Public Education and Information, Mineralogical Society of America.

16. Recipient of the Plaque of the American Federation of Mineralogical Societies.

17. Chairman, Subcommittee on "Chemical differentiation of magmas," U. S. Geodynamic Committee, Geophysics Research Board, National Academy of Sciences.

18. Member, Editorial Board, Lunar Science Studies, NASA Houston, Texas.

B. Meetings and professional papers.

1. Meeting of Program Chairmen for Spring Annual Meeting, American Geophysical Union, Washington, D. C. January 31 - February 1, 1974.

2. Viking Inorganic Chemical Analysis Team Meeting; St. Louis, Missouri, February 19 - 22, 1974.

3. Fifth Lunar Science Conference, Lunar Science Institute, Houston, Texas, March 18-22, 1974. Co-authored talk on "Crystalline rocks from Apollo 16 rake samples."

4. Annual Meeting of the Cordilleran Section, Geological Society of America, Las Vegas, Nevada, March 29 - April 1, 1974. Co-author of talk on "Composition and origin of ultramafic nodules and megacrysts in rhyodacite from Oahu, Hawaii."

5. Meeting of the U. S. National Committee for Geochemistry, Washington, D. C., April 7, 1974.

6. Annual Meeting of the American Geophysical Union, Washington, D. C., April 8-10, 1974. Co-author of paper entitled "Cataclastic anorthosites from Apollo 16 rake samples."

7. Viking Inorganic Chemical Analysis Team Meeting, Denver, Colorado, April 11-12, 1974.

8. Lunar Sample Analysis Planning Team Meeting (LSAPT), Johnson Space Center, Houston, Texas, April 21-28, 1974.

9. Training for Viking Mars Mission, Jet Propulsion Laboratory, Pasadena, California, May 14-16, 1974.

10. Photographers of the Southwest, Santa Fe, New Mexico, May 14-16, 1974. Talk on "To the moon and on to Mars."

11. University of California, La Jolla, California, June 25-29, 1974. Talk on "Brecciated chondrites, lunar breccias, and the origin and history of parent meteorite bodies."

12. Lunar Sample Analysis Planning Team Meeting (LSAPT), Johnson Space Center, Houston, Texas, July 16-20, 1974.

13. Lunar Sample Analysis Planning Team Meeting (LASPT), Johnson Space Center, Houston, Texas, September 3-9, 1974.

14. Meeting of the International Mineralogical Association, Regensburg, West-Germany, September 15-21, 1974. Talk on "Origin and significance of lunar glasses."

15. Lunar Sample Analysis Planning Team Meeting (LSAPT), Johnson Space Center, Houston, Texas, October 8-14, 1974.

16. Series of 25 lectures on "The origin of the solar system," Department of Geosciences, University of Sao Paulo, Sao Paulo, Brazil, October 21 - November 15, 1974.

17. Meeting of the Geological Society of Brazil, Porto Alegre, Brazil, October 28 - November 1, 1974. Invited talk on "The geology of the moon."

18. Public lecture on "To the moon and on to Mars." Sao Paulo, Brazil, November 13, 1974.

19. Meeting of the U.S. National Committee for Geochemistry, National Academy of Sciences. Miami Beach, Florida, November 17, 1974.

20. Meeting of the Geological Society of America, Miami Beach, Florida, November 18-20, 1974. Co-author on two papers entitled "Lithic fragments of granitic composition in Apollo 16 breccias," and "Inclusions of unusual composition in the Adams County chondrite."

21. Chemistry Department, University of California, La Jolla, California, December 3, 1974. Talk on "Achondrites."

22. Lunar Sample Analysis Planning Team (LSAPT), Johnson Space Center, Houston, Texas, December 4-9, 1974.

23. Chemistry Department, University of California, La Jolla, California, December 11, 1974. Talk on "Lunar Breccias."

24. Chemistry Department, University of California, La Jolla, California, December 18, 1974. Talk on "Ca-Al-rich inclusions in Type II and HL-group chondrites."

Albert M. Kudo:

Author and Field Trip Committee, N.M. Geological Society.

Barry S. Kues:

1. Attended 25th Annual Field Conference, New Mexico Geol. Soc. (Oct. 9-12)

2. Read paper (see 4, above) at Geol. Soc. America Annual Meeting (Nov. 18-20)

Gary Perrin Landis:

A. Meetings

1. New Mexico Geol. Soc. spring meeting, Socorro, May, 1974.

2. Penrose Conference on Rio Grande Rift, Aug. 11-16, 1974, Santa Fe.

B. Manuscripts and Proposals Reviewed:

1. Fluid inclusion and stable isotope studies of the Michigan copper belt: W. C. Kelly, Univ. Michigan (NSF Proposal)

2. Paragenesis and sulfur isotopes of the Bonito and Nogal mining districts, New Mexico: T. B. Thompson, Colorado State Univ. (Econ. Geol. manuscript)

3. Sunnyside Mine, San Juan County, Colorado: Results of Mineralogic, Fluid Inclusion, and Stable-Isotope Studies: Casadevall, Ohmoto, Rye. (G.S.A. abstr.)

4. Panasqueira, Portugal--An unorthodox case of hydrothermal tin-tungsten mineralization: W. C. Kelly (GSA abstr)

5. Stable isotope systematics of the Panasqueira, Portugal tin-tungsten deposit: Rye (GSA abstr)

6. Sulfur and carbon isotopes and ore genesis: A review: Rye and Ohmoto (Econ. Geol. manuscript)

7. Fluid inclusion and stable isotope studies on the Casapalca Ag-Pb-Zn-Cu deposit, Central Andes, Peru: Rye and Sawkins (Econ. Geol. manuscript)

8. Preliminary carbon, hydrogen, and oxygen isotope studies of the regional metamorphic complex at Naxos, Greece: Rye and Schuiling (manuscript).

Charles T. Siemers:

1. Editor - ICHNOLOGY NEWSLETTER, over 600 recipients internationally.

2. Editor - 1974 New Mexico Geological Society Field Conference Guidebook.

3. Program Chairman Amer. Assoc. Petroleum Geologists - Soc. Econ. Paleon. and Mineralogists, Rocky Mtn. Soc. Meeting scheduled for June 1-4, 1975.

4. Paper - "The geobiological significance of the modern echinoid Echinometra as an agent of bioerosion, southern Florida Keys: Geol. Soc. Amer. Abst. w/Programs, v. 6, no. 7, p. 834 (w/ B. S. Kues)

5. Paper - "Stratigraphy and macroinvertebrate paleoecology of a transgressive marine sandstone, Cliff House Sandstone (Upper Cretaceous), Chaco Canyon, Northwestern New Mexico: Geol. Soc. Amer. Abst. w/Prog., v. 6, no. 7, p. 954-955.

Sherman A. Wengerd:

1. Chairman, Nominations Committee, Albuquerque Geological Society (Sept. - Nov.)

2. Chairman, National Nominations Committee for A.A.P.G. (Jan. - June)

3. Chairman Honors and Awards Committee for A.A.P.G. (July - Dec.)

4. Member of A.A.P.G. Advisory Council

5. Meeting of American Soc. Photogram, Hilton Inn (Feb.)

6. Moderator at scientific meetings of Rocky Mountain Section of Geol. Soc. America, Flagstaff, Arizona, April 30

7. Committee meeting of A.A.P.G. Advice on Honors and Awards Committee, Casper, Wyoming, and attended Rocky Mountain Sec. A.A.P.G. scientific meetings, June 6-13

8. Attended Geologic Symposium of Museum of Northern Arizona, Aug. 29-31

9. Lecture to Albuquerque Geol. Soc. Sept. 17: "Fault Penetration of the Stratigraphic Section along Alignments, Western Shelf, Paradox Basin"

10. A.A.P.G. Advisory Council Meeting, Tulsa, Okla., Sept. 19-20

11. Attended New Mexico Geol. Soc. 25th annual field trip, N. Central New Mexico, Oct. 9-12

12. Advisory reviewer of papers to be published by A.A.P.G.

13. Completed Education Questionnaire, A.I.P.G., February

Lee A. Woodward:

1. Talk to American Institute of Mining Engineers at Albuquerque, N.M. on "Scottish Highlands", April 20, 1974.

2. Vice-president of Rocky Mountain Section of American Association of Petroleum Geologists until June 30, 1974.

3. Moderator at two technical sessions of Annual Meeting of New Mex. Geol. Soc. May 23-24, 1974.

4. General Chairman for Fall Field Conference of New Mexico Geol. Soc., Oct. 9-12, 1974, Ghost Ranch area.

5. Associate Editor, New Mexico Geol. Soc. 25th Ann. Guidebook, Ghost Ranch.

6. Member of Program Committee, Rocky Mountain Sec. of American Assoc. Petroleum Geologists Ann. Mtg.

7. Attended Annual Meeting of Geological Society of America, Nov. 18-20, 1974.

7. Other professional activities

Douglas G. Brookins:

A. Talks and Other Presentations, 1974

January: "The Uranium Picture" to Desk and Derrick Club

February: "Geology and Water Chemistry of the Albuquerque Area" to Shriner's Caravan Club

March: "The Outlook for Uranium, 1975-2000" to Grants-Valencia Counties Chamber of Commerce

April: "Aspects of Nuclear Energy" KNME TV Prism Show

May: Informal participation on Los Alamos Scientific Laboratories geothermal project, May 16-17

June: "Precambrian Age Determinations, northern New Mexico" to Los Alamos Scientific Labs

June: Informal participation on NSF sponsored workshop on "Oil Shales and Oil Shale Analysis", Washington, D. C.

August: "Rb and Sr isotopic possibilities for Oklo (natural reactor) samples", Los Alamos Scientific Labs., Aug. 1-2

September: Invited attendee to Geothermal Workshop (Los Alamos Scientific Labs) sponsored by NATO-CCMS, Sept. 17-19.

September: "Uranium Geochemistry and Analysis Possibilities using a Cf-252 Source", to Los Alamos Scientific Labs

October: "Summary of Precambrian Age Determinations from north and north-central New Mexico" to New Mexico Geological Society

October: "Water Chemistry and Geology of the Albuquerque Area" to science classes at El Dorado High School

November: "Oklo: a natural reactor", Geology Department Seminar

December: "Rocks from Hundreds of Miles Depth" Lions Club

B. Consulting (part-time; 1974)

Maine Geological Survey

Los Alamos Scientific Laboratories (Visiting Staff Member)

U.S. Geological Survey (Geochemistry, Mineralogy, Petrology)

Jonathan F. Callender:

Consultant, Public Service Co., N.M. and Sandia Corporation

Visiting Staff Scientist, Los Alamos Scientific Labs

Associate editor, N.M. Geol. Soc. 26th Guidebook.

Lecture at UNM Physics Colloquium - November, 1974

Wolfgang E. Elston:

Consultant, Los Alamos Scientific Laboratory.

Led field trip for researchers in NASA Planetology Program through volcanic features of northern Arizona and northern New Mexico, April 29-May 2 (with T. R. McGetchin, Los Alamos Scientific Laboratory).

Attended planning session for program of Continental Drilling for Scientific Purposes, Carnegie Institution, Washington, D.C., April 7, 1974. Prepared statement on drilling to shallow depths.

Chaired session on Current Energy Resources, UNM Spring Research Symposium on Energy. Gave talk on Reserves and Resources, April 18, 1974.

Attended workshop on Continental Drilling for Scientific Purposes Ghost Ranch, N.M. Contributed to report on proposed drilling into an active magma chamber. In charge of logistics for the conference, member of Shallow Hole Panel and Panel on High Level Systems and Active Magma Chamber. Conference sponsored by U.S. National Academy of Sciences, National Research Council, June 9-13, 1974.

Appointed to Resource Group, Lunar Photography and Cartography, Lunar Science Institute (NASA Lunar Programs Office).

Gave talk to Albuquerque Geological Society on Predictions of future energy and mineral supplies: The clouded crystal ball, Sept. 3, 1974.

Led geologic field trip for earth science teachers, Sept. 21, 1974.

Led field trip for UNM students, Santa Rita, N.M. and vicinity, Nov. 7-10, 1974.

Testified on energy research bills, N.M. State Senate Conservation Committee, Feb. 26, 1974.

Reviewed research proposals for NSF, NASA, American Chemical Society.

Reviewed book (Skinner, Earth Resources, 2nd ed.) for Prentice-Hall.

Gave advice on geology and mineral deposits to mining and oil companies, Sandia Corporation, members of the public.

J. Paul Fitzsimmons:

Six lectures on History of the Rio Grande for New Mexico Humanities Council in connection with Clean Air and Water Program (Nov. and Dec. 1974)

11/5/74 1. at Hospitality House, for Senior Citizens
11/11/74 2. Alb. Federal Bank Bldg. - public meeting
11/12/74 3. B-Nai Israel Synagogue - Sisters of the Synagogue
11/18/74 4. UNM--AAUW and League of Women Voters
11/19/74 5. UNM - public meeting
12/5/74 6. U. of Albuquerque, public meeting

Editorial Work and Russian translation for Planum Press, New York.

George R. Jiracek:

Member, Campus-wide computer use committee.

Member, City of Albuquerque planning department task force on natural resources (energy).

Member, State of New Mexico Governor's energy task force (geothermal position).

Chairman, UNM Spring Research Symposium on Geothermal Energy.

Session organizer (geothermal), AAPG-SEPM Rocky Mountain section meeting, Albuquerque, June 1-4, 1975.

Consultant, Jet Propulsion Laboratory, Pasadena, Calif. & Geonomics, Inc., Berkeley, California.

May 17, Geothermal status in New Mexico, Presentation to Colorado Governor Love.

April 12, Geophysics in Antarctica, New Mexico, and on the Moon, Physics Colloquium.

April 25, Geothermal Energy, UNM Geothermal Spring Symposium.

Klaus Keil:

Reviewed 138 proposals submitted to NASA for funding, via the Lunar Sample Analysis Panel.

Reviewed 38 proposals submitted to NASA for funding, via the Ad hoc Panel for Lunar Data Synthesis.

Reviewed 24 scientific articles submitted for publication in The American Mineralogist; Earth and Planetary Science Letters; Geochimica et Cosmochimica Acta; Meteoritics; and Science.

Consultant, Sandia Corporation, Albuquerque, New Mexico.

Five live TV and 2 live radio appearances (30 minutes each), concerning the Apollo Program.

Chaired session at The Meteoritical Society Meeting, Davos, Switzerland.

Presented talk on "University response to national priorities The U. S. Space Program," Seminar on Higher Education in the Americ University of New Mexico, Albuquerque, New Mexico.

Chaired session on "Characterization and evolution of the lunar crust" at the Fifth Lunar Science Conference, Houston, Texas

Barry S. Kues:

Identification of Recent marine shells from several New Mexico archaeological sites, for School of American Research, Santa Fe.

Identification of fossils and rocks for public.

Gary Perrin Landis:

AIME Chapter Mtg. 1/18/74: "Andean Ore Deposition: Aspects of Geology and Genesis".

Patents: Investigating possibility of patent for fluid inclusion apparatus.

Consulting: Conoco Minerals Division, U.S. Geol. Survey, Los Alamos Sci. Lab. (Visiting Staff Member)

NMIT, Socorro, talk, "Fluid Inclusion and Stable Isotope Research."

Charles T. Siemers:

Consultant - "Detailed Stratigraphic Analysis of the Frontier Formation (cretaceous), Big Horn Basin, Wyoming" - Northern Natur Gas, Denver, 8/74.

Sherman A. Wengerd:

Director, Public Lands Exploration In Dallas, Texas

Member, Albuquerque Geologists Committee to select new Director of New Mexico Bureau of Mines and Mineral Resources (Jan.).

Letters to Gov. King and Frank DiLuzio re above.

Attended meetings of Albuquerque Geol. Soc.

Executive Editorial duties in reprinting Four Corners Geol. Soc. "Geology of Canyon Lands and Cataract Canyon" (1971 ed.)

Member A.A.P.G. Constitutional Review Committee

Meetings of A.A.P.G. House of Delegates, Past-Presidents' Club, Advisory Council, Associate Editors, Awards Banquet, Past Officers.

Attended A.A.P.G. & S.E.P.M. Scientific papers San Antonio, Texas, March 29-April 5.

Attended scientific papers - G.S.A. Section meeting and N.A.G.I. meeting, Flagstaff, April-May.

TV interview Channel 5 on "Oil and Gas in N.M." w/ Rod Geer, May 9.

Geologic field work in SE Utah May and June

Mapping flight to SE Utah July 10.

Astronaut Dr. Harrison Schmitt news conference by invitation, VIP room, Alb. International Airport, Oct. 25.

A.I.G.P. and N.M. Soc. Prof. Eng. Mtg. re; State registration of geologists, Nov. 1

Academic member of Division of Exploration Affairs, Amer. Petrol. Inst.

Member of Federal Power Commission's National Gas Survey Committee

Revised geologic data sheets for Director of Education, Amer. Geol. Inst.

Annual Meetings of A. I. P. G. State Sec. Oct. 19.

<u>Lee A. Woodward:</u>

Member of U.S. Atomic Energy Commission committee for "Subjective probability assessment of uranium potential of New Mexico".

8. Non-teaching University service

<u>Roger Y. Anderson:</u>

Chairman, University Committee on Paleoecology

<u>Douglas G. Brookins:</u>

A. UNM Activities (exclusive of Departmental Committees)

1. Research Policy Committee (1972-73)
2. Research Policy Committee-sponsored Symposia on "Limits to Growth"; subchairman on section on Nuclear Energy, 1974.
3. Toxic Waste Disposal Committee, 1974-75.
4. Promotion Advisory Committee (1973-74; 1974-75--Chairman).
5. Tenure Advisory Committee (1974-75)
6. University Press Committee (1974-75)
7. Energy Research Advisory Committee (1974-75)

B. Faculty Advisor (and Supervisor)

1. Ph.D. Candidates
    - a. B. Mukhopadhyay (defended Ph.D. 9/74)
    - b. R. B. Moore (defended Ph.D. 9/74)
    - c. M. J. Lee (passed comprehensive examinations 4/74)
    - d. S. L. Bolivar (passed comprehensive examinations 11/74)

2. Ph.D Aspirants
    a. G. L. Gallagher
    b. R. S. Della Valle
3. M. S. Candidates
    a. F. R. Cagle (defended M. S. Thesis 11/74)
    b. S. R. Hafenfeld
    c. W. C. Riese

C. Faculty Committee Member (not Supervisor)
    a. Ph.D. candidates - F. R. Busche, T. L. Steinborn, J. Berkley, W. L. Mansker, D. McLelland, E. H. Nuhfer, H. Planner)
    b. M. S. candidates (or recipients) --R. D. Enz, C. Hill, P. Hlava, S. Sibray, J. Green)

D. Departmental Committees
1. Personnel Committee
2. Grad. Program Committee (Spring 74 only)

Jonathan F. Callender:

Member, Grad. Admissions Committee

Chairman, Undergrad. Curriculum Comm. (both Geol. Dept.)

Faculty Supervisor, Sigma Gamma Epsilon

Faculty Advisor

Thin Section Laboratory supervisor.

Wolfgang E. Elston:

Member, Research Policy Committee, Chairman, Subcommittee on Research Policy Development (Sem. II, 1973-74).

Member, Budget Subcommittee (Sem. I, 1974-75).

Member, UNM Press Committee (Sem. II, 1973-74).

Member, UNM Research Allocations Committee (Sem. I, 1974-75).

Chairman, Vice President for Research and Graduate Affairs Search and Screening Committee (Sem. II, 1973-74).

Member, Presidential Search and Screening Committee (Sem.I. 74-74)

Chairman, Departmental Personnel Committee.

Advisor to 8 graduate students.

Rodney C. Ewing:

Graduate admissions committee

Undergraduate curriculum committee

J. Paul Fitzsimmons:

Undergraduate advisor - handle all applications for undergraduate degrees in Geology.

George R. Jiracek:

Students:

Completed M.S.

Brandwein, S., 1974, Selected shallow electrical resistivity surveys at Volcano Cliffs, Bernalillo County and Warm Springs, Sandoval County New Mexico (major advisor)

Current M.S. (major advisor) (all students below are supported as research assistants under current geothermal contracts)

Forsythe, G. T.
Schrandt, W. H.
Smith, C.
Dorn, G. A.

Current Ph.D.

Stong, T. D. (advising seismic studies in pavement classification tests - degree program in Civil Engineering, supported by U.S. Army).

Ander, M. E. (major advisor - degree program in Physics, present support from Physics Dept.)

Student Problems:

Hardy, J., 1974, Resistivity inversion.
Dorn, G. F., W. H. Schrandt, and G. T. Forsythe, Advanced resistivity exploration.

Klaus Keil:

Administration of the Institute of Meteoritics and its collections.

Member of several internal committees in the Department of Geology.

Designed and built a new exhibit of Meteorites in Northrop Hall (Geology Building) that was opened to the public in the spring of 1974.

Chairman and member of several theses and dissertation committees in the Department of Geology.

Albert M. Kudo:

Member of UNM and Sandia Colloquium Committee

Lecturer for new student orientation (during summer, 1974)

Gary Perrin Landis:

UNM Research Policy Comm. - Overhead Subcomm.

Dept. Graduate Programs Comm. (Chairman)

Supervise operation of rock preparation thin-section lab.

Advise: W. T. Brown, F. Caegle, D. Riesmeyer, J. Aubele, P. Lelyveld, R. DellaValle, R. Allmendinger (Socorro) S. Nararajan.

Sherman A. Wengerd:

Recommendations to National Science Foundation for funding other geologists.

Guide for Dr. Siemers' Geol. students field trip--Guaymas up Sonoran coast of Mexico to Colorado.

Lee A. Woodward:

Chairman of Department of Geology.

Chairman of 5 thesis and dissertation committees.

9. Public service

Roger Y. Anderson:

Identifying fossils and rocks for public.

Douglas G. Brookins:

Financial Secretary, B'nai B'rith (1974-75)

Board of Directors, Albuquerque Jewish Community Council (1974)

Community Relations Committee of JCCA (1974-75)

Jonathan F. Callender:

Community College Course - Geology of New Mexico - Fall, 1974.

Lecture, Save-the-Volcanoes Day, November, 1974.

Wolfgang E. Elston:

Gave talks to classes at Valley High School.

Had meetings with parents and school board members on curriculum of Albuquerque High School.

Addressed Albuquerque School Board on curriculum of Albuquerque High School.

Rodney C. Ewing:

Talk on "Diamonds" to Senior Citizens, Albuquerque, November 21, 1974.

George R. Jiracek:

Feb., Geothermal Energy in New Mexico, KOB Channel 4 television news.

March 22, Geothermal energy, KNME Channel 5 television presentation.

Oct., Zia School Fifth Grade, talk and discussion.

April 2, Geothermal energy, Desk and Derrick Club.

Klaus Keil:

Private showings of moon rocks to interested citizens, school classes, civic groups, etc.

Private showings of the meteorite collection to interested citizens, school classes and civic groups.

Talk on "To the moon and on to Mars," Rotary Club, Albuquerque, February 7, 1974.

Albert M. Kudo:

Chairman of Earth & Space Sciences, N.M. State Science Fair (N.W. Regional); also judge at same science fair.

President of Bellehaven P.T.A, 2nd term.

Lectured at Elementary Schools.

Gary Perrin Landis:

Arroyo Del Oso Parent-Teachers club

Sherman A. Wengerd:

Meeting of Friends of UNM Library, April 26

Attended Quarterly Navy luncheons and conferences

Contributed part of geological library to Museum of Northern Arizona

Conferences with geologist Leslie Bowling, member of SW Advisory Council of the National Park Service

Member Advisory Board, Rio Grande Chapter of the Naval Reserve Association

Recommended 3 persons for the Presidency of University of Texas, El Paso, April 23.

10. Personal information

Albert M. Kudo:

Became citizen of U. S. A.

Sherman A. Wengerd:

Member "21" Club, H.Y.P. Club, Cross Roads Flying Club, Harvard Club of New Mexico, First Congregational Church, Alb. Geol. Soc., Formal application of U.S. Navy Retirement pay as Captain, U.S.N.R.; requested sabbatical leave for Sem. 2, 1974-75, granted Oct. 3, 1974, purchased 1974 Dodge Ramcharger field car, Sept., revision of wills and revokable trust, Alb. Nat. Bank, Oct.-Dec., awarded Certificate of Appreciation by Chaparral Girl Scout Council, Nov. 20.

The Report of the Institute of Meteoritics

July 1, 1974 to June 30, 1975

Klaus Keil, Director

I. General Departmental Information

A. The Institute of Meteoritics has continued to develop vigorously during the report period, with major emphasis being given to research, teaching, and public service.

Research activities of the Institute staff have concentrated on a wide range of topics, generally concerned with geology of the planets. Five major research areas can be singled out. First, main emphasis in research was on the study of the mineralogy, petrology and chemistry of brecciated stone meteorites, rocks interpreted by us to be analogous in origin to lunar breccias. Comparison to lunar rocks has given us a clearer understanding of the origin of brecciated rocks (i.e. rocks consisting or rock and mineral fragments embedded into a fine-grained matrix) by impact on planetary surfaces without an atmosphere. Second , work continued on rocks from the moon, both U.S. Apollo and USSR Luna samples. Major emphasis was given to study of mare basalts from Apollo 17, and models of their origin have been proposed. Third, work was completed on two miniaturized x-ray fluorescence spectrometers built to be soft-landed on Mars in 1976 as part of the U.S. Viking program. The development of these instruments required a new technology and revolutionary design, because of the constraints on weight (3 lbs.) and size (note that conventional x-ray fluorescence units weigh hundreds of pounds and fill a large-sized room)! I am pleased to report that in spite of technical problems with the launch vehicle, Viking I was launched on August 20, 1975, on its 1-year journey to Mars. Fourth, an experimental study into the origin of meteoritic chondrules and terrestrial rocks from the supercooled state utilizing laser technology has resulted in major discoveries and an understanding of the origin of supercooled textures. Fifth, a variety of projects on terrestrial rocks, particularly Hawaiian basalts, ultramafic rocks, and inclusions in diamond, has contributed to an understanding of the origin of deep-seated terrestrial rocks. All in all, this research has resulted in the publication of eighteen (18) papers published in major national and international journals, as well as publication of thirteen (13) abstracts of talks presented at national and international meetings. We were fortunate to attract many research grants to the Institute in support of the projects outlined above, totalling $784,422.00.

Teaching activities of the Institute staff concern formal classes and, in particular, direction of student research projects, problems courses, theses and dissertations. Eight (8) graduate students and four(4) undergraduate students have actively participated as assistants to staff of the Institute on the research projects mentioned above, as well as in thesis and dissertation projects in these areas. Three studens (P. Hlava, J. Green, H.N. Planner) completed their M.S. theses in the Institute and received their degrees in the Department of Geology.

Public service activities of the Institute staff vary widely, but are largely concerned with the maintenance of the Institute of Meteoritics meteorite collection, which is a stunning display of unique specimens and a major attraction of the UNM campus. Many special guided tours were given to college and high-school classes, and many rocks suspected to be meteorites that were submitted by the interested public were analyzed free of charge. In addition, many popular talks were given in an attempt to educate the people of New Mexico in recognizing meteorites, and to urge their cooperation.

The international reputation of the Insitute is documented by the many honors its staff received, as well as by the many visitors that have come here for lectures, study, and research. These visitors were:

Dr. A. Boettcher, Penn. State
Dr. J. Wasson, UCLA
Dr. R. Roosen, UNM Physics Dept.
Dr. C.E. Nehru, Brooklyn College, New York
Dr. G. Kurat, Natural History Museum, Vienna, Austria
Dr. W. Paar, Dept. of Mineralogy, Univ. Salzburg, Austria
Dr. H. Korkisch, Dept. of Chemistry, Univ.Vienna, Austria
Dr. L. Haskin, NASA Johnson Space Center, Houston, Texas
Dr. M. Blander, Chemistry Division, Argonne, Illinois
Dr. J. Soffen, NASA Langley Research Centre, Hampton, Virginia
Dr. J. Peaupeau, Washington University, St. Louis, Missouri

During the report period, the following staff was employed at the Institute of Meteoritics.

Dr. Klaus Keil, Director
Ruth A. Freeman, Institute Secretary
Dr. Martin Prinz, Senior Research Associate
Dr. Ron Fodor, Postdoctoral Research Fellow
Dr. Rich Warner, Postdoctoral Research Fellow
George Conrad, Microprobe Specialist
Dave Lange, Staff Research Scientist
Dr. C.E. Nehru, Visiting Scholar
Dr. W. Paar, Visiting Scholar

Jack Berkley, Graduate Research Assistant
Gaz Brown, " " "
Bill Mansker, " " "
Harry Planner, " " "
Steve Sibray ," " "
Terry Steinborn, " " "
Rick Warren, " " "

Georgianna Honea, Undergraduate Research Assistant
Dave Lewis, " " "
Laurie Cohen, " " "

Except for the Director, the Secretary, the Senior Research Associate, the Staff Research Scientist (1/2 time), and the Microprobe Specialist, salaries for all other employees were entirely derived from outside grants.

B. Significant Plans and Recommendations

One important and urgent need for the Institute is the addition of a full-time, permanently employed, Ph.D. level Research Associate. The present permanent scientific staff of the Institute consists only of the Director, the Senior Research Associate; and the Staff Research Scientist; all other scientific personnel is on contract and grant salaries. The addition of a permanent Research Scientist to the staff would allow us to increase our involvement in sponsored research and the cost will ultimately be offset by increased outside funding that a new person could attract. Specifically, we would like to get involved on a large scale in the study of oceanic basalts drilled from the ocean floor, a project that the present scientific personnel could not do justice to, without neglecting other duties. Consideration of an additional Research Associate (Ph.D) for the Institute of Meteoritics is therefore urgently requested.

II. Composite of Individual Biographic Supplements:

A. Advanced study.

Klaus Keil

1. Studied Brazilian meteorites, and initiated joint UNM-Brazilian meteorite research program. Department of Geosciences, University of Sao Paulo, Brazil, Oct. 17-Nov. 1, 1974.

2. Studied meteorites and lunar samples, and initiated joint UNM-University California meteorite and lunar sample research program. Department of Chemistry, University of California, La Jolla, California, Nov. 30, 1974-Jan. 15, 1975.

Martin Prinz

Studied opaque mineralogy of meteorites and lunar samples (with P. Ramdohr), and automation of electron microprobe (with A. El Goresy) at the Max-Planck Institute for Nuclear Physics, Heidelberg, West-Germany, Jan. 15-Aug. 15, 1975.

J.L. Berkley

Advanced to candidacy toward Ph.D. Degree in geology, University of New Mexico, April 23, 1975.

H.N. Planner

Received an M.S. Degree in geology from the University of New Mexico. Thesis title "An experimental investigation of highly undercooled magnesium silicate chondrule-like spherules." December, 1974.

Laurie Cohen

Received B.U.S. degree with a majority of hours in geology, from the University of New Mexico, December, 1974.

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

Klaus Keil

Sabbatical leave, fall semester, 1974. During this time, the following travel took place, including research away from UNM, presentation of lectures, participation in professional meetings, field work, public service on committees, etc. (items 1 to 17).

1. La Jolla, California. Talk and Research at University of California, Ocean Deep Drilling Project. June 25-29, 1974.

2. Houston, Texas. Lunar Sample Analysis Planning Team (LSAPT) Meeting, Johnson Space Center, July 15-19, 1974.

3. Honolulu, Hawaii, with one week stops each on Kauai and Hawaii. Field work with two students. July 30-August 30, 1974.

4. Houston Texas. Lunar Sample Analysis Planning Team (LSAPT) Meeting at Johnson Space Center. September 3-9, 1974.

5. Mainz, West-Germany. Max-Planck Institute for Chemistry. September 11-14, 1974.

6. Regensburg, West-Germany. Annual Meeting of the German Mineralogical Society, under the auspices of the Meeting of the International Mineralogical Association. Presented invited talk and served as Session Chairman, as well as Chairman of the Commission on Cosmic Mineralogy, International Mineralogical Association. September 15-22, 1974.

7. Vienna, Austria. Museum for National History. Studied meteorites and wrote paper with G. Kurat. September 24-29, 1974.

8. Heidelberg, West-German. Max-Planck Institute for Nuclear Physics. Arranged exchange of meteorites with University of New Mexico. September 30, 1974.

9. Houston, Texas. Lunar Sample Analysis Planning Team (LSAPT) Meeting, Johnson Space Center. October 10-14, 1974.

10. Sao Paulo, Brazil. Department of Geosciences, University of Sao Paulo, Brazil. Was invited to present 25 lectures on "The Origin of of the Solar System" (Distinguished Visiting Professorship), assisted in their electron microprobe laboratory and gave lectures. October 17-November 15, 1974.

11. Porto Alegre, Brazil. Presented invited talk at the Annual Meeting of the Geological Society of Brazil, Porto Alegre, Brazil. October 28-November 1, 1974.

12. Rio de Janeiro, Brazil. Studied meteorite collection at the Brazilian National Museum, Rio de Janeiro, Brazil. November 8-10, 1974.

13. Miami Beach, Florida. Chaired meeting of the U.S. National Committee for Geochemistry, National Academy of Sciences. November 17, 1974.

14. Miami Beach, Florida. Presented talk at the Annual Meeting of the Geological Society of America. November 18-20, 1974.

15. La Jolla, California. Presented three talks and worked on meteorites and lunar samples in the Dept. of Chemistry, University of California, La Jolla, California. November 30, 1974-January 15, 1975.

16. Houston, Texas. Lunar Sample Analysis Planning Team (LSAPT) Meeting, Johnson Space Center, December 4-9, 1974.

17. Los Angeles, California. Presented talk at Institute of Geophysics and Department of Chemistry, University of California, Los Angeles, California. January 7, 1975.

18. Houston, Texas. Started mapping and cutting of lunar consortium breccia 67435 (K. Keil, Consortium Leader) in the Lunar Receiving Laboratory, NASA Johnson Space Center, Houston, Texas, January 21-23, 1975.

19. Houston, Texas. Lunar Sample Analysis Planning Team (LSAPT) Meeting, NASA Johnson Space Center. January 23-27, 1975.

20. Denver, Colorado. Meeting of Viking Inorganic Analysis Science Team, Martin Marietta Company. March 6-8, 1975.

21. Reston, Virginia. Meeting of Viking Inorganic Analysis Science Team, U.S. Geological Survey. March 13, 1975.

22. Houston, Texas. Lunar Sample Analysis Planning Team (LSAPT) Meeting, NASA Johnson Space Center, March 16, March 21-23, 1975.

23. Houston, Texas, Sixth Annual Lunar Science Conference, Johnson Space Center. March 17-20, 1975.

24. Houston, Texas. Facilities Subcommittee Meeting. LSAPT, NASA Johnson Space Center, April 27-30, 1975.

25. Houston, Texas. Lunar Sample Analysis Planning Team (LSAPT) Meeting, NASA Johnson Space Center, May 15-19, 1975.

26. Boston, Massachusetts. U.S. National Committee for Geochemistry Meeting, Harvard University, May 21-22, 1975.

27. Houston, Texas. Facilities Subcommittee Meeting, LSAPT, NASA Johnson Space Center, May 22-25, 1975.

28. Houston, Texas. Lunar Sample Analysis Planning Team (LSAPT) Meeting, NASA Johnson Space Center, June 24-June 30, 1975.

Martin Prinz
Work and study assignment at the Max-Planck Institute of Nuclear Physics, Heidelberg, West-Germany, January 15, 1975-August 15, 1975.

R.V. Fodor

South Atlantic Ocean. Igneous petrologist on board of the Glomar Challenger for Deep Sea Drilling Project, Leg 39B, November 1-December 25, 1974.

R.D. Warner

1. Houston, Texas. To map lunar consortium breccia 67435, NASA Johnson Space Center, January 21-24, 1975.

2. Houston, Texas. Sixth Lunar Science Conference, NASA Johnson Space Center, March 16-21, 1975.

3. Washington, D.C. American Geophysical Union Meeting, June 13-22, 1975.

David Lange

Los Angeles, California, 37th Annual Meeting of the Meteoritical Society, UCLA, August 7-9, 1974.

H.G. Brown

Los Angeles, California. Cordilleran Section Meeting of the Geological Society of America, March 25-27, 1975.

Rick Warren

Los Angeles, California. Cordilleran Section Meeting of the Geological Society of America, March 25-27, 1975.

G.E. Honea

Los Angeles, California. Cordilleran Section Meeting of the Geological Society of America, March 25-27, 1975.

C. New scholastic honors, fellowships, etc.

Klaus Keil

1. Secretary, Commission on Meteorites, International Union of Geological Sciences.

2. Secretary, Commission on Cosmic Mineralogy, International Mineralogical Association.

3. Secretary, International Association for Geochemistry and Cosmochemistry.

4. Member, Leonard Medal Committee, Meteoritical Society.

5. Chairman, U.S. National Committee for Geochemistry, National Academy of Sciences.

6. Ex-officio member, Subcommittee on the Geochemical Environment in Relation to Health and Disease, U.S. National Committee for Geochemistry, National Academy of Sciences.

7. Member, Editorial Board, Journal "Chemical Geology."

8. Member, Geophysics Research Board, National Academy of Sciences, Washington, D.C.

9. Member, Surface Sampler Team, Viking Mars Mission.

10. Member, Lunar Sample Analysis Planning Team, Johnson Space Center, Houston, Texas.

11. Member, Editorial Board, Colorado School of Mines Quarterly, Golden, Colorado.

12. Member, Committee on Public Education and Information, Mineralogical Society of America.

13. Recipient of the Plaque of the American Federation of Mineralogical Societies.

14. Chairman, U.S. Geodynamics Committee, Subcomittee on "Chemical Differentiation of Magmas," Geophysics Research Board, National Academy of Sciences, Washington, D.C.

15. Member, Editorial Board, Lunar Science Studies (NASA, Houston, Texas.)

16. Distinguished Visiting Professor, Department of Geosciences, Univ. of Sao Paulo, Sao Paulo, Brazil.

17. Visiting Professor, Chemistry Department, University of California, La Jolla, California.

18. Chairman, Facilities Subcommittee, LSAPT, NASA Johnson Space Center, Houston, Texas.

19. Chairman, Session on "Origin and evolution of polymict breccias", Sixth Lunar Science Conference, Houston, Texas.

J.L. Berkley

1. Penrose Bequest Award, Geological Society of America, for dissertation on "A petrochemical study of Indian Ocean Basalt." ($430.00).

2. Student Speaker Award to attend the Meteoritical Society Meeting, Tours, France ($500.00).

3. Stipend from Albuquerque Gem & Mineral Club ($120.00).

H.G. Brown
UNM Graduate Tuition Fellowship for 1975-76.

G.E. Honea
Scholarship from El Paso Natural Gas, to study geology.

D. Publications

a) Scientific articles published in major national and international journals; scientific publications of the Institute of Metoeritics, as well as books.

Note: Listed are only publications that have appeared in the report period. Not listed are papers that are in press or in preparation. Since most publications of the Institute of Meteoritics are co-authored by several members of the Institute, only one list of all publications is given, rather than duplicating listings on an individual-by-individual basis.

1. Rock 14318: A polymict lunar breccia with chondritic texture. Geochim. Cosmochim. Acta 38, 1133-1146, 1974 (G. Kurat, K. Keil and M. Prinz).

2. Review of "Geochemical Tables", by H.G. Rösler and H. Lange. Elsevier, Amsterdam, 1972, 468 pp. In Geochim. Cosmochim. Acta 38, 1324, 1974(K. Keil).

3. Obituary of H.W. F. Heide, Fortschr. Mineral. 52, 1-5, 1974 (K. Keil).

4. Plagioclase twin laws in lunar highland rocks; possible petrogenetic significance. Meteoritics 9,183-197, 1974 (E. Dowty, K. Keil and M.Prinz).

5. Lithic fragments, glasses and chondrules from Luna 16 fines. In "Lunar Soil from Sea of Fertility", 250-261, 1974. Nauka Publishing House, Moscow, in Russian (G. Kurat, K. Keil, M. Prinz and J. Green).

6. Review of "Meteorites and Their Origins", by G.J.H. McCall. In Amer. Mineral. 59, 876-878, 1974 (K. Keil).

7. Spinel-group minerals and ilmenite in Apollo 15 rake samples. Amer. Mineral. 59, 1220-1235, 1974 (C.E. Nehru, M. Prinz, E. Dowty and K. Keil).

8. Ferroan Anorthosite: A widespread and distinctive lunar rock type. Earth and Planetary Sci. Lett. 24, 15-25, 1974 (E. Dowty, M. Prinz and K. Keil).

9. Petrology of some lithic fragments of alkalic high-alumina basalt composition from Apollo 12 coarse fines. Tschermak's Mineral. Petrog. Mitt. 21, 179-195, 1974 (G. Kurat, K. Keil, and M. Prinz).

10. The zirconium-oxygen photoflash reaction at oxygen pressures from 1-24 atmospheres. Sandia Laboratories, Report 74-4170, 1974 (L.S. Nelson, C.J.M. Northrup, R.P. Wemple, N.L. Richardson, D.J. Fastee, K. Keil, and H.N. Planner).

11. Correlation between explosion times and initial molar content for metal droplets burning in air. Sandia Laboratories, Report 74-5169 (L.S. Nelson, J.M. Freese, N. L. Richardson, K. Keil, and H.N. Planner).

12. Lunar pyroxene-phyric basalts: Crystallization under supercooled conditions. J. Petrology 15, 419-453, 1974 (E. Dowty, K. Keil, and M. Prinz).

13. Igneous rocks from Apollo 16 rake samples. Proc. Fifth Lunar Science Conf., Geochim. Cosmochim Acta, Suppl. 5, Vol. 1, 431-445, 1974 (E. Dowty, K. Keil, M. Prinz).

14. Mineralogy and petrology of mare basalts from Apollo 17 rake samples. In "Lunar Science VI", Lunar Science Institute, Houston, Texas, 850-852, 1975 (R. Warner, K. Keil, and M. Prinz).

15. Contributions to the mineral chemistry of Hawaiian rocks IV. Pyroxenes in rocks from Haleakala and West-Maui Volcanoes, Maui, Hawaii. Contrib. Mineral. Petrol. 50, 173-195, 1975 (R.V. Fodor, K. Keil, and T. E. Bunch).

16. Chromian spinels in lherzolite inclusions from Itinome-gata, Japan. Contr. Mineral. Petrol. 46, 249-256, 1974 (K. Aoki and M. Prinz).

17. Petrology of basalt and andesite of the Black Range, New Mexico. Geol. Soc. Amer. Bull. 86, 295-304, 1975 (R.V. Fodor).

18. The Canyonlands Meteorite. Meteoritics 9, 271-280, 1974 (D. Lange).

b) Abstracts published in proceedings of meetings and in journals.

1. To the Moon and on to Mars. Geol. Soc. Brazil, Porto Alegre, Brazil, 1974 (K. Keil).

2. Inclusions of unusual composition in the Adams County chondrite. Geological Society of America, Miami Beach, Florida, 1974 (R.V. Fodor, M. Prinz and K. Keil).

3. Lithic fragments of granitic composition in Apollo 16 breccias 11874. Geological Society of America, Miami Beach, Florida, 1974.

4. Igneous rocks from Apollo 16 rake samples. Lunar Science Conf., Houston, Texas, 1974 (E. Dowty, M. Prinz and K. Keil).

5. The Chassigny meteorite: A relatively iron-rich cumulate dunite. Meteoritical Society Meeting, 1974 (M. Prinz, P.H. Hlava and K. Keil).

6. A chondrite with a regolith fragment containing non-chondritic material. Meteoritical Society Meeting, Meteoritics 9, 337-338, 1974 (R.V. Fodor, M. Prinz, H.G. Brown and K. Keil).

7. Implications of K-rich lithic fragments and chondrules in the Bhola brecciated chondrite. Geol. Soc. Amer. Abstracts 6, 739-740, 1974 (R.V. Fodor, M. Prinz, and K. Keil).

8. A kamatiite-like lithic fragment in the Eva chondrite: Evidence for an impact-produced, supercooled melt of chondritic parentage. EOS 56, 391, 1975 (R.V. Fodor and K. Keil).

9. The Kenna ureilite: Ultramafic rock with evidence for igneous, metamorphic, tectonic, and shock origin. Meteoritical Society Meeting, Tours, France, 1975 (J.L. Berkley, H.G. Brown, K. Keil and G. Huss).

10. Petrology of a S.E. Missouri kimberlite. Geological Society of America, Miami, 1974 (W.L. Mansker).

11. Correlation between explosion times and initial molar content for metal droplets burning in air. Combustion Institute, Western States Section, 1974 Fall Meeting (L.S. Nelson, J.M. Freese, N.L. Richardson, K. Keil and H. Planner).

12. Composition and origin of lunar glasses. International Mineral. Assoc. Meeting, Regensburg, West-Germany, 1974 (K. Keil).

13. Supercooling of laser-melted silicates: Application to the formation of meteorites. Electrochemical Society, 1975 (M. Blander, H.N. Planner, K. Keil, L.S. Nelson, and N.L. Richardson).

c) Translations from French

1. The physico-chemical evolution of moon-milk. R. Bernasconi, ATTI del Symposium Internazionale di Speleogia, 1960 (W.L. Mansker).

2. Actual status of the question of moonmilk. B. Geze, 1956 (W.L. Mansker).

3.Study of moonmilk from caves of Cambodia. C. Jatou (W.L. Mansker).

4. Nature of occasional lining of the Inner Walls or ground in caves (moonmilk). B. Geze, Academy of Sciences, 1956 (W.L. Mansker).

These translations are available from the National Speleological Society, Washington, D.C.

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

Klaus Keil

The following research grants and contracts were in effect during the report period.

1. Research Grant from NASA Manned Spacecraft Center, Houston, Texas, entitled "Electron microprobe analysis of returned lunar samples."
Duration: February 1, 1972 - January 31, 1975 ....$ 147,600.00

2. Research Grant from NASA Headquarters, Washington, D.C., entitled "Mineralogy and chemistry of polymict-brecciated stone meteorites."
Duration: June 1, 1972 - May 31, 1975 .... 130,000.00

3. 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

4. Research Grant from NASA Headquarters, Washington, D.C., entitled "Mineralogy and chemistry of polymict-brecciated stone meteorites."
Duration: June 1, 1973 - May 31, 1976 .... 87,693.00

5. Research Grant from NASA Manned Spacecraft Center, Houston, Texas, entitled "Electron microprobe analysis of returned lunar samples."
Duration: February 1, 1974 - January 31, 1977 .... 165,436.00

6. Research Grant from NASA Johnson Space Center, Houston, Texas, entitled "Electron microprobe study of returned lunar samples."
Duration: February 1, 1974 - January 31, 1975 .... 1,350.00

7. Research Grant from NASA Ames Research Center, Moffett Field, California, entitled "Variability of quasi-stellar objects and galaxies; relativistic effects in wave propagation and damping in relativistic plasmas."
Duration: July 1, 1974 - June 30, 1975 .... 6,250.00

8. Amendment to No. 7 .... 453.00

9. Research Grant from NASA Headquarters, Washington, D.C., entitled "Mineralogy, petrology and chemistry of polymict-brecciated stone meteorites."
Duration: June 1, 1974 - May 31, 1977 .... 91,475.00

10. Research Grant from NASA Headquarters, Washington, D.C. entitled "Mineralogy, petrology, and chemistry of brecciated stone meteorites: Impact and igneous histories of meteorite parent bodies."
Duration: June 1, 1975 - February 29, 1976 .... 78,700.00

TOTAL GRANTS ---------------------------------- $ 784,422.00

F. Activities in learned and professional societies.

Klaus Keil
a. Offices

1. Secretary, Commission on Meteorites, International Union of Geological Sciences.

2. Secretary, Commission on Cosmic Mineralogy, International Mineralogical Association.

3. Secretary, International Association for Geochemistry and Cosmochemistry.

4. Member, Leonard Medal Committee, Meteoritical Society.

5. Chairman, U. S. National Committee for Geochemistry, National Academy of Sciences.

6. Ex-officio member, Subcommittee on the Geochemical Environment in Relation to Health and Disease, U.S. National Committee for Geochemistry, National Academy of Sciences.

7. Member, Ad hoc Lunar Data Synthesis Review Panel, National Aeronautics and Space Administration (NASA) Washington, D.C.

8. Member, Editorial Board, Journal "Chemical Geology."

9. Chairman, Program Committee, Planetology Section, 55th Annual Meeting, American Geophysical Union, Washington, D.C.

10. Member, Geophysics Research Board, National Academy of Sciences, Washington, D.C.

11. Member, Lunar Sample Analysis Planning Team, Johnson Space Center, Houston, Texas.

12. Member, Editorial Board, Colorado School of Mines Quarterly, Golden, Colorado.

13. Member, Committee on Public Education and Information, Mineralogical Society of America.

14. Recipient of the Plaque of the American Federation of Mineralogical Societies.

15. Chairman, Subcommittee on "Chemical differentiation of magmas," U.S. Geodynmaic Committee, Geophysics Research Board, National Academy of Sciences.

16. Member, Editorial Board, Lunar Science Studies, NASA Houston, Texas.

17. Invited Speaker, International Mineralogical Association, Regensburg, West-Germany.

18. Invited Speaker, Geological Society of Brazil, Porto Alegre, Brazil.

19. Chairman, Facilities Subcommitte, Lunar Sample Analysis Planning Team, NASA Johnson Space Center, Houston, Texas.

Martin Prinz

Member, Lunar Science Review Panel, NASA Johnson Space Center, Houston, Texas.

R. Warren

Student member, Mineralogical Society of America

b) Meetings and professional papers.

Klaus Keil

1. University of California, La Jolla, California, June 25-29, 1974. Talk on "Brecciated chondrites, lunar breccias, and the origin and history of parent meteorite bodies."

2. Lunar Sample Analysis Planning Team Meeting (LSAPT), Johnson Space Center, Center, Houston, Texas, July 16-20, 1974.

3. Lunar Sample Analysis Planning Team Meeting (LSAPT), Johnson Space Center, Houston, Texas, September 3-9, 1974.

4. Meeting of the International Mineralogical Association, Regensburg, West-Germany, September 15-21, 1974. Talk on "Origin and significance of lunar glasses."

5. Lunar Sample Analysis Planning Team Meeting (LSAPT), Johnson Space Center, Houston, Texas, October 8-14, 1974.

6. Series of 25 lectures on "The origin of the solar system," Department of Geosciences, University of Sao Paulo, Sao Paulo, Brazil, October 21 - November 15, 1974.

7. Meeting of the Geological Society of Brazil, Porto Alegre, Brazil, October 28-November 1, 1974. Invited talk on "The geology of the moon."

8. Public lecture on "To the moon and on to Mars." Sao Paulo, Brazil, November 13, 1974.

9. Meeting of the U.S. National Committee for Geochemistry, National Academy of Sciences. Miami Beach, Florida, November 17, 1974.

10. Meeting of the Geological Society of America, Miami Beach, Florida, November 18-20, 1974. Co-author on two papers entitled "Lithic fragments of granitic composition in Apollo 16 breccias," and "Inclusions of unusual composition in the Adams County chondrite."

11. Chemistry Department, University of California, La Jolla, California, December 3, 1974. Talk on "Achondrites."

12. Lunar Sample Analysis Planning Team (LSAPT), Johnson Space Center, Houston, Texas, December 4-9, 1974.

13. Chemistry Department, University of California, La Jolla, California, December 11, 1974. Talk on "Lunar Breccias."

14. Chemistry Department, University of California, La Jolla, California, December 18, 1974. Talk on "Ca-Al-rich inclusions in Type II and HL-group chondrites."

15. Institute of Geophysics and Department of Chemistry, University of California, Los Angeles, California, January 7, 1975. Talk on "Meteoritic, lunar and synthetic chondrules: Origin and history."

16. Lunar Sample Analysis Planning Team (LSAPT), NASA Johnson Space Center, Houston, Texas, January 23-27, 1975.

17. Martin Marietta Company, Denver, Colorado. Meeting of the Viking Inorganic Analysis Science Team, March 6-8, 1975.

18. U.S. Geological Survey, Reston, Virginia, Meeting of the Viking Inorganic Analysis Science Team, March 13, 1975.

19. Lunar Sample Analysis Planning Team (LSAPT), NASA Johnson Space Center, Houston, Texas, March 6, March 21-23, 1975.

20. Sixth Annual Lunar Science Conference, Johnson Space Center. Co-authored talk on "Mineralogy and petrology of mare basalts from Apollo 17 rake samples." March 17-20, 1975.

21. Facilities Subcommittee Meeting, Lunar Sample Analysis Planning Team, NASA Johnson Space Center, Houston, Texas, April 27-30, 1975.

22. Sandia Laboratories, Albuquerque, presented talk on "Geological exploration of Mars: The U.S. Viking Program," May 1, 1975.

23. Lunar Sample Analysis Planning Team (LSAPT), NASA Johnson Space Center, Houston, Texas, May 15-19, 1975.

24. Harvard University, Boston, Mass. Chaired U.S. National Committee for Geochemistry, May 21-22, 1975.

25. Facilities subcommittee meeting, LSAPT, NASA Johnson Space Center, Houston, Texas, May 22-25, 1975.

26. Lunar Sample Analysis Planning Team (LSAPT), NASA Johnson Space Center, Houston, Texas. June 24-June 30, 1975.

Martin Prinz

Gave lectures on the moon, meteorites, and terrestrial rocks during study assignment to Max-Planck Institute for Nuclear Physics, Heidelberg, West-Germany, Jan. 15-Aug.15, 1975, at the following institutions:

1. Max Planck Institute for Nuclear Physics, Heidelberg.

2. Department of Mineralogy, University of Heidelberg.

3. Max-Planck Institute for Chemistry, Mainz.

4. Department of Mineralogy, University of Göttingen.

5. Department of Petrology, University of Braunschweig.

6. University of Vienna, Austria.

7. Austrian Mineralogical Society, Vienna, Austria.

8. German Petrology Discussion Groups, Annual Meeting, Heidelberg,West-Germany.

G. Other professional activities.

Klaus Keil

1. Consultant, Sandia Laboratories, Albuquerque, New Mexico.

2. Reviewed hundreds of lunar sample requests submitted by scientists to the Lunar Sample Analysis Planning Team.

3. Reviewed 16 scientific papers submitted for publication to the American Mineralogist; Earth and Planetary Science Letters; Geochimica et Cosmochimica Acta; Meteoritics; and Science.

4. Several taped and live TV and radio shows on the Apollo Program and the U.S. Viking Program.

David Lange

Prepared meteorite exhibit for Albuquerque Gem and Mineral Show.

H. Non-teaching University Service.

Klaus Keil

1. Administration of the Institute of Meteoritics and its collections.

2. Member of several internal committees in the Department of Geology.

3. Chairman and member of several theses and dissertation committees in the Department of Geology.

I. Public service.

Klaus Keil

1.Albuqerque Rock Hounds. Presented talk on "Geology of the Moon: What next?" February 4, 1975.

2. Albuquerque Senior Citizens, Tour of UNM Meteorite Museum, March 26,1975.

3. U.S. Viking Mission to Mars, Public Symposium, including several TV interviews and shows; talks in the UNM Geology Department and Institute of Meteoritics, at S. Johns College (Santa Fe); as well as presentation of Mars Globe to Governor Apodaca; April 3-4, 1975.

4. Albuquerque Gem and Mineral Club, presented talk on"Exploration of Mars: The U.S. VIking Program", April 21, 1975.

5. Many private showings of moon rocks to interested citizens, school classes, civic groups, etc.

6. Many private showings of the meteorite collection to interested citizens, school classes and civic groups.

David Lange

Short lecture tours, often at night or on weekends, to 12 groups totalling about 200 persons, including 3 High School classes, 6 grade school classes, 2 Community College classes, and 1 Rock & Mineral Club.

J. Personal information

S. Sibray

Married, March 25, 1975.

THE REPORT OF THE DEPARTMENT OF HISTORY

July 1, 1974 - June 30, 1975

Gerald D. Nash, Chairman

We are pleased to present the annual report of the Department of History. A fuller discussion of departmental activities will be contained in the annual newsletter which the department will publish in the fall of 1975.

I. GENERAL DEPARTMENTAL INFORMATION

A. <u>Significant Achievements</u>

1. The following courses were added to the History curriculum:

100.	"The Whole Works": The Making of The Modern World. -- This is an introductory course for non-History majors which deals with major phases of human history. The course is taught cooperatively by all the members of the Department of History.
310.	International Labor History
319.	History of Science, 1800 to the Present
353.	History of Southeast Asia, 1800 to the Present
358.	Traditional India
359.	Modern India
381.	History of the American Southwest
411.	Archival Administration for Historians
448.	The Spanish Empire
491.	Internship

2. Activities Beyond the Formal Curriculum

a. The Department was host to the Rocky Mountain Medieval and Renaissance Association annual meeting, April 25-26, 1975; Professor Donald Sullivan, Program Chairman.

b. Initiated New Mexican Historians Guild, whereby professional historians teaching in New Mexico colleges and universities plan to meet informally once a year at a luncheon. The first meeting was held Saturday, November 16, 1974, at the Hilton Inn in Albuquerque. Thirty-six historians from nearly all the state universities attended.

c. Four History professors, Professors Iklé, Lieuwen, Nash and Roebuck, representing the four major History fields, appeared on a special program on KNME-TV, October 3, 1974, entitled "An Introduction to History: UNM at Work".

d. The Department appointed Professor Richard Berthold to serve as high school coordinator. A special packet of information concerning the department was sent to approximately one hundred high school students expressing interest in majoring in History at UNM.

e. The Department participated in the New Mexico Council of Social Studies Conference on November 15, 1974, in conjunction with the Department of Secondary Education. The speaker at the Conference was Alexander de Conde of the Department of History, University of California, Santa Barbara, California.

f. Porfirio Montoya, the historian for Santa Ana Indian Pueblo, gave a public lecture and also spoke to a class in Southwestern History on "17th Century Native American Revolts Against the Spaniards", November 6, 1974.

g. Dr. Eugene Hollon, a prominent historian in the field of Southwestern History from the University of Toledo, gave a public lecture on "Violence in the West and Southwest", November 11, 1974.

h. Professor Marc Raeff of Columbia University, a leading specialist in Russian History, was a visiting speaker, February 11, 1975.

i. Cleofes Vigil, of San Cristobal, New Mexico, a specialist in Southwestern Folklore, spoke to a History 380 course which was open to the public, on February 11, 1975.

j. Professor Henry A. Winkler of the Goethe Institute of Freiberg, Germany, gave a public lecture at UNM on February 19, 1975, on "German and American Reaction to the Great Depression of the 1930's".

k. Frederic E. Wakeman, Jr., Professor of History at the University of California, Berkeley, and a prominent historian on China, gave a public lecture on March 11, 1975, on "The Maoist Ethic of Social Struggle".

l. Robert Utley, Assistant Director of the Historic Preservation for the National Park Service, spoke on April 9, 1975, at a public lecture on "Confessions of a Bureaucratic Historian, or how to Get Ahead in the Profession Without Toiling in the Corridors of Academe".

m. H.L. Mitchell, Director of the Southern Tenant Farmers Union, spoke at UNM on April 10, 1975, on "White and Black Tenant Farmers in the 1930's and 1940's".

3. Honors

a. American Indian Oral History Project won the award of merit from the American Association for State and Local History.

b. Professor William M. Dabney was chosen "UNM Professor of the Month" in February, 1975, by Las Campanas.

c. Professor Charlie Steen was given a Summer Research Stipend by the College of Arts & Sciences.

d. Dr. France Scholes was honored by the Department with a reception on the anniversary of his 50th year of service to UNM, on February 26, 1975.

e. Alfred L. Padula, Ph.D., won the $1,000 Tom L. Popejoy Dissertation Prize

f. Shirlene Soto, Ph.D. candidate, awarded Ford Foundation Fellowship for academic year, 1974-75.

g. Roberto Salman, Ph.D. candidate, awarded Ford Foundation Fellowship for academic year, 1974-75.

h. Veronica Tiller, Ph.D. candidate, awarded Ford Foundation Fellowship for academic year, 1974-75.

i. Paul Viafora was awarded a NDEA (Title VI) by Ibero-American Studies.

j. Raymond Puffer - GTF award for academic excellence.

k. Paul Viafora - GTF award for academic excellence.

l. Daniel Zimmerman - GTF award for academic excellence.

m. Michael Hersh - awarded Coan Prize as undergraduate history major with highest GPA.

5. Teaching Positions Held by 1974-75 Graduates, Ph.D.'s.

    a. Marshall Reynolds - Sol Ross State University, Alpine, Texas.

    b. Jeremiah J. Ring, Metropolitan State College, Denver, Colorado.

    c. Alfred L. Padula, University of Maine, Portland, Maine.

B. Significant Plans and Recommendations for the Future.

1. The Department began its remodeling of Mesa Vista and obtained new offices on the second floor of Mesa Vista.

2. The national editorial offices of The Historian, Phi Alpha Theta Journal, moved to the UNM campus in the fall of 1974. Gerald D. Nash is editor. The Journal is housed in their newly remodeled quarters in Mesa Vista Hall, and the Journal will be edited on campus.

3. The New Mexico Historical Review, under the direction of a new editor, Professor Manuel Servin, will occupy its newly remodeled offices in Mesa Vista Hall, on June 30, 1975.

C. Appointments to Staff.

1. Visiting or Part-time Appointments, 1974-75:

    a. Elmer Harrelson, U.S. History, August 1974 and Military History, January 1975.

    b. Myra Ellen Jenkins, Archival courses, January 1975.

    c. Peter Marzahl,, Latin American courses, August 1974 to June 1975.

    d. H. Craig Miner, Western American History, August 1974 to December 1974.

e. Brooke W. Smith, Women's History, August 1974 to June 1975.

f. William Sullivan, Latin America, August 1974 to June 1975.

g. Gerald Theisen, Southwest History and New Mexico, August 1974 to June 1975.

h. Michael Weber - Museum course, December 1974.

i. Cortez Williams, Latin America, January 1975 to June 1975.

2. New Appointments.

a. Peter Bakewell, Assistant Professor, Colonial Latin American History, replacement for Troy Floyd.

b. Michael Conniff, Visiting Assistant Professor, Brazilian History, replacement for Robert Slenes.

c. Pramita Ghosh, Assistant Professor, South Asian History, replacement for Carl Herbold.

d. Myra Ellen Jenkins, Adjunct Professor of History, Archival courses.

e. Mary Jane Slaughter, Assistant Professor, Women's History replacing Visiting Assistant Professor Brooke Smith.

f. Manuel Servin, new editor of New Mexico Historical Review, replacing retiring editor Elanor Adams, and Professor of Southwest History.

g. Leigh Wright, Exchange Professor from Hong Kong University, replacing Professor Frank Ikle, Semester I, 1975-76.

h. New Staff:

Owala Farmhals, Staff Secretary, August 1974.
Marian Arnold, Staff Secretary, October, 1974.
Joyce Cobb, half-time Clerical Spec., January 15, 1975.

D. <u>Separations from Staff</u>:

1. Eleanor Adams, Research Professor at Large, Editor of the <u>New Mexico Historical Review</u>, retired.

2. Robert Slenes, Instructor, resigned to take position at University of Colorado, Boulder.

3. Staff:

   a. Oowala Farmhäls, resigned to take position at Dental Clinic, October, 1974.
   b. Marian Arnold, resigned to take position with Geology Department, May 1975.

E. <u>Promotions</u>:

1. Robert Kern, to Associate Professor.

F. <u>Tenure</u>:

1. Charles McClelland

II. Composite of information requested on individual biographical supplements: (period Jan. 1 - December 31, 1974).

1. ADVANCED STUDY

a.	BREWER, Paul W.	Completion of dissertation: "The Rise of the Second Party System: Missouri, 1815-1845." Ph.D. to be awarded January 15, 1975 - Washington University, St. Louis, Missouri.

2. SABBATICAL, SUMMER TEACHING, TRAVEL, ETC.

a.	DABNEY, William M.	Sabbatical leave, Semester II, 1974. Travel and research in Washington, D.C., Library of Congress and Williamsburg, Va.
b.	ELLIS, Richard N.	Leave, Fall semester 1974 - Visiting Professor at University of Maryland.
c.	LIEUWEN, Edwin	Summer 1974 - Research in Mexico and Bancroft Library, Berkeley, California.
d.	McCLELLAND, Charles E.	Taught Summer session II, University of Pennsylvania.
e.	PUGACH, Noel	Research trip to Madison, Wisconsin -- St. Paul, Minnesota, March 1974. Sabbatical, Fall semester, research in London, England and New York, New York.
f.	ROBBINS, Richard G. Jr.	Travel to U.S.S.R. (Moscow-Leningrad) for purpose of research, January 1974.
g.	SMITH, Brooke W.	Summer research at the University of Notre Dame and the Pontifical Institute at Toronto, sponsored by UNM Research Allocation Committee.
h.	SPIDLE, Jake W., Jr.	Research at Leo Baeck Institute (New York) and National Archives (Washington) in January 1974.

i.	SULLIVAN, Donald D.	Sabbatical, Spring Semester 1974 - Research at Toronto, Harvard and Yale Universities.
j.	SZASZ, Ferenc M.	Travel for research, Pacific Northwest, Summer 1974.

3. NEW SCHOLASTIC HONORS

a.	ELLIS, Richard N.	Award of Merit from the Association of State and Local Historians for the Doris Duke Indian Oral History Project.
b.	KERN, Robert W.	Promoted to Associate Professor by Department.
c.	NASH, Gerald D.	Appointed Editor-in-Chief, *The Historian* (national journal of Phi Alpha Theta, History Honorary Society).
d.	PORTER, Jonathan	University of New Mexico Summer Research Stipend.
e.	ROBBINS, Richard G.	Selected by International Research & Exchanges Board for participation in the U.S.-U.S.S.R. Cultural Exchange for 1974-75.
f.	SMITH, George W.	Currently listed in *Dictionary of International Biography*, 1974; *Directory of American Scholars*, 6th ed. Vol. I; *The World Who's Who of Authors*, 1st ed. 1974; *Who's Who in the West*, 14th ed. 1974-75; *Men of Achievement*, 1974, Vol. II.

4. PUBLICATIONS

BOOKS

a.	IKLE, Frank W.	(Co-author with Woodbridge Bingham and Hilary Conroy) 2nd Revised Edition of *A History of Asia*, 2 vols., (Allyn & Bacon, Boston, 1974).

b. KERN, Robert W. — *Liberals, Reformers and Caciques in Restoration Spain*, UNM Press.

c. McCLELLAND, Charles E. — (Co-editor with Steven P. Scher), *Postwar German Culture* (New York: Dutton 1974), 444 pp.

d. ROBBINS, R. — *Famine in Russia, 1891-1892* (New York: Columbia Univ. Press, 1974).

e. ROEBUCK, Janet — *The Shaping of Urban Society: A History of City Farms and Functions* (Charles Scribners Sons: New York, 1974).

f. SMITH, Brooke — *Jacques Maritain: Antimodern or Ultramodern?* (Elsevier Books, 1975).

ARTICLES

a. BERTHOLD, Richard M. — "Lade, Pergamum and Chios," accepted for publication by *Historia*.

b. DABNEY, William M. — "Charles Cochrane and the American Revolution," *Proceedings*, 1974, of the Conference on Scottish Studies.

c. ELLIS, Richard N. — "Vincent Colyer and the New Mexico Press," Chapt. 12 in *The Changing Ways of Southwestern Indians*, ed. by A. Schroeder, Rio Grande Press.
"An Indian Delegation in France," ed. by R. Ellis and C. Steen, *Journal of the Illinois State Historical Society*.

d. IKLÉ, Frank W. — Contributor to *Japan's Foreign Policy, 1868-1941, a Research Guide*, James W. Morley, ed., Columbia University Press, New York, 1974, p. 265-340.
Contributor to ABC-CLIO, *Historical Abstracts*.

e. KERN, Robert W. "Catastrophe and Regeneration as Themes of Political Criticism in the Bourbon Restoration, 1877-1885," *Iberian Studies*, Vol. III, No. 1 (Spring, 1974) pp. 29-33.

f. McCLELLAND, Charles E. "The Berlin Historians and Politics," reprinted in *Historians and Politics*, in *The 20th Century* (London: Sage, 1974) 30 pp.

g. PUGACH, Noel "The Pacific and Eastern Steamship Co.: American Promoters and the Shipping Crisis of 1914-1916," accepted for publication by *The American Neptune*.

h. RABINOWITZ, Howard N. "From Exclusion to Segregation: Health and Welfare Services for Southern Blacks 1865-1890," *Social Service Review* 48 (Sept. 1974), pp. 327-54; "Half a Loaf: The Shift from White to Black Teachers in the Negro Schools of the Urban South 1865-1890," *Journal of Southern History* (Nov. 1974), pp. 565-94.

i. SKABELUND, Donald "The Structure of Theory," *Journal of College Science Teaching* (April 1974), pp. 274-281.

j. SMITH, Brooke W. "Jacques Maritain: Philosphy of History," forthcoming in *Catholic Historical Review*; "The Maritain Controversy," forthcoming in *Thought*; "Political Problems in the Third Republic," forthcoming in *Proceedings*, Western Society for French History.

k. SPIDLE, Jake W. Jr. "Axis Invasion of the American West: POW's in New Mexico, 1943-45," *New Mex. Hist. Review*, 49 (1974, #2), pp. 93-122.

		"The Past in the German African Colonies, 1884-1914," *Postal History Journal*, 18 (1974, #3), pp. 32-40.
l.	STEEN, CHARLIE R.	"An Indian Delegation in France, 1725," translated from *Mercure de France* and edited with Richard Ellis, *Journal of the Illinois State Historical Society*, LXVII, No. 4 (Sept. 1974), pp. 385-405; Review/Comment on papers concerning Old Regime France, *Proceedings*, Western Society for French History, 1974, pp. 108-109.
m.	SULLIVAN, Donald	"Nicholas of Cusa as Reformer," *Medieval Studies* 36 (1974), pp. 382-428.
n.	SZASZ, Ferenc M.	"Antebellum Appeals to the Higher Law, 1830-1860," in *Essex Institute Historical Collections*, Vol. 110, No. 1 (January 1974), pp. 33-48; ed., "The Many Meanings of History," Part I in *The History Teacher*, No. 4, Vol. VII (August 1974), pp. 552-563; (with Ralph Boardus) "The Camera and the American Social Conscience: The Documentary Photography of Jacob A. Riis," in *New York History* (October 1974).

BOOK REVIEWS

a.	ELLIS, Richard N.	Utley, *Frontier Regulars*, in *Journal of American History*; Sheehan, *Seeds of Extinction*, in *Mid-America*; VanDerBeets, *Held Captive by Indians*, in *Western Humanities Review*; Prucha, *Americanizing The Indians*, in *Colorado Magazine*; Thrapp, *Victorio and the Mimbres Apaches*, in *Red River Valley Historical Review*;

		Emerson, *Among the Mescalero Apaches*, in *Chronicles of Oklahoma*; Swadesh, *Los Primeros Pobladores*, in *Annals*; Cash and Wolff, *The Three Affiliated Tribes*, in *South Dakota History*; Faulk, *Destiny Road*, in *New Mexico Historical Review*; Hyde, *The Last Free Man*, in *Nevada Historical Society Quarterly*; Marquis, *Cheyenne and Sioux*, in *New Mexico Historical Review*; Heizer, *They Were Only Diggers*, in *Journal of San Diego History*; Otis, *The Dawes Act and the Allotment of Indian Lands*, in *Nevada Historical Society Quarterly*; Upton, *Fort Custer on the Big Horn*, in *Southern California Quarterly*; McDermott, *The Frontier Re-examined*, in *Ethnohistory*.
b.	McCLELLAND, Charles E.	Various book reviews.
c.	NASH, Gerald D.	Ratner, *The Tariff Controversy*, *Journal of American History*, LX, 532-533; Williamson, *Essays for H.T. Williamson*, *Business History Review*, April 1974; Richardson, *Parks, Dams and Politics*, *Pacific Historical Review*, Nov. 1974.
d.	PUGACH, Noel	Review of *John Barrett, Progressive Era Diplomat*, submitted to the *Pacific Historical Review*.
e.	RABINOWITZ, Howard N.	Mennel, *Thorns and Thistles: Juvenile Delinquents in the United States, 1825-1940*, *Social Services Review* 48 (March 1974), pp. 107-108; Thernstrom, *The Other Bostonians: Poverty and Progress in the American Metropolis, 1880-1970*, *Social Science Quarterly* (Dec. 1974);

Woodward, *The Strange Career of Jim Crow*, *Reprint Bulletin Book Reviews*, XIX (Autumn 1974), pp. 14-15.

5. RESEARCH

COMPLETED RESEARCH

a.	BERTHOLD, Richard	"The Rhodian Appeal to Rome in 201 B.C." tentatively accepted by *Classical Journal*, subject to revision. "Which Way to Marathon," being revised.
b.	DABNEY, William M.	Three book reviews forthcoming in the *American Historical Review*, the *Journal of American History*, and *The Historian*.
c.	ELLIS, Richard N.	Expert Witness for Northern Pueblos Tributary Water Rights Association, for the case *State v. Aamadt*.
d.	KERN, Robert W.	"Red Years, Black Years: Anarchists and Syndicalists in Spain from World War I to the Civil War," manuscript half completed under option to Knopf.
e.	RABINOWITZ, Howard	"From Reconstruction to Redemption in the Urban South" (accepted by *Journal of Urban History*); Chapter on the late 19th century Southern city for *The Southern City* edited by David Goldfield and Elaine Brownell (to be published by Kennikat Press); two book reviews which will appear in the *Journal of Southern History* and *Annals of the American Academy of Political and Social Science*; "From Exclusion to Segregation: Southern Race Relations 1865-1890" (being considered for publication); "The Washington Legend 1865-1900, The Heroic Image in Flux," (being considered for publication);

		"The Conflict Between Blacks and the Police in the Urban South, 1865-1900," (being considered for publication).
f.	ROBBINS, Richard G. Jr.	"Russia's Famine Relief Law of June 12, 1900: The Reform Aborted" (completed).
g.	SMITH, Brooke W.	Two articles on Maritain based on summer research (UNM sponsored), "Maritain the Man: Mirror of His Thought" (submitted); and "The Peasant of the Gavanne," (submitted).
h.	SPIDLE, Jake W.	Two articles accepted for publication by *Military Affairs* and *Journal of Popular Culture*.
i.	SULLIVAN, Donald D.	"Innuendo and the Weighted Alternative in Tacitus" (submitted).

RESEARCH

RESEARCH IN PROGRESS

a.	BERTHOLD, Richard	Work in progress on a political history of Hellenistic Rhodes.
b.	DABNEY, William M.	Progress on Scots and the American Revolution.
c.	IKLÉ, Frank W.	Article on "Franco-Japanese Agreement of 1907" in preparation.
d.	LIEUWEN, Edwin	Biography of Alvaro Obregon (1880-1928) in progress.
e.	McCLELLAND, Charles	Progress on book, "The Political and Social Evolution of the Modern German University System."
f.	NASH, Gerald D.	In progress: Book of selections: *Government and Business Since 1860*, Book, *Government and the Economy Since 1860.*

g.	PORTER, Jonathan	Research on modernization and technical specialization in 19th century China.
h.	PUGACH, Noel	Study of United States policy in China in the 1920's in progress.
i.	RABINOWITZ, Howard	Book length manuscript entitled "From Exclusion to Segregation: Race Relations in the Urban South, 1865-1890"; mobility study of Albuquerque, 1940-1960.
j.	ROBBINS, Richard	Research on Russian provincial administration, 1880-1905.
k.	ROEBUCK, Janet	In progress, research on the aged in English society, 19th and 20th centuries.
l.	SKABELUND, Donald	Continued preparation of book length manuscript: "Structure of Theory in Historical Perspective."
m.	SMITH, Brooke W.	Work on women's history book in progress.
n.	SMITH, George W.	Research in progress on John Langdon Sibley Diary, edited; Daniel Harvey Hill Diary for the Mexican War, edited; Chicago Public School during the Civil War, article.
o.	SPIDLE, Jake W.	Research on a monograph dealing with health problems and the German colonial effort; preparation of a new History of Modern Medicine course.
p.	STEEN, Charlie R.	Continuation of research on Margaret of Parma and the Netherlands Revolt. Preliminary findings presented October 1973 in a paper on Brabant and Flanders to the 16th Century Studies Society. Continuing to concentrate

		on these two provinces and hopes to produce a monograph on the subject in a year; continuation of work on Christendom and belief in European Unit in pre-modern times.
q.	SULLIVAN, Donald D.	Research on milleniarism and reform in the later Middle Ages.
r.	SZASZ, Ferenc M.	Monograph in progress on American Protestantism, 1890-1930.

6. ACTIVITIES IN LEARNED AND PROFESSIONAL SOCIETIES

a.	PAUL W. BREWER.	Member, Committee on the Status of History in the Schools, Organization of American Historians.
b.	DABNEY, William M.	Attended the Organization of American Historians, Denver, Colorado, 1974; attended the Conference on Scottish Studies, Old Dominion University, Norfolk, Va., 1974, and read a paper on Charles Cochrane and the American Revolution; attended the Rocky Mountain Conference on British Studies, Denver, 1974, and chaired the session on Hanoverian Period.
c.	ELLIS, Richard N.	Member of Council of Western History Association; Associate Editor, *Red River Valley Historical Review*; Member of Board of Editors of *American Indian Quarterly*; Member of Advisory Council, National Archives and Records Service Regions 6, 7 and 8; attended meetings of Western History Association, Organization of American Historians, Rocky Mountain Social Science Association; Chairman of Session, Regional Phi Alpha Theta conference.

		Membership Committee of Western History Association and Organization of American Historians; Co-ordinator of program by the Native American Studies Center to Develop an American Indian History course and textbook for the public schools, supported by tribal, state and federal funds; attended conference on 17th century Chesapeake History.
d.	IKLÉ, Frank W.	Chairman, Session on Korean Unification, ASPAC, San Diego, Calif., June 1974; Commentator, Session on Modern Japan, WGAAS, Tempe, Arizona, Dec. 1974; Member, Executive Board, Western Conference on Asian Studies.
e.	KERN, Robert W.	Rocky Mountain Latin American Studies Association, presented paper, Lubbock, Texas, April 1974; attended American Historical Association Convention, Chicago, Ill. Dec. 1974.
f.	LIEUWEN, Edwin	Attended Latin American Studies Association meeting, San Francisco, November 1974; American Historical Association, Chicago, Dec. 1974; Chairman of Distinguished Service Awards Committee, American Historical Association.
g.	NASH, Gerald D.	Elected to Executive Council, American Historical Association, Pacific Coast Branch, 1974; Committee on Employment for Historians, Pacific Coast Branch; presented paper at Organization of American Historians meeting, Denver, April 1974; presented paper, Symposium on Western Agriculture, U. of Calif. at Davis, June, 1974; presented paper, Southern Historical Association, Dallas, October 1974.

h.	PORTER, Jonathan	Read paper at Annual Meeting of Association for Asian Studies, Boston, April 1974; Panel Chairman, Western Conference of the Association of Asian Studies, Tempe, Arizona, Dec. 1974; Chairman, Executive Board, Western Conference, Association for Asian Studies; "Circuit Rider" to Regional Conferences of Assoc. for Asian Studies, 1974.
i.	PUGACH, Noel	Attended Annual Meeting of Organization of American Historians, Denver, April 1974.
j.	RABINOWITZ, Howard	Attended Organization of American Historians Convention, Denver, April 1974; attended Southern Historical Association Convention, Dallas, Nov. 1974.
k.	ROEBUCK, Janet	Attended American Historical Association Convention, Dec. 1974.
l.	SKABELUND, Donald	Panel participant, Rocky Mountain Social Science Association; presented paper, Rocky Mountain Social Science Association meeting; attended El Paso meeting of Rocky Mountain Social Science Association, April 1974.
m.	SMITH, Brooke W.	Presented paper, West Coast Association of Women Historians, Santa Cruz, Calif., 1974; presented paper, American Historical Association, Seattle, 1974; Chairperson, Western Society for French History, Flagstaff, 1974; Commentator, Western Society for French History,

d.	LIEUWEN, Edwin	Television appearance, KNME, UNM at Work - October 1974.
e.	McCLELLAND, Charles	Guest lecturer, Naval War College, Newport, R.I., Oct. 1974.
f.	NASH, Gerald D.	Chairman, Session on Oil Conservation, UNM Energy Symposium, April 1974; Panel on Oil Policy, KZIA Radio, April 1974; Television appearance on Oil Problems, KNME, April 1974, and History Dept. Oct. 1974; Banquet Address, Phi Alpha Theta, Eastern N.M.U., April 1974.
g.	PUGACH, Noel	Lectures at Brooke House School, London, England, December 1974; Maidstone Technical High School, Maidstone, Kent, England, Dec. 1974.
h.	RABINOWITZ, Howard N.	Evaluation of manuscripts for <u>The Historian</u>; participation in talks sponsored by N.M. Humanities Council and UNM General Honors Program.
i.	ROBBINS, Richard G.	Speaker, Del Norte High School.
j.	ROEBUCK, Janet	Workshops on Research and Study techniques for Returning Women Students - KNME-TV Presentation.
k.	SKABELUND, Donald	Lectures on History of Science, Univ. of Albuquerque Adult Education Program.
l.	SMITH, Brooke W.	Speaker, Espanola Women's Group, on Women's History.
m.	SPIDLE, Jake	Referce, <u>The Historian</u>; consultant, Zimmerman Library European Bibliograph Committee.
n.	SULLIVAN, Donald	Lecture on Middle Ages, Manzano High School, Nov. 1974.
o.	SZASZ, Ferenc M.	Consultant, Canfield Press, concerning proposed textbook; Speaker, Jefferson Jr. High.

8. NON-TEACHING UNIVERSITY ACTIVITIES

a.	BREWER, Paul W.	Member, Research Allocations Committee, 1973-1974.
b.	DABNEY, William M.	American Studies Committee; Students Standards Committee (alternate); various departmental committees; faculty advisory to graduate students in American History; Editorial Board, *New Mexico Historical Review*.
c.	ELLIS, Richard N.	Faculty Advisor, Phi Alpha Theta; Graduate Committee; Search Committee for Vice President for Research and Graduate Affairs; Chairman of Search Committee for Department Chairman, Member, Dept. Salary Committee; Chairman, Dept. Graduate Entrance Committee.
d.	IKLÉ, Frank W.	Member, Research Policy Committee; member, Subcommittee on Annual Research Lecture; University Forum.
e.	KERN, Robert W.	Undergraduate Advisory, History Department; Faculty Advisor, Phi Alpha Theta; Student Union; Student Organizing Committee.
f.	LIEUWEN, Edwin	Chairman, Editorial Board, *New Mexico Historical Review*; Chairman, Dept. of History Curricula Committee.
g.	McCLELLAND, Charles	Chairman, European History Search Committee; Member, History Dept. Public Relations Committee; Editor, History Dept. Newsletter; French Language Coordinator, History Dept.
h.	NASH, Gerald D.	UNM Registration Committee; Phi Beta Kappa Historian; Chairperson, History Department (June 1974 -).

i.	PORTER, Jonathan	Assistant Chairman, History Dept.; Executive Secretary, University Committee on Asian Studies.
j.	PUGACH, Noel	Member, History Graduate Entrance Committee.
k.	RABINOWITZ, Howard	Member, History Dept. Graduate Entrance Committee; Dept. United Fund Representative; Evaluator, American History CLEP Exam; Member, Search Committee for U.S. History, 1789-1860; Prepared and graded American History M.A. and U.S. 1860 Ph.D. exams.
l.	ROBBINS, Richard G.	Chairman, Russian Studies Program; Promotion Advisory Committee for Arts and Sciences; Chairman, History Dept. Search Committee for European Historian.
n.	ROEBUCK, Janet	Academic Freedom & Tenure Committee; A&S Promotions Advisory Committee, Faculty Equal Pay Committee; Honorary Degrees Committee; Departmental Search Committees.
o.	SKABELUND, Donald	History Dept. Graduate Advisory Committee; Building Committee; Search Committee on Women's History.
p.	SMITH, Brooke W.	UNM Athletic Council member.
q.	SMITH, George W.	Chairman, U.S. History Search Committee.
r.	SPIDLE, Jake	Chairman, University Visiting Lecturers' Committee for Humanities and Social Sciences; History Dept. Graduate Advisory Committee; Graduate Entrance Committee.
s.	STEEN, CHARLIE R.	Member, Entrance and Credits Committee (until August 1974).
t.	SULLIVAN, Donald D.	University Library Committee.
u.	SZASZ, Ferenc M.	Departmental Remodelling Committee; Graduate Advisory Committee.

9. PUBLIC SERVICE

a.	DABNEY, William M.	Member of the Liturgical Commission of the Diocese of the Rio Grande (Episcopal); various other church activities.
b.	ELLIS, Richard N.	Lecture at Madison College, Harrisonburg, Va.; lecture for Mormon Cultural Week, UNM; Lecture for Potomac Westerners; Lecture for American Indian Cultural Society, U. of Maryland; Lecture for Friends of the Library, UNM.
c.	IKLÉ, Frank W.	Member, New Mexico Humanities Council; TV Lecture, KNME, Oct. 1974.
d.	NASH, Gerald D.	Judge, American Legion State-wide Essay and Debate Contest; April 1974.
e.	SKABELUND, Donald	Sunday School Board, Albuquerque State, L.D.S. Church.
f.	SMITH, Brooke W.	USA World Team Exhibition Table Tennis Player for Albuquerque Schools.
g.	SULLIVAN, Donald D.	Lecturer, Annunciation Church.

10. PERSONAL INFORMATION

a.	Rabinowitz, Howard N.	Daughter, Deborah Michelle, born Dec. 22, 1974.
b.	SZASZ, Ferenc M.	Wife, Margaret Szasz, published book, *Education and the American Indian: The Road to Self Determination, 1928-1973* (UNM, 1974).

The Report of the NEW MEXICO HISTORICAL REVIEW

July 1, 1974 - June 30, 1975

Eleanor B. Adams, Editor

Papers published in the NEW MEXICO HISTORICAL REVIEW during 1974-1975 covered a broad range, including material on the colonial history of the Spanish Borderlands, the Mexican Revolution, the United States-Mexican Claims Commission, New Mexico land grants and cattle companies, other New Mexico personalities and events, and a critique of Willa Cather's Death Comes for the Archbishop from the "native" New Mexican point of view. Authors included eight professional historians, four non-academic historians, and two graduate students. Volume 50, number 1 (January 1975) marked the beginning of NMHR's fiftieth year of publication and we were fortunate in obtaining articles for a special Borderlands issue from four outstanding scholars. France V. Scholes, former Academic Vice-President and Research Professor of History Emeritus, whose first appearance in NMHR dates from 1928, gave us a two-part interpretation of the royal treasury records for New Mexico, 1596-1683. Donald E. Worcester, Professor of History at Texas Christian University, summarized his profound knowledge of the Apaches of the Southwest. Richard E. Greenleaf, Professor of History and Director of the Center for Latin American Studies at Tulane University, broke new ground in a thoroughly documented study of the Inquisition in Spanish Louisiana, 1762-1800. John L. Kessell, former assistant editor of NMHR, presented a study, based on archival documentation, of the conflicting and futile attempts of friars and bureaucrats to domesticate the Seri Indians of Sonora.

Paul Eiser-Viafora, a UNM doctoral candidate in history, received NMHR's 1974 Annual Award for his article "Durango and the Mexican Revolution" which appeared in July 1974. The judges were Roland F. Dickey, President of the Historical Society of New Mexico, and J. Benedict Warren, Professor of History, University of Maryland.

Assistant Editor Elizabeth Gard attended the annual meeting of the American Historical Society in Chicago, December 28-31, 1974. She contributed four articles to the <u>Encyclopedia of Indians of the Americas</u>: "Aldea," "Araucanian Indian Wars," "The Amanayé Indians," and "The Amahuaca Indians."

She resigned from NMHR June 20, 1975, to take a position as Associate Editor with the University of New Mexico Press.

Professor Adams attended the XLI Congreso Internacional de Americanistas in Mexico City, September 2-7, 1974, and the annual meeting and semi-annual council meeting of the Western History Association in Rapid City, South Dakota, in October 1974. As Chairman of the Committee on Mexican Studies of the Conference on Latin American History she sponsored a program on the New Borderlands Historiography for the Mexican Committee's meeting at the American Historical Association meeting in Chicago in December. She also attended a conference on Regional History at the National Archives, Washington, D. C., May8-9, 1975. The <u>Directory of Mexican Historians of Mexico</u> should go to press before the end of the year. The UNM Press has announced a new printing of The Missions of New Mexico, 1776 for June 1975 as part of the Bicentennial activities sponsored by the New Mexico State Cultural Properties Review Committee. The Committee is also sponsoring a companion volume, now in progress, to bring the story of the places visited by Father Domínguez up to date. Professor Adams is also preparing a paper on Fray Francisco Atanasio Domínguez and his explorer-companion Fray Silvestre Vélez de Escalante for the Utah Historical Quarterly and a paper on Borderlands historiography for a volume in honor of Lawrence Powell.

Professor Adams retired on July 1, 1975, and will be succeeded as Editor of NMHR by Professor Manuel P. Servín who comes to UNM from Arizona State University, Tempe. The July 1975 issue of NMHR has, however, been in Professor Adams' charge.

The Report of the Department of Journalism
July 1, 1974 - June 30, 1975
J. P. Crow, Chairman

I. General Departmental Information

A. This department in cooperation with Instructional Media Services began plans to install a teaching television studio in Room 205 of the Journalism Building. IMS offered the department all the necessary equipment. Hopefully the facility will be operational sometime during the Fall semester, 1975. Through such a facility, the department anticipates broadening and strengthening its broadcast news sequence.

Used for the first time in the Spring semester, 1975, was a facility for recording and playing back radio news programming. This came about through installation of a radio control panel and two audio tape decks purchased through the department.

For the first time ever, the department offered during the summer a course in the management of high school publications designed for high school teachers. The course drew 10 publications advisers and was a major step for the department to strengthen ties with high school journalism teachers. This in turn should help the department draw more and better journalism students from high schools in the state.

The department reorganized the teaching of J-100, Introduction to Mass Communication, which has been a troublesome course for a number of years. The course is now taught by four members of the department—each centering on his area of specialization. An exam is given at the completion of each section, then scores are totaled for the four exams for the final grade. Student reaction was predominantly favorable, and we will continue to teach the course this way with revisions from time to time. The instructors are Crow, Hillerman, Coates and Lawrence.

In the Spring semester, 1975, Prof. Hillerman's Advanced Reporting class worked with the New Mexico Commission on Aging to produce a 16-page tabloid publication covering all facets of New Mexico's elderly. The Commission provided $500 to cover printing costs. The product was highly praised by the Commission and copies were distributed statewide.

The department for the first time taught all newswriting courses during 1974-75 using IBM electric typewriters. This was a major step in the department to keep pace with what is going on in the profession. Because of increased demand for newswriting courses, the department in 1975-76 will have two typing rooms--one equipped with electric typewriters and one equipped with manual typewriters. This will allow the department the flexibility to offer writing courses at the most appropriate times and to offer courses of different levels at the same time periods.

B. The department continues to receive numerous inquiries regarding a Master's degree program. The department continues to evaluate the potential of a Master's program and is revising its previous proposal for resubmission, possibly this year. As the number of graduates from the department increases (41 in academic year 1974-75), the demand for such a program will increase accordingly.

The demand for increased offerings in the advertising sequence is growing and the department will have to take a closer look at this segment of our program in the near future. In the past several years the department has concentrated on strengthening the broadcast news sequence; now that that is in a rather strong position, it is time to begin work on the advertising-business sequence.

C. CBS news correspondent, Stuart Novins, was appointed to the department faculty, effective August 1, 1975. Mr. Novins' appointment will provide the department with additional expertise in broadcast and print reporting courses and the reporting of public affairs. The department is extremely fortunate to get a man of Mr. Novins' experience and professional capacity. The department reappointed as part-time faculty, Lois Arquette (magazine writing), Milton (Mickey) Toppino (advertising) and Eric McCrossen (newswriting).

D. G. Millard Hunsley retired (effective June 30, 1975) from the department after two extensions were approved by the Regents.

II. Composite of information requested on individual biographical supplements

1. James Crow completed his Ph.D. at the University of Iowa in July, 1974. Title of thesis: Newsmen and Their Audience: A Systems Approach to the Study of Low-Income Readers.

4. Prof. Hillerman supplied the narrative for NEW MEXICO, published by the Portland Graphic Arts Center and released July, 1974. Also published was "Bosque del Apache" for New Mexico Magazine, summer edition, and "The Golden Age is Over," an essay on narrative fiction, Rio Grande Sun book review section. A movie script was written for Banner and Associates, Los Angeles, California.

   Prof. Lawrence supplied the photographs for a textbook, PRINCIPLES OF SPEECH COMMUNICATION, Scott, Foresman and Co., which was available January, 1975.

5. Prof. Hillerman has a novel in progress to be completed in 1975. He wrote the text for a book of color plate photographs to be entitled THE RIO GRANDE which was available in January 1975.

6. Dr. Crow attended the annual meeting of the Association for Education in Journalism in San Diego (August 1974) and the Association of Schools and Departments in Journalism in New Orleans (April, 1975).

   Prof. Lawrence served as faculty adviser to the Society of Professional Journalists, Sigma Delta Chi, University of New Mexico chapter. Membership has doubled since he took over as adviser. UNM chapter has begun a series of professional shirtsleeve seminars featuring professional jurists, journalists, etc. Prof. Lawrence is also active with the professional chapter.

7. Prof. Coates returned to NBC News in New York City during the summer of 1975 to work as writer for the Today Show. Prof. Lawrence organized and established the first state chapter of the National Press Photographers Association (Undergraduate) with 13 charter members.

8. Prof. Hillerman was re-elected vice-chairman of the general faculty; and reappointed to the Faculty Policy Committee. Prof. Coates was reappointed chairman of the Student Radio Board.

   Prof. Crow was reappointed chairman of the Student Publications Board.

ANNUAL REPORT FOR THE DEPARTMENT OF LINGUISTICS

July 1, 1974 - June 30, 1975

John W. Oller, Jr., Chairman

I. General Information

A. Program

1. Second Year of Operation. During academic year 1974-75 the Department of Linguistics had some fifteen to twenty majors in its undergraduate degree program and twenty to thirty minors. The Department continued to sponsor M.A. and Ph.D. candidates through other departments, particularly the Departments of Anthropology, Educational Foundations, Elementary Education, and Secondary Education.

2. Master of Arts in the Language Sciences. In its continuing emphasis on sociolinguistics, psycholinguistics, applied linguistics, and pragmatics, the Department presented a Proposal for a Master of Arts in the Language Sciences to the College of Arts and Sciences faculty, the University Curricula Committee, the Graduate School, and the University faculty. At each stage the proposal was approved. It will later be presented to the Board of Educational Finance and may go into effect as early as the Fall of 1976.

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3. Lecture Series Sponsored by the New Mexico Humanities Council. The Department of Linguistics received a grant of $5,500 from the New Mexico Humanities Council, an affiliate of the National Endowment for the Humanities, to sponsor a lecture series on Multilingualism in the Southwest: Its Nature and Implications. The grant, which ran from July 1974 through December 1974, enabled the Department to host lectures by the following scholars of national and international note: Professor Vera John-Steiner, University of New Mexico, Professor Anita Pfeiffer, University of New Mexico; Professor John J. Gumperz, University of California at Berkeley; Professor Einar Haugen, Harvard University; Professor Joshua Fishman, Yeshiva University; Professor Joan Rubin, University of Hawaii East-West Center; Professor Bernard Spolsky, University of New Mexico; Professor M.A.K. Halliday, University of Chicago, Chicago Circle; Professor Alberto Escobar, Visiting International Scholar from Peru at New Mexico State University; and Professor Eduardo Hernandez-Chavez, Stanford University. Unfortunately, Professors Gustavo Gonzalez and William Labov had to cancel their speaking engagements. The lectures were well attended and received by those in attendance.

4. The Duke City Linguistics Circle. For this academic year the DCLC was capably headed by President Herta Teitelbaum, Ph.D. candidate in Educational Foundations specializing in linguistics. The DCLC hosted a number of local lecturers as well as presentations by well-known scholars from other parts of the world such as Professor Basil Bernstein, University of London Institute of Education, and Professor E. Glyn Lewis, University of Wales at Swansea. During the Fall Semester the DCLC aided the Department in hosting the lectures in the NMHC multilingualism series, and also sponsored a lecture on the sociolinguistic situation in Ireland by Professor Alan Hudson, University of New Mexico. During the Spring Semester DCLC lecturers included Dr. Graeme Kennedy, Victoria University of Wellington in New Zealand; Guadalupe Valdes Fallis, New Mexico State University (Sponsored jointly by the Department of Modern and Classical Languages); Professor Carol Conrad, University of New Mexico; Professor Enrique Lamadrid, University of New Mexico; Professor William J. Rayan, University of New Mexico; Professor Larry Gorbet, University of New Mexico; Professor Jean Civikly, University of New Mexico; and Professor John Oller, University of New Mexico. Professor Garland Bills, who honored

the Department by serving as faculty advisor to the DCLC, will be on sabbatical leave for the Fall Semester of 1975. Next year's faculty advisor will be Professor Larry Gorbet of the Department of Antrhopology.

5. New Location for the Department. In the summer of 1974 the main offices for the Department and the Navajo Reading Study-Teacher Training Project, which is directed by Professor Bernard Spolsky and his assistant, Mrs. J. Benedetti, moved to the fifth floor of the new Humanities Building. The Department of Linguistics shares the floor with the Department of Philosophy. Unfortunately, however, inadequate office space at this location has forced both the NRS-TTP and the Department of Linguistics to occupy additional space in Marron Hall.

6. New Course Offerings. Introduction to the Study of Language (100); Survey of Language Tests in Multicultural Education (362, available for graduate credit); Seminar in Language Testing (562); and Seminar in Language Acquisition (563).

B. Plans and Recommendations for the Future

1. Research Funding. The Department will continue to seek grant money for the support of research projects in the areas of bilingualism, language

testing, sociolinguistics, and applied linguistics. This year Professor Alan Hudson (in association with Professor Garland D. Bills) received $1500 from the University Research Allocations Committee for a project entitled "A Survey of Spanish-English Language Maintenance in an Albuquerque Bilingual Neighborhood." Professors Hudson and Bills are currently pursuing more substantial funding from outside agencies to carry out a more comprehensive project. Also, Professors John Oller, Richard Van Dongen (Department of Elementary Education), and Bernard Spolsky are working with the Navajo Tribe and the Bureau of Indian Affairs on a contract for the development of a reading test for fourth and fifth grade Navajo children.

2. Departmental Organization. As academic functions and involvements increase, greater efforts are being made to incorporate Associated Faculty of the Department more fully into the teaching of courses already in the catalog. A rearrangement of present budget may become necessary in order to insure optimum use of available faculty expertise.

C. Appointments to Staff

Dr. Robert Young was appointed as Research Professor of Navajo Linguistics and Professor of Modern and Classical Languages. He was fully supported by a

National Endowment for the Humanities Grant for the revision of the Navajo Dictionary. Dr. William Morgan, his co-worker, was appointed as Visiting Professor of Navajo Linguistics. He is partially supported by the same NEH Grant, and partially by the Navajo Reading Study-Teacher Training Project.

Professor E. Glyn Lewis, internationally renowned scholar in bilingual education, was appointed Visiting Research Scholar in Bilingual Education. His joint appointment, shared by the Department of Linguistics and the College of Education, provided for the teaching of two graduate and faculty seminars which were offered during the Spring Semester of 1975. Dr. Lewis was supported by a Ford Foundation Grant and was paid a small honorarium for his services to UNM.

Money released from the salary of Professor Bernard Spolsky who became Dean of the Graduate School in the Summer of 1974 was used to hire Mr. Alan Hudson who has since been placed on a three-year term and has been promoted from Instructor to Assistant Professor, effective August 1975.

Dr. Robert Reeback was retained on a part-time basis during the Spring Semester 1975 as an Assistant

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Professor of Linguistics. Professor Reeback taught Introductory Linguistics (292), a Seminar in Educational Linguistics (497), and the graduate level Introduction to Linguistics (440).

The following faculty members received joint appointments with the Department of Linguistics: Garland Bills, Associate Professor of Modern and Classical Languages, Bruce Rigsby, Associate Professor of Anthropology, Vera John-Steiner, Professor of Educational Foundations, and Susan Steele, Assistant Professor of Anthropology.

D. Separations from Staff

Effective May 1975, Associate Professor Bruce Rigsby and Assistant Professor Susan Steele have resigned. Professor Rigsby has accepted a Chair at the University of Queensland in Australia and Professor Steele has joined the Language Universals Project at Stanford University.

E. Honors

Dr. Vera John-Steiner continued work on a grant from the National Institute for Education for the study of strategies of language acquisition. Dr. Rodney Young received a National Endowment for the Humanities Award to study linguistics and research methodology at the University of California at Berkeley.

Professor Susan Steele pursued study in American Indian Languages at Massachusetts Institute of Technology and Stanford University, also on a grant from the National Endowment for the Humanities.

II. Faculty Information

In its second year of operation the Department of Linguistics had a budget for a faculty of three, namely Oller, Hudson, and Spolsky. The voting faculty for the Department, however, included in addition to the three budgeted members, Assistant Professors Carol Conrad (Psychology), Larry Gorbet (Anthropology), Dean Brodkey (Elementary Education), Leo Macias (Secondary Education), and Rodney Young (Elementary Education); Associate Professors Garland Bills (Modern and Classical Languages), Roy Pickett (English), Bruce Rigsby (Anthropology), and Robert White (Secondary Education); Professors Fred Chreist (Communicative Disorders), Vera John-Steiner (Educational Foundations), and Miles Zintz (Elementary Education). However, this report includes only the publications and major activities of faculty members who hold joint or full appointments with the Department of Linguistics.

1. Sabbaticals, Leaves of Absence, Travel.

John W. Oller:	Pragmatics and Language Testing Series. Invited Lectures presented at the American University, Cairo, Egypt, April, 1974.

Vera John-Steiner:	Participated in seminars at the University of Georgia; City College of New York. Attended and participated in National Meeting of NCTTIE; Mediax Conference; Conference on Educating Children of the Poor.
Bruce Rigsby:	Traveled to Pacific Northwest April, July, August, and December 1974. Traveled to Australia May, June, and October, 1974.

2. New Scholastic Honors, Fellowships.

Vera John-Steiner:	Professor of the Month - Las Campanas, University of New Mexico. Editor for Vygotsky manuscript, Harvard Press.
Bruce Rigsby:	Elected to be a corresponding member of the Australian Institute of Aboriginal Studies, June 1974.

3. Publications.

John W. Oller:	with Inal. A Cloze Test of English Prepositions. In L. Palmer and B. Spolsky (Eds.) Papers on Language Testing. Washington, D.C.: TESOL, 1975, 37-49.
	with Irvine and Atai. Cloze, Dictation and the Test of English as a Foreign Language. Language Learning, 24, 1974, 245-252.
	with Nagato. The Long-Term Effect of FLES: A Review and an Experiment. Modern Language Journal, 58, 1974, 15-19.
	Expectancy for Successive Elements: Key Ingredient to Language Use. Foreign Language Annals, 7, 1974, 443052.
	Cloze Tests and What They Measure. In J. Quistgaard, H. Schwarz, and H. Spang-Hanssen (Eds.) Association Internationale de Linguistique Applique Third Congress, Copenhagen

1972. Proceedings Volume III. Applied Linguistics Problems and Solutions. Heidelberg, Germany, 1974, 501-519.

On the Generation and Modification of Grammars. In A. Makkai and V.B. Makkai (Eds.) The First LACUS Forum 1974. Columbia, S. Carolina: Hornbeam Press, 393-402.

Towards a Supradisciplinary Graduate Degree Program in the Language Sciences. In F.P. Dineen (Ed.) Georgetown University Round Table on Languages and Linguistics, Monograph Series Number 25, Linguistics: Teaching and Interdisciplinary Relations. Georgetown University Press, 1974, 119-129.

Review of Anwar S. Dil (Ed.) "Essays by Charles A. Ferguson: Language Structure and Language Use. Stanford California, Stanford University Press, 1971, XVIII + 328, pp." IRAL, 11, 1974, 80-84.

Assessing Competence in ESL: Reading. In L. Palmer and B. Spolsky (Eds.) Papers on Language Testing. Washington, D.C.: TESOL, 1975, 25-36.

Bilingual Education: Promises and Paradoxes. In R. Crymes and W. E. Norris (Eds.) On TESOL 74. Washington, D.C.: TESOL, 1975, 111-129.

Pragmatic Mappings. Lingua 35, 1975, 333-344.

Research with Cloze Procedure Relevant to the Investigation of the Proficiency of Non-native Speakers of English. Washington, D.C.: Center for Applied Linguistics, June 1975.

Bernard Spolsky: Speech Communities and Schools. TESOL Quarterly, 8, 17-26.

"The Navajo Reading Study: An Illustration of the Scope and Nature of

Educational Linguistics." In J. Quistgaard, H. Schwarz, and H. Spang-Hanssen (Eds.) Association Internationale de Linguistique Applique Third Congress, Copenhagen 1972. Proceedings Volume III. Applied Linguistics Problems and Solutions. Heidelberg, Germany, 1974, 553-565.

"Some Sociolinguistic Aspects of the Study of the Vocabulary of Six-Year-Old Navajo Children." Dine Bizaad Nanil'iih (Navajo Language Review), Vol. 1, No. 3, Summer, 165-174.

"Alaska Bilingual Education Expands Rapidly." Navajo Education, II, 7,3. Albuquerque: Rough Rock Demonstration School.

with James Kari. "Athapaskan Language Maintenance and Bilingualism." In Garland Bills (Ed.) Southwest Areal Linguistics, Institute for Cultural Pluralism of San Diego State University, 35-64.

with Garland Bills. "The American Southwest." Issue No. 3 of International Journal of the Sociology of Language.

with James Kari. "Apachean Language Maintenance." Issue No. 2 of International Journal of the Sociology of Language, 91-100.

with Thomas A. Sebeok, Arthur S. Abramson, Dell Hymes, Herbert Rubenstein, and Edward Stankeiwicz. Current Trends in Linguistics, Volume 12, Linguistics and Adjacent Arts and Sciences.

"Linguistics and Education: An Overview." Volume 12, Linguistics and Adjacent Arts and Sciences, 2021-2026.

"Linguistics and the Language Barrier to Education." Volume 12, Linguistics and Adjacent Arts and Sciences.

Garland Bills:	with Bernard Spolsky. "The American Southwest." Review Article. International Journal of the Sociology of Language, 2, 1974, 101-111. Southwest Areal Linguistics. San Diego: Institute for Cultural Pluralism, San Diego State University, 1974.
Vera John-Steiner:	"The Structure of Failure." Urban Education, Fall 1974. "Educational Perspective on Bilingual Education." In Bernard Spolsky and Robert Cooper (Eds.) Current Trends in Bilingual Education (in press).

4. Other Research Projects or Creative Works.

Alan Hudson:	Received $1500 grant from the UNM Research Allocations Committee for research (in association with Garland Bills) in a project entitled "A Survey of Spanish-English Language Maintenance in an Albuquerque Bilingual Neighborhood." Duration of the grant was April 1974 through June 1974 but the research will continue and will hopefully receive more substantial funding.
John W. Oller:	Received $5500 grant from the New Mexico Humanities Council for a lecture series, Multilingualism in the Southwest: Its Nature and Implications. Duration of the grant: July 1974 through December 1974.
Robert Reeback:	Program Audit Report. "Interim Report of an Educational Program Audit of Project HEED." Albuquerque, April 8, 1974. Proposal to provide on-site coursework to the Allegany and Cattaraugus Reservations. Submitted by the Seneca Nation of Indians under the Teachers for Indian Children Program, May 1974.

	Position Paper. Statement concerning bilingual-multicultural education. Submitted by Indian Education Training, Inc. to the Task Force to Revise the Minimum Standards (for New Mexico schools), May, 1974.
	Position Paper. Statement concerning paraprofessionals. Submitted by New Mexico Educational Paraprofessionals to the Task Force to Revise the Minimum Standards, February, 1974.
Bernard Spolsky:	A Model for the Description, Analysis, and Perhaps Evaluation of Bilingual Education. Bernard Spolsky, Joanna B. Green, and John Read. *NRS Progress Report No. 23*, February, 1974.
	American Indian Bilingual Education. *NRS Progress Report No. 24*, May, 1974.
	Training Teachers On-Site: The Spring Semester 1974 at Sanostee and Toadlena. *NRS Progress Report No. 25*, September, 1974.
Garland Bills:	Co-sponsor (with Alan Hudson) of research project, "A Survey of Spanish-English Language Maintenance in an Albuquerque Bilingual Neighborhood."
Vera John-Steiner:	Continued research through grant from UNM of $99,623, 1973-1975, "Learning Styles Among Pueblo Children."
Bruce Rigsby:	Received support of AU$500 through the Australian Institute of Aboriginal Studies for two weeks field work in Kuku-Thaypan, an Aboriginal language, in Coen, North Queensland, Australia, June, 1974.

5. Activities in Learned and Professional Societies.

Alan Hudson:	"The Role of Language in Jewish Identity." Paper presented at the Ninth Annual TESOL Conference, Los Angeles, March 1974.

with Garland Bills. Progress report on Martineztown sociolinguistic research project. Presentation at Symposium on Bilingual/Bicultural Education: Effects on the Language, Individual and Society, El Paso, UTEP, June 12-14, 1975.

John W. Oller: "Bilingual Education: Promises and Paradoxes." Paper presented at the Language Testing Symposium, Georgetown University, Washington, D.C., March, 1974.

"Dictation: A Test of Grammar-Based Expectancies." Paper presented at the Language Testing Symposium, Georgetown University, Washington, D.C., March 1974.

"Towards a Supradisciplinary Graduate Degree Program in the Language Sciences." Paper presented at the 25th Annual Georgetown Roundtable on Languages and Linguistics, Georgetown University, Washington, D.C., March 1974.

"On the Generation and Modification of Grammars." Paper presented at the Summer Meeting of the Linguistic Society of America, Amherst, Massachusetts, July 28, 1974.

"A Program for Language Testing Research." Invited paper for Sixth Annual Michigan Conference on Applied Linguistics, Ann Arbor, Michigan, January 1975.

"Evidence for a General Language Proficiency Factor: An Expectancy Grammar." Paper presented to the Duke City Linguistics Circle, May 1975. To appear in Proceedings of the 4th International Congress of Applied Linguistics, Stuttgart, Germany.

"Cloze, Discourse, and Approximations to English." Paper presented at the 9th Annual TESOL Convention, Los Angeles, California, March 1975.

with Liu and Hudson. "Attitudes as Predictors of Proficiency in SSL among Native Speakers of Chinese in the U.S." Paper presented at the 9th Annual TESOL Convention, Los Angeles, California, March 1975.

Served on the Paper Selection Committee for TESOL Organization.

Served on the Research Committee for TESOL Organization in 1974.

Organized a Research Seminar at the TESOL Convention in Denver, Colorado, March 1974.

Elected to the Executive Committee for the TESOL Organization, March 1975.

Nominated to run for the 2nd Vice Presidency of the TESOL Organization.

Bernard Spolsky: Language Testing Symposium, March 13-14, Washington, D.C. Summary of the Symposium.

Colloquium on Navajo Bilingual Education, March 18, Department of Psychology, McGill University, Montreal, Canada.

"The Analysis and Description of Bilingual Bicultural Education." Paper presented at the Annual International Conference on Bilingual Bicultural Education, New York, May 17, 1974.

Summer Institute of Linguistics for Native Americans. Albuquerque, New Mexico, July 24, 1974. Keynote Speaker.

"The Development of American Indian Bilingual Education." Lecture presented at the San Juan County Museum Association, Farmington, New Mexico, November 17, 1974.

"The Unconfounding of Tongues: Trends on the Study of Multilingualism and Bilingual Education." Lecture presented at the New Mexico Humanities Council Lecture Series in Multilingualism in the Southwest, Albuquerque, New Mexico, December 3, 1974.

"Bilingual Education, Nationalsim, and the New Ethnicity." Paper presented at the South Pacific Commission Conference on Bilingual/Bicultural Education, Pago Pago, American Samoa, December 6, 1974.

Garland Bills: Attended Linguistic Association of the Southwest Annual Meeting, Houston, Texas, November 1974. Sociolinguistics Session Chairperson, Chairperson of Research Committee.

Attended SKYLARK Southwest English Symposium and Rocky Mountain Modern Language Association Annual Meeting, El Paso, Texas, October, 1974.

Attended American Association of Teachers of Spanish and Portuguese and American Council on Teaching of Foreign Language Annual Meeting, Denver, Colorado, November, 1974.

Member of Program Committee for 1974 TESOL Convention, Denver, Colorado, March 1974.

Attended Linguistic Symposium on Romance Languages, Austin, Texas, March 1974.

Attended Southwest Areal Language and Linguistics Workshop III, Flagstaff, Arizona, April 1974. Invited Paper discussant and session chairperson.

Attended Linguistic Society of America Annual Meeting, New York, December 1974.

Editor, Newsletter of the Linguistics Association of the Southwest.

Vera John-Steiner: Board Member, ERIC Clearinghouse on Urban Education.

Lecturer in Multilingualism in the Southwest Series, University of New Mexico.

Bruce Rigsby:

Attended Biennial Meeting of the Australian Institute of Aboriginal Studies in Canberra, A.C.T. May, June 1974. Delivered two papers. "Kuku - Thaypan Descriptive and Historical Phonology." "Possession in Kuku - Thaypan." To be published in Proceedings of the Meeting.

Attended Linguistic Society of American Golden Anniversary Symposium on American Indian Languages as invited participant, University of California, Berkeley, November, 1974. Delivered paper, "Americanists in the Australianist Tradition." To be published in a volume of papers from the Symposium.

6. Other Professional Activities

John W. Oller:

Attended two meetings of the Examiners Committee for the Test of English as a Foreign Language, Educational Testing Service, Princeton, New Jersey.

Produced a 30-minute videotape for the U.S. Information Agency on Language Testing, March 1974. Tape used in Africa, Europe, and the Far East.

Consulted with the AGAPE Movement leaders at Arrowhead Springs, San Bernardino, California on a course of study for teachers of English as a second language.

Speaker at regional meeting of the NEA; topic, "Reading and Linguistics."

Served on Paper Selection Committee to the TESOL Organization for Annual Convention, March 1974.

Consulting editor for Modern Language Journal in language testing and psycholinguistics.

Member of Commission on Language Testing, International Association of Applied Linguistics.

Bernard Spolsky:	Editorial Advisory Board, *TESOL Quarterly*, 1974-75.
	Consultant, Trust Territory of the Pacific Islands, 1973-74. (Micronesian Multilingual Materials Workshop, August 1973 and January 1974.)
	Member, Advisory Committee, ERIC Clearinghouse on Languages and Linguistics, 1974 - present.
	Member of Committee to Study Possible Changes in the Journal Publications of the Linguistic Society of America, 1974 - present.
	Member, Editorial Board, *SYSTEM, A Journal for Education Technology and Language Learning Systems*, 1974 - present.
Garland Bills:	Consultant, Texas Education Agency Migrant Teacher Institute, June 1974. (Linguistic training for teachers of migrant children) in Lubbock, Texas.
	Consultant, Pan American University, Edinburg, Texas, August 1974. (Evaluation and planning for linguistics program and linguistics research center.)
Vera John-Steiner:	Speaker: Junior League of Albuquerque; Womens Center of Santa Fe; Lovelace-Bataan Clinic.
	Editorial Board, Urban Education.
	Consultancies: Ford Foundation, New York State Department of Education.
Bruce Rigsby:	Visit to Indian Education Program, Blue Mountain Community College, Pendleton, Oregon, April, 1974. Delivered three lectures. Attended Umatilla Root Feast and gave speech in Sahaptin language.

Conducted three week Sahaptin Language Literacy Workshop on Umatilla Reservation in July 1974.

Conducted one week Sahaptin Literacy Workshop on Yakima Reservation, July 1974.

Visit to Yakima Reservation in December 1974 to work on Yakima practical dictionary. Attended a meeting of Indian parents in Goldendale, Wisconsin and spoke publicly in English and Sahaptin.

7. Non-teaching University Service.

John W. Oller:	Chairman, Department of Linguistics.
	Member of Executive Council for the Division of Computing and Information Sciences.
	Faculty Advisor, Campus Crusade for Christ.
	Faculty Advisor, Albuquerque Christian Fellowship.
Bernard Spolsky:	Chairman, The Graduate Committee, 1974 - present.
	Member of the Public Administration Policy Committee, 1974 - present.
	Representative for UNM to the International Research and Exchange Board, 1974 - present.
Garland Bills:	Graduate Advisor, Department of Modern and Classical Languages.
	Assistant Chairperson, Department of Modern and Classical Languages.
	Coordinator of Navajo Program in Modern and Classical Languages.
	Library Representative, Department of Linguistics.

	Member of Executive Committee and Policy Committee, Linguistics. Faculty Advisor to the Duke City Linguistics Circle.
Vera John-Steiner:	ISRAD Executive Committee. Faculty Policy Committee, College of Education. Honors Council. Faculty Handbook Committee. Policy Committee and Search Committee, Department of Linguistics.
Bruce Rigsby:	Co-editor, <u>Journal of Anthropological Research</u>.

8. <u>Public Service</u>.

John W. Oller:	Served as secretary to the Board for Holiday Park Community Church. Adult Sunday School teacher at the same church.
Vera John-Steiner:	Speaker: Synagogue of Santa Fe; Santa Fe High School.

THE REPORT OF THE DEPARTMENT OF MATHEMATICS AND STATISTICS

JULY 1, 1974 - JUNE 30, 1975

Art Steger - CHAIRMAN

During the academic year 1974-1975 the Department provided instruction to 9,263 students totaling 29,702 credit hours. This is an increase of 586 students and 2,455 credit hours compared to the academic year of 1973-1974.

I. GENERAL DEPARTMENT INFORMATION.

A. SIGNIFICANT ACHIEVEMENTS.

The Department has now completed its first year in its new home in the Humanities Building. The new building has provided more comfortable and more useful accomodations than those that had been available in Marron Hall. In particular, the new Departmental Library and the new Colloquium Room were marked improvements over their predecessors. A special word of commendation must be given to Archie Gibson for the truly outstanding work he did in solving the many, many problems associated with physically moving the Department into its new quarters. In this task he was ably assisted by Carol Marsh. Much of the new furniture allocated to the Department has not yet arrived and so Archie's work goes on. It is hoped that the move, begun more than a year ago, will finally be completed by the end of the summer.

In an effort to insure closer coordination among the various sections of our lower division courses and to provide better preparation for ensuing courses, Core Final Examinations were instituted in Math 120, 121, 150, 162, 163, 180, 181, and 264. A common syllabus was closely followed and grading practices were made more uniform. Most faculty members involved agreed that the Core Examinations had proved to be successful and it is hoped that their continuation will improve the quality of instruction in these lower division courses.

Under the initiative of Reuben Hersh and Andy Sanchez an experimental method of teaching Math 120 was instituted in two sections of this course during the Fall Semester. The experimental method consisted chiefly of a self-learning, self-paced approach which depended more upon student participation and less upon lectures than the conventional method of instruction. During the Spring semester three sections of Math 120 used this mode of instruction. The results of this experiment have proved to be so encouraging that all sections of Math 120 will be organized in this fashion in the Fall of 1975. In addition, the same kind of experimentation will be utilized in one section of Math 121.

The task of running the Annual High School Mathematics Contest was turned over to Jeff Davis. He made some basic changes in the structure of the contest and all in all did an excellent job. For the first time, the contest was split into two rounds with the first round being administered at high schools and junior high schools throughout the state. Over two thousand students participated in this first phase and approximately three hundred students were then invited to participate in the second round which was held here in Albuquerque on campus. The two phase method of organizing the contest proved to be very popular and it is anticipated that it will be continued to be used in future High School Contests.

The University of New Mexico continued to do extremely well in the Annual Putnam Contest. This year's team consisting of Turner Laquer, David Wall, and Eric Gilbert placed 11th in the country, the highest over for UNM. Some credit for this high achievement belongs to Charles Davis who had the major responsibility for preparing our students for this year's contest.

A skeletal outline for an expanded Honors Program was adopted by the faculty. It is hoped that the new program will build upon the solid achievements of the past and that an increasing number of the faculty will participate in the coming years. Alex Stone has been given the primary responsibility to get this program moving in the Fall.

Dissatisfaction with the existing system for administering the Master's Examinations led to some changes. Written examinations replaced oral ones and a more intensive review of each student's performance by the entire examining committee was instituted. It was agreed that the changes had turned out to be useful and that improved screening of potential doctoral students resulted. At the doctoral level, it was agreed that there should be a formal dissertation defense after the dissertation in rough draft form had been read by all members of the Committee on Studies. It is expected that this will enable the Committee members to play a greater role in shaping the final form of the dissertation.

Richard Metzler and Alex Stone introduced a new course (Math 495) designed to give our graduate students an overview of mathematics and to acquaint them with the various fields in which the faculty is working. Each week a member of the faculty gave an expository lecture after which notes were prepared by a designated graduate student and distributed to the members of the class. This course is scheduled to be given again the Fall of 1975 and will be repeated as necessary.

As part of the Minority Schools Biological Support Program, the Department was authorized to make available to minority students two undergraduate and two graduate fellowships and also to set up a free tutoring service for such students. Richard Griego was given the responsibility for administering this program and his efforts succeeded in getting it off to a fine start. The program has been funded by the National Institute of Health for a period of at least three years.

The Department research colloquium remained active with thirty-three speakers from various parts of the United States and members of the Department. Four of these speakers were from other countries. They were Professors Dennis Lindley, University of London; Zvi Ziegler, Technion, Israel; Shashi Arya, Oxford, England; and P. M. Cohn, University of London.

The promotions for 1975 are R. Griego and Pramod Pathak to Professor; and Steven Pruess to Associate Professor.

Enrollment figures for Graduate Students are listed for the past eight years.

1974-75	39 Full time students,	26 part time students.
1973-74	48 Full time students,	25 part time students.
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 five years.

1974-75 139 Undergraduate Mathematics Majors.
1973-74 112 Undergraduate Mathematics Majors.
1972-73 118 Undergraduate Mathematics Majors.
1971-72 115 Undergraduate Mathematics Majors
1970-71 155 Undergraduate Mathematics Majors.

GRADUATION	1974-75	1973-74	1972-73	1971-72	1970-71
Ph.D.	5	5	9	9	7
Master's	4	8	19	13	18
B.S.	35	24	36	32	28

B. SIGNIFICANT PLANS AND RECOMMENDATIONS FOR THE NEAR FUTURE.

Two basic problems continue to plague the Department. These are the oversize sections in courses at the lower division level and the decreasing number of qualified graduate students.

During the Fall semester the Department offered fifty-seven sections of lower division mathematics. A minimum of ninety-seven sections -- thirty-nine more than were actually offered -- would have been required to insure that the enrollment in each of these sections be kept at forty or less. Indeed, several sections had enrollments of over one hundred and classes with eighty students were not uncommon. If enrollments continue to rise as they have in the past, this problem will only get worse. All reports indicate that we are far out of line in comparison with other universities in this region. At some of these schools, enrollments of over forty in mathematics are unheard of and serious attempts are made to limit classes to thirty. Obviously, we are seriously understaffed and unable to service our lower division courses in a proper fashion. The shortage of adequate classroom space makes our task even more difficult. Oversized classes in badly designed and improperly equipped classrooms are obstacles to good teaching and ought not to be tolerated.

The decline in the number of good graduate students is part of a national pattern which has occurred in the wake of a serious shortage of academic jobs. Although we have already responded to this problem by more vigorous recruiting and by restructuring our graduate program to meet present-day needs, no real relief can be expected until the national picture improves. Unfortunately, all forecasts continue to be gloomy. If the energies of an understaffed department are devoted largely to solving the problems generated by mass enrollments at the lower division level it will become increasingly difficult to maintain the high-level of scholarly activity achieved by the faculty in the past ten to fifteen years.

A solution to the problem of oversized classes is not easy to find. One standard method is to hire very large numbers of teaching assistants. As has already been indicated, however, qualified graduate students in sufficient numbers are not available. Another possibility would be to appoint ten or more new full time faculty with a different mission from that of the current faculty. Such new staff would be committed primarily to teaching, would be given heavy teaching assignments mainly at the pre-calculus and calculus level, would take over some of the administrative problems associated with the lower division curriculum, and would be expected to do little or no research. It is easy, however, to make valid arguments against the creation of a substantial 'junior college' faculty within the department and such a step would certainly prove difficult to implement. In any event, no decision to move in this direction has been taken. It may be timely, however, to have a full scale discussion of this matter both within the department and at higher administrative levels.

The faculty has responded very well to the difficulties created by a shrinking graduate student population. Reading courses at advanced levels, seminars, colloquia, and increasing attempts to find applications for mathematical research and to work with scientists outside the department have all proved to be useful. One can only anticipate that these and similar efforts represent a continuing pattern for the near future.

Some improvements could be effected by increased funding. Increased support in each of the following areas is indicated:

1. Faculty and Staff Salaries.
2. Teaching Assistant Stipends.
3. Number of Regular Faculty Appointments.
4. Number of Visiting and Part-Time Faculty Appointments.
5. Travel Funds.
6. Departmental Library.

C. APPOINTMENTS TO STAFF.

Dr. Stanly Steinberg had a Visiting appointment for 1974-75 and was given an additional two-year appointment. Dr. Moshe Shaked, a statistician,was given a three year appointment. Dr. Catarina Kiefe - an algebraic geometrist, received a three year appointment effective 1976-77. She will be with the University of Porta, Portugal in 1975-76. Professor S. W. Dharmadhikari, on leave from the M. S. University of Baroda, India, received a one-year visiting appointment. Dr. Peter Kelemen received a one year visiting appointment.

D. SEPARATIONS FROM STAFF.

Ben Jones was not granted tenure by the Department and this was his last year as a member of the Department.

II. COMPOSITE OF INFORMATION REQUESTED ON INDIVIDUAL BIOGRAPHICAL SUPPLEMENTS.

1. ADVANCED STUDY.

Richard Grassl. Ph.D. earned August 2, 1974.

2. SABBATICALS, LEAVES OF ABSENCE, SUMMER TEACHING ELSEWHERE, TRAVEL, etc.

R. C. Allen, Jr.: Visiting Staff Member, Los Alamos Scientific Laboratory; Summer, 1974.

A. Carasso: Leave of absence - Mathematics Research Center, University of Wisconsin.

H. T. Davis: Leave of Absence July 1, 1974 to Jan. 15, 1975. Chief of Biomathematics Section, CRTC.

R. C. Entringer: Sabbatical Leave taken Fall 1974. Employed by Sandia Laboratories Summer 1974.

R. J. Griego: Sabbatical Leave - Fall and Winter quarters at Univ. of California at Berkeley - Spring quarter at Univ. of Utah.

Ted Guinn: Sabbatical leave. Set up program for teaching graduate level research methods at Cold Mtn. Institute, B.C. Canada. Studied spanish 3 months at Cuauhmahoac Institute Colulino de Venegra y Cullura in Cuenavaca Mex. Worked on research at Instituto Polytechnico National, Mexico City.

L.-S. Hahn: Sabbatical Leave - University of Washington, Seattle.

Reuben Hersh: Participated in International Conference of Mathematicians in VanCouver, Canada August 1974.

Cleve Moler: IFIP Congress '74, Stockholm; Galinburg VI, Munich (invited meeting on numerical algebra).

C. Onneweer: Attended a meeting on Harmonic Analysis in Chicago, Ill. June 28- July 2.

Pramod Pathak: Sabbatical - Part of the sabbatical was spent at the Indian Statistical Institute as Visiting Professor.

Clifford Qualls: Granted sabbatical - Spent Fall semester at University of California - Irvine as Visiting Associate Professor.

3. NEW SCHOLASTIC HONORS, FELLOWSHIPS, etc.

None.

4. PUBLICATIONS.

R. C. Allen, Jr. - 'An invariant imbedding algorithm for the solution of inhomogeneous linear two-point boundary value problems' w/G. M. Wing, J. Comp. Physics 14(1974), 40-58;

'Functional differential euqations of Peano-Baker type' w/W. T. Kyner), Quart. Appl. Math., January 1974.

A. Carasso: 'A least squares procedure for the wave equation' Math. Comp. 28, 1974, pp 757-767.

'On least squares methods for parabolic equations' - SIAM J. Numer. Anal. 11, (1974) pp 1181-1192.

R. Cogburn: 'Periodic splines and spectral estimation', Ann. Statist. 2, 1108-1126 (Nov. 1974)

H. T. Davis: 'Periodic Splines and spectral estimation' - Annals of Statistics, Vol 2 pp 1108-1126.

'Asymptotic Properties of certain functionals of the periodogram' - J. Appl. Prob., Vol II, pp 578-581.

R. DeMarr: 'Nonnegative idempotent matrices,' Proceedings AMS, Vol. 45 (1974), 185-189.

D. W. Dubois: 'A dimension theorem for real primes' - Can. J. Math. vol. XXVI (1974) pp 108-114 (w/Gus Efroymson

G. Efroymson: 'Local Reality on Algebraic Varieties' - Jnl. of Algebra, Vol. 29(1974), 133-142.

'A Dimension theorem for Real Primes', (w/D. Dubois), Canadian Journal of Math. Vol XXVI(1974), 108-114.

James Ellison: 'Existence, Uniqueness and Stability of a class of Nonlinear PDE's' to be published in Jnl. of Math. Analysis and applications. (46 pages)

R. C. Entringer: 'On non-impetitive sequences' (w/D. Jackson and J. Schultz) J. Combinatorial Theory, Ser. H 16, 159-164.

'Line-critical point determining and point distinguishing graphs' w/L. Gassman. Discrete Math. 10, pp 43-55.

Bernard Epstein: 'On the Fouries-Stieltjes coefficients of cantor-type distributions', Israel Journal of Math., Vol. 17, No. 1, pp 35-45 (w/J. Blum)

'A Formal Expansion procedure for the solitary wave problem,' quarterly of applied math., April 1974, pp 89-95.

A. Gibson: 'Time-dependent multichannel Coulomb scattering Theory', (w/C. Chandler) J. Math.Phys. 15, pp 291-294 (1974)

'Time-independent multichannel scattering theory for charged particles' (w/Chandler), J. Math. Phys. 15, 1366-1377 (1974)

'Some rigorous results in multichannel Coulomb scattering theory (w/Chandler) Bull. Am. Phys. Soc. 19 88(1974).

R. Griego: 'Limit Theorems for a Class of Multiplicative Operator Functionals of Brownian Motion, Rocky Mountain Jnl. of Math., Vol. 4, No. 3, Summer, 1974 - pp. 435-441.

L.-S. Hahn: 'Strong Uniform Distributions and Ergodic Theorems' Proceedings American Math. Society - to appear.

R. Hersh: 'Brownian Motion', Encyclopedia Britannica, 15 ed. Vol. 3, pp. 331.

'Maxwell's coefficients are conditional probabilities', Proc. AMS, 4492), pp. 449-453.

'Introduction to this issue', Rocky Mt. J. Math. 4(3), pp.399-400.

'Random Evolutions: A survey of results and problems', Rocky Mtn. J. Math., 4(3), pp.443-478.

L. H. Koopmans: 'The Spectral Analysis of Time Series,' June 1974, Academic Press, Inc. (book-366 pgs.)

'On the Divergence of a Certain Random Series (w/N. Martin, P. Pathak, C. Qualls). Annals of Probability, 2, pp. 546-550,'74.

W. T. Kyner: 'Functional Differential Equations of Peono-Baker Type, (w/R. Allen) Quarterly of Applied Mathematics, Jan. 1974 pp. 417-428.

R. Metzler: 'Positive Linear Functions, Integration, and Choquet's Theorem' (to appear in Pacific Journal of Math.)

C. Moler: 'Matrix Eigensystem Routines -- EISPACK User's Guide, Springer-Verlag Lecture Notes in Comp. Science No. 6, 388 pgs. with B. T. Smith el al, 1974.

'Software for matrix computation' Proceedings Mathematical Software II, (J. Rice, Ed.), Purdue University, 307-321, 1974.

C. Onneweer: 'Absolute Convergence of Fourier Series on certain groups II', Duke Math. J. 41(1974) pp 679-688.

'On absolutely convergent Fourier Series, Ark. of Math 12, 1975 - pp 51-58

P. Pathak: 'Dimension-free characterizations of the normal law', Sankhya (73), 35, 479-488.

'On the divergence of certain random series', w/L. Koopmans) Ann. of Prob. (1974), 2, 546-550.

'A new proof of a theorem of Polya' Publ. Hung. Acad. of Sci.

'An extension of a theorem of Hoe'ffding' Publ. Hung. Acad. of Science - to appear.

'An extension of a theorem of C. R. Rao', to appear in Sankhya.

'Some recent dimension free characterizations of the normal law, to appear in Colloquium Mathematicum.

'Sufficiency in sampling theory' to appear in Ann. Statistics.

C. Qualls: 'On the divergence of certain random series', Ann. Probability 2.3, 546-550, June 1974.

'Crossing probability bounds for non-stationary Gaussian processes.' Symposium on Time Series Analysis as Applied to Petroleum Industry Problems. Held at Southern Methodist Univ. October 1973. Published in 1974.

S. Steinberg: 'Local time decay for solutions of the Schroedinger Equation and the wave equation', Arch Rat. Mech. 54(1974) 134-147.

'Hyperbolic equations which are not strictly hyperbolic' J. Diff Equations;

''Applications of Linear programming theory to existence and uniqueness classes for the Cauchy problem' UNM TR 298.

A. Stone: 'A generalized Hodge theory' w/P. Eiseman, J. Diff. Geometry (9) 1974 169-176.

'The topology of manifolds which admit covariant constant 1-1 Tensor fields' Tensor (28*1974 177-184

'A generalization of the Green's Operator on a Compact manifold, Tensor (28) 1974, 189-193

W. Zimmer: 'Estimation of Parameters in Acceleration Model' (w/G. Steck and R. Williams) Annals of Assurance Sciences, Proceedings of 1974 Annual Reliability - Jan. 1974 pp 428-431

5. OTHER RESEARCH PROJECTS OR CREATIVE WORK IN PROGRESS OR COMPLETED DURING PERIOD.

Richard C. Allen, Jr.: A study of the numerical aspects of the method of invariant imbedding as applied to the solution of linear two-point boundary value problems -- An algorithm suggested by the linear compartment analysis problem -- manuscript in final form, to be submitted to Quart. Appl. Math; in preparation of a sophomore-junior level text on ordinary differential equations (w/W. Kyner and J. Ellison). A study of the synthetic iteration method as applied to the solution of the linear Boltzmann equation.

Alfred Carasso: Director of Conference on Ill-posed problems May, 1974. Editor, Proceedings of Conference - Pitman Press. Two Technical reports for MRC.

Robert Cogburn: 'A Uniform Theory for Sums of Markov Chain Transition Probabilities' 'Ergodic sequences of Measures (w/ J. R. Blum) both accepted for publication. 'A Boundedness in Probability Result for Sums of Markov Chain Transitions Probabilities'- in progress.

H. T. Davis: 'Initial comparative Response of Metastatic Superficial Nodules and surrounding underlying tissue to Peak Pions' w/M. Kligerman, et al, to appear. 'Radiology Initiated Comparative response of experimental tumors to peak pions' with M. Kligerman et al, in draft.

Ralph DeMarr: Abstract Bernstein Theorem (with E. Davenport) To appear in J. Math Anal. Appl. . 'Inverse Property, to appear in Transactions AMS.

D. Dubois: Continuing research into the psychological and pedagogy of mathematics. Conducted a lecture-lab experimental course (w/M. Mitchell) for Math 111 which furnished many new insights.

G. Efroymson: 'Substitution in Nash Functions' a paper in progress, which is a sequel to 'A Nullstellensatz for Nash Rings' which will appear soon.

J. Ellison: 'Planer Channeling in Crystals, being prepared for publication. Research sponsored by Sandia/UNM grant to continue. An interdisciplinary study of human nature including an emphasis on the nature of human consciousness. An investigation of maximal solutions, escape times and periodic solutions for some nonlinear PDE's.

R. C. Entringer: Sandia Lab. Report with J. Davis 'An Analysis of PAL Code Management Systems----. (Distance in Graphs' with Snyder and Jackson, 'Geodetic Orientations of Complete k-paticle graphs' 'Enumeration of Certain Arrays Associated with Ballot Theorems' all submitted for publication.

A. Gibson: Invariance principle for scattering with long-range (and other) potentials (w/Chandler) submitted for publication. Research with Chandler up to 7/1/74 sponsored by the Sandia University Research Program under a $25,231 grant.

R. Grassl: Submitted a paper to the Proceedings of the AMS, 'Leir Structures for Polynomial Ideals' - Nov. 1974.

R. Griego: Dual Random Evolutions, UNM Tech Report - to appear. Minimization of Extinction Probabilities for Biological Reproduction in Random Environments. Research on these papers supported by NSF Grant GP 31811, amount of grant - $11,700.

T. Guinn: The following papers were submitted for publication: 'Note on a model of capital accumulation with retarded arguments', 'A Method for converting certain optimal problems with Time Lags to non-retarded problems' -- extension on both papers in progress.

Hahn, Liang-shin: Two papers, Banach algebras of Holomorphic functions ---, and Complex analysis in several variables in progress.

R. Hersh: NSF Grant, GP-34188, 'Random Evolutions, Linear Transport, and Non-Standard Analysis', June 1, 1972 through Nov. 30, 1975, $8,200. 'The Method of Transmutations' to appear Tulane Program on Partial Differential Equations, Springer Lecture Series, 1975. 'Stochastic solutions of hyperbolic equations' to appear as in article above; 'Stochastic differentials and quasi-standard random variables' to appear in Springer Lecture Series, 1975.

A. Hillman: Preparing for publication a paper in Differential Algebra and one in combinatorics.

Ben Jones: A note on Vector Bundles. A certain Zeta Function. A Theory of local rings.

Simon T. Kao: To extend the results of the research in the advanced Euclidean geometry completed during the sabbatical leave (1972-73,II) to projective plane.

L. H. Koopmans: Work on the distribution of the matching coefficient and other taxonometric measures in progress with W. Caire, Dept. of Biology. Work on bounds for crossing probabilities for non-stationary processes continuing. Material for a text on elementary statistics is being assembled. Several computer demonstration programs were written for the current Math 102 course will be incorporated for local use in the text.

W. T. Kyner: Stable coordinate systems in orbital mechanics in progress. Theory of the Rotation Rate of Mercury in progress. Study of Anatomy, Physiology, andChemistry relevant to Math problems in medicine. Textbook in differential equations with J. Ellison and R. Allen.

J. Lewis: Urban and regional planning - evaluation of joint use of facilities for flood control and recreation - input to Albuquerque Metropolitan Arroya Flood Control Authority.

C. Moler: Numerical analysis research sponsored by Office of Naval Research, through September. Book in progress: Computer Solution of Mathematical Problems (with Forsythe and Malcolm). Papers in progress: Fast Givens transformations for matrix eigenvalue problems (w. Wilkinson). Singular value decomposition and cryptography (w/D. Morrison)

P. Pathak: Currently collaborating with Professors D. Basu and H. Shapiro on a number of projects.

S. Pruess: 'Properties of Tension Splines' submitted to Journal of Approximation Theory.

C. Qualls: 'The law of iterated logarithm for stationary Gaussian processes and Brownian motion' submitted. 'Hypothesis testing for equivalent Gaussian processes. In progress.

S. Steinberg: Local Propagators, paper in progress. Lie algebras and differential equations, paper in progress.

A. Stone: Paper on differential concomitants, submitted to AMS Proceedings. Paper on multilinear algebra identies in progress.

W. Zimmer: Submitted'Independence of Two Random Variables Conditional on a Third Random Variable' (w/S. Bell). 'Application of a Dominated Convergence Theorem to the Empirical Bayes Problem' (w/J. Deely) submitted to Annals of Statistics.

6. ACTIVITIES IN LEARNED AND PROFESSIONAL SOCIETIES(Meetings attended, etc.

A. Carasso: AMS Meeting in San Francisco - Jan 1974, presented paper.

H. T. Davis: Paper presented at Buffalo NY Time Series symposium, and paper presented at Annual Meeting of IMS, Alberta Canada.

R. DeMarr: Gave talk at AMS Meeting, San Francisco, January 1974; and AMS Meeting, Houston, Nov. 1974. and ICM Meetings, VanCouver, Canada, August 1974.

G. Efroymson: Attended AMS Meeting in San Francisco Jan., 1974. Attended AMS Institute oon Algebraic Geometry, July-Aug, 1974, Arista, California.

J. Ellison: Attended annual meeting of the Society for Industrial and Applied Math. in June and presented a paper on ion channeling. Attended a month long institute, summer 1974, on the nature of human consciousness at Esalen Institute in San Francisco.

R. Entringer: Talk presented at national joint meeting of AMS and MAA.

A. Gibson: Presented a paper at the national meeting of AMS in San Francisco, January 1974. Attended the International Congress of Mathematicians in Vancouver, Canada, August 1974.

R. Grassl: Attended National joint AMS||MAA meetings in San Francisco, January 1974.

R. Griego: Colloquium talk at Univ. of Calif. Berkeley, Stanford Univ; Panalist AMS Meeting, San Francisco, Jan. 1974. Invited 20 minute talk Conference on Probabilistic Methods in Differential Equations - Univ. of Victoria. Attended Statistics Converence at Univ. of Alberta.

Hahn, L.S.: Seminar in Harmonic Analysis - Univ. of Wash.

R. Hersh: Appointed to committee on exchange of information for MAA. Attended AMS Meeting San Francisco, Jan. 1974.

A. Hillman: Invited member of panel at Jan, 1974 MAA Meeting in San Francisco.

S. T. Kao: MAA Southwestern Representative.

L. H. Koopmans: Attended IMS Meeting in Edmonton, Candda, and chairman of the meeting. Appointed member of program committee for Western regional meeting of IMS to be held in June 1975. Refereed several papers, reviewed graduate level statistics for holden-Day, Inc. publishers. Vice President of local chapter of American Statistical Association.

W. T. Kyner: Invited Lecture at American Institute of Aironautics and Astronautics Conference August 1974, Anaheim, Calif.

J. V. Lewis: On executive committee of Sigma Xi, NM Chapter.

M. Mitchell: Presented talk at annual meeting NCTM, Atlantic City - April 1974. Same talk at ACTM - Albuquerque meeting. Attended NSF Institute Directors meeting, Los Angeles - 4/1974.

C. Moler: Managing Editor, SIAM Journal on Numerical Analysis. Member, SIAM National Council. Editor, American Math. Monthly. Invited lectures: Mathematical Software II, Purdue, Indiana and Gatlinburg VI, Munich, Germany.

C. Onneweer: Attended meeting on Harmonic Analysis in Chicago, June, 1974.

P. Pathak: Invited talks - Jan. 1974, Ann. meeting of Indian Math. Society ; International Conference on Stat. distributions, Calgary; and Oct. meeting of local chapter of ASA.

C. Qualls: Read paper at AMS Meeting - San Francisco, Jan, 1974. Attended International Congress of Math. in Van Couver, Canada August 1974. Invited speaker at National Meeting of NCTM in Albuquerque, Feb. 1974.

Art Steger: Paper presented at NCTM Meeting in Feb. 1974.

S. Steinberg: Attended meeting Numerical fluid dynamics at Austin, Texas; attended AMS meeting in San Francisco, Jan., 1974; spoke at conference on 'Improperly posed problems in partial differential equations' Albuquerque.

A. Stone: Attended AMS Meeting - Jan. San Francisco and presented talk. Attended Harmonic Analysis meeting at DePaul Univ. June, 1974. Gave talk at Michigan State Univ. Seminar.

W. Zimmer: Presented paper at the 1974 Annual Reliability and Maintainability Symposium, Los Angeles 1974.

7. OTHER PROFESSIONAL ACTIVITIES.

R. C. Allen: Consultant LASL and Air Force Weapons Lab.

A. Carasso: Consulting Group T-7 - LASL

R. Dogburn: Consulting for Atty. Generals Office - Math. talk to special high school class.

J. Davis: Co-chairman of New Mexico Mathematics Contest.

J. Ellison: Presented colloquium on ion channeling at Sandia Corporation.

R. Entringer: Presented talks at Texas Tech., Reviewer for magazine, referee for publishers.

A. Gibson: Gave talks under UNM Speakers Bureau.

R. Grassl: Grader for Putnam Intercollegiate Math. competition.

R. Griego: Panalist at Univ. of Calif. at Berkeley.

R. Hersh: Invited talks at Tulane Univ., Georgia Tech and Univ. of Victoria.

A. Hillman: Director of the William Lowell Putnam Math. Competition. Editor of the Elementary Problems Section of Fibonacci Quarterly.

L. Koopmans: Consulted for Albuquerque Police Dept., Presbyterian Hospital, and College of Education and Dept. of Mech. Engr. and others.

W. T. Kyner: Participant in NASA, Goddard Space Flight Seminars, April and August 1974. Consultant to Aerospace Corp., Los Angeles.

R. Metzler: Papers reviewed for Zentralblatt, and Rocky Mountain Jnl. of Math.

M. Mitchell: Workshop for McKinley County Teachers - Gallup, N.M. November 1974. Workshop with pupils and student teachers at Monte Vista School - March 1974.

C. Moler: Consultant: Argonne National Laboratory, Los Alamos Scientific Laboratory, NSF study on Mathematical Software Alliance.

P. Pathak: Visiting Lecturer of Statistics for American Universities under Statistical Organizations of North America.

S. Pruess: Reviewer for Applied Mechanics Reviews and referee for SIAM Journal of Numerical Analysis.

C. Qualls: Colloquium speaker at Univ. of Calif., Irvine and Southern Calif College, Costa Mesa, and invited speaker at 5th Annual So. Calif. Prob. Symposium at UCLA, Dec. 1974.

Stone, Alex: Co-director of NSF Regional Conference on ill-posed problems, May 1974.

W. Zimmer: Consulted with Kirtland Labs., Lawyer , E.G. and G. Inc.. Principal investigator on Office of Naval Research Grant.

8. NON-TEACHING UNIVERSITY SERVICE.

During the year most of our faculty served on various Doctoral Committees and were advisors at one level or another. Various members served on the following committees: Master's Oral Committee, Departmental Advisory Committee, Curricula Committee, Committee on Studies, Library Committee, Tenure and promotion recommendation committee, Undergraduate Committee, Departmental Core Examination Committee, Minorities Enrollment Coordinator, Minority Biomedical Advancement Program, Mathematics Honors Program, Calculus Sequence, Graduate Committee, Travelstead's HPER Evaluation Committee, Teaching Assistant Supervision Committee, University Continuing Education Committee.

9. PUBLIC SERVICE:

R. Allen: Active in church and scouting.

J. Ellison: Basketball coach at Boys' Club.

L. Koopmans: Tour leader with New Mexico Wheelmen bicycling group.

J. V. Lewis: Vice President - NM Conservation Coordinating Council, Board of Directors, New Mexico Citizens for Clean Air and Water, Transportation Task Force - Sierra Club.

R. Metzler: Vice-president, Albuquerque Childbirth Education Association.

C. Qualls: Board member - First Assembly of God, Albuquerque.

W. Zimmer: Swim weekly at therapy pool with retarded children.

10. PERSONAL INFORMATION.

P. Pathak: Became United States citizen.

The Report of the Department of Modern and Classical Languages

July 1, 1974-June 30, 1975

Sabine R. Ulibarrí, Chairman

I. General departmental information.

A. Significant achievements.

1. Departmental organization, established in the Fall of 1969 remained essentially without change with the following exceptions: a) The French section, in the interest of promoting unity among the Romance Languages, voted to abolish the position of spokesperson/coordinator for French; b) the positions of Director of Graduate Studies in Spanish and Portuguese and Director of Graduate Studies in French were abolished and their former functions coordinated and assumed by the Assistant Chairman; c) Professor Robert Holzapfel retired as Associate Chairman for German and will be replaced by Professor George Peters.

2. Recommendations of the Committee on Promotion and Tenure.
   - a. For tenure: Warren Smith and Byron Lindsey. Tenure was granted in both cases.
   - b. For promotion: to Assistant Professor, Peter Mellon; to Associate Professor, John Bergen, Warren Smith; to Professor, Rubén Cobos. Professors Mellon, Smith, and Cobos were promoted.

3. New Programs.
   - a. The permanent committee of members of the graduate staff and graduate student representative to evolve a position paper on graduate studies met throughout Semester II.

The committee discussed all aspects of the departmental graduate program but was unable to produce a unified statement. The committee did approve a presentation by the departmental Graduate Student Association for a detailed system of graduate student evaluation. This proposal will be presented to the graduate faculty in Romance Languages early in Semester I, 1975-76. The Committee will continue under the chairmanship of Dr. Julian E. White, Jr. and hopes to present a unified position paper to the graduate faculty in Romance Languages early in Semester I, 1975-76.

4. <u>Graduate Program Evaluation and Planning</u>.

   a. As requested by the Committee on University Planning, via the Graduate Committee, the department presented a lengthy and detailed position paper on graduate programs. The departmental graduate program in Romance languages was evaluated "Very good" by the Graduate Committee on the basis of this and other data. It was felt that the graduate program in Spanish, evaluated alone, would have received the highest possible rating. This position paper, in addition to its usefulness to the Graduate Committee and the Committee on University Planning, serves also as a planning vehicle on the departmental level.

5. <u>Cultural and Social Activities</u>.

   a. <u>General</u>

      (1) A departmental faculty, staff and graduate student dinner was held on April 4 at the Edelweiss am Rio

Grande, German-American Club. Approximately 120 persons attended. The band of Eliverio Chávez, graduate student in Spanish, performed for dancing.

(2) A departmental library has been begun, for the use of faculty and graduate students. The initial impetus for this project came from a large contribution of books made by Robert E. Russell, Jr., former graduate student in Ibero-American studies. Additional books have been contributed by faculty members and graduate students. This library will be housed in Room 233, Ortega Hall.

(3) On April 26 an International Festival was held in the Student Union Ballroom. Featured were food, dances, flea markets, etc. representing participating nations.

b. Spanish

(1) Tertulias. For the first time this year a Friday afternoon "Tertulia" was organized by graduate student Francisco Lomelí and sponsored by the Graduate Student Association of the Department. Faculty, graduate and undergraduate students were invited. "Tertulia" topics of presentation and discussion were:

(a) Professor Dinko Cvitanovic: "Política y literatura."

(b) Professor Tamara Holzapfel: "Ernesto Sábato y cuestiones de ética y estética en la nueva narrativa."

- (c) Lab Director Neddy Vigil: Slide presentation, narration and discussion on "Las Muchas Caras de España Medieval."
- (d) Professor Alfred Rodríguez: "Figuras Míticas de la Literatura Española."
- (e) Professor Pelayo Fernández: "El Lenguaje en la Literatura Española del siglo diecinueve."
- (f) Professor Raymond R. MacCurdy: "Versiones de un Romance Español."
- (g) Poetry reading by undergraduate and graduate students and faculty with analysis and comments.
- (h) Graduate student Silda Rivas-Quijano: "La Mujer en Hispanoamérica: Literatura y Sociedad."
- (i) Carlos Mora, Managing Editor of UNM Press: "El mundo hispano en el oriente."

(2) *Plays*. Two plays were performed on March 14, 15, 16 by students and staff, selected by graduate students Clark Colahan, Peggy Sharpe, Gordon Rich, and Susan Lynch. Director was student Susan McCullough, aided by Professor Ángel González. The two one-act plays, by Spanish dramatist Max Aub were *Una Botella* and *El Desconfiado Prodigioso*.

(3) *Aspectos de la Cultura Hispánica*. This lecture series, under the direction of Professor León Márquez, has been an integral part of the department's cultural activities for many years now.

Lectures this year were as follows:

(a) 10/31/74. Professor Ángel González, "Lectura comentada de la poesía de Ángel González."

(b) 11/22/74. Dr. Roberto Etchepareborda, "Las relaciones diplomaticoculturales en Iberoamérica."

(c) 2/27/75. Dr. Guadalupe Valdés Fallis, "Aspectos lingüísticos y sociales de la enseñanza del español a hispanoparlantes nuevomejicanos."

(d) 3/10/75. Dr. Juan Bautista Avalle-Arce, "Don Quijote como forma de vida."

(e) 4/1/75. Dr. Charles Minguet, "Problemas relacionados a la novela y a la creación literaria."

(f) 4/15/75. Panel discussion with graduate students Erica Frouman, Marcella Henson, Francisco Lomelí, Donaldo Urioste and Professors Rodolfo Anaya, Ángel González, Ernesto Mares, "Visión panorámica e impressiones sobre la literatura chicana."

(g) 4/16/75. Dr. José Calvo-Sotelo, "Las cartas de amor en la literatura y en la vida." Co-sponsored by the Instituto Hispánico.

(4) <u>Homenaje a Antonio Machado (1875-1939)</u> (April 21-25, 1975).

(a) Monday, April 21, Dr. C. Blanco-Aguinaga (University of California, La Jolla), "La poesía de A. Machado."

(b) Tuesday, April 22, informal recital and commentary on Machado poetry: A. Alarcón, A. González,

P. Fernández, A. Rodríguez, S. Ulibarrí. (Graduate and undergraduate students welcomed to recite, comment, or listen).

(c) Wednesday, April 23, Dr. Sabine Ulibarrí, Palabras de apertura; Dr. Pelayo Fernández, "A. Machado a través de la crítica."; Ángel González, "Comentarios a *El viajero*." (Discussion and questions: Panel-Dr. R. R. MacCurdy, Carol Sippy, Francisco Lomelí, Donald Urioste).

(d) Thursday, April 24, Dr. Alfred Rodríguez, "La elegía como forma poética en Machado"; Dr. Tamara Holzapfel, "Una probable fuente de Machado"; Dr. Jorge Alarcón, "El tiempo en la poesía de Machado." (Discussion and questions: Panel-Dr. Sam Guyler, Jerry Johnston, Alberto Avila, Susan Lynch).

(e) Friday, April 25, Dr. W. H. Roberts, "A Yearning after Stone-like Insensitivity: A Poetic Tradition in a Machado Poem"; Dr. Dinko Cvitanovic, "La imagen arbórea en Machado"; Dr. E. A. Mares, "Honey and Honeycomb, The Beehive in Machado's Poetry." (Discussion and questions: Panel+Dr. R. M. Duncan, Erica Frouman, Clark Colahan, Denise Tucker).

c. *Portuguese*.

(1) Play entitled *A Pena e a Lei* by the Brazilian dramatist A. Suassuna was performed by Portuguese students under the direction of graduate student Susan

Quinlan on March 14, 15, 16.

(2) Brazilian Carnaval, organized by graduate students Alan Englekirk, Susan Quinlan, and Peggy Sharpe was held at the International Center for all Portuguese students and faculty, Portuguese and Brazilian nationals in Albuquerque. Food, drink, music and costumes carried out the Brazilian Carnaval motif.

(3) Macunaíma, a Portuguese film with English subtitles, was shown on March 4 in the SUB Theatre. The film was based on the novel by Mario Andrade and directed by Joaquim Pedro de Andrade. Sponsored by Modern and Classical Languages, Anthropology, Inter-American Affairs, History, Political Science, Sociology.

d. French.

(1) Highlight of Fall activities in the French section was the first general meeting of the New Mexico chapter of the American Association of Teachers of French. Holly Lewis and Donna Coppola, undergraduate recipients of French government scholarship awards reported on their summer in France.

(2) The Alliance française unofficially affiliated with the French section, was active throughout the year. At its first meeting two films, "La Villa Santo Sospir" of Jean Cocteau and "Du côté de la côté of Agnes Varda, were featured. Richard Kannis, UNM student, won first place in the nation in the annual Alliance essay contest.

(3) In February, M. Maurice Perrier, noted French architect delivered a slide/lecture presentation on contemporary French art.

(4) On March 24, Nathalie Sarraute, "grande dame" of the new novel in France delivered a lecture in French and English, "The New Novel." In March the Ambassador of France to the United States, Jacques Kosciusko-Morizet, visited New Mexico. Various receptions and dinners were held in his honor and he spoke to the Albuquerque City Council and to a joint session of the Legislature in Santa Fe.

(5) As part of the International Women's Year (1975), a photo illustrated survey of French women was exhibited in Zimmerman Library, April 4-15. Dominique Desanti, novelist, historian and feminist spoke on "The Waves of Feminism: Our Forerunners." Professor Patricia Murphy and French exchange graduate student Mireille Barbaud participated in a panel discussion of women writers on April 6 in Zimmerman Library.

(6) Highlight of Spring activities was the first French weekend at Glorieta, held simultaneously with the German weekend, April 11-13. 250-300 French high school students from all over New Mexico participated in classes of conversation, civilization and singing. The weekend was sponsored by the department with the aid of the Alliance Française and other interested organizations and individuals.

Sessions were led by departmental faculty and graduate students.

(7) The Théâtre en Cubes, directed by Professor Senninger, put on a performance of Eugène Labiche's Un Chapeau de Paille d'Italie at the Experimental Theatre, April 24-27. Collaboration with the Department of Theatre Arts, Music by a student in the College of Fine Arts, roles played by two UNM Vice-Presidents (Travelstead and Lavender) and an Associate Dean of Arts and Sciences (Norman), and the cooperation of the Alliance française, the NMAATF and student actors. All contributed to a fine performance.

(8) In May, a combined Distribution des Prix was held, including New Mexico high school students, UNM students and students in the French for Children program, sponsored by the French section for twelve years now. Prizes were distributed by the French cultural attaché for this region.

(9) In early June Albuquerque was favored by being one of only three cities in North America to display an enormous exhibit of "Three Centuries of French Poster Art." The exhibit was displayed at the new public library building and also at the Museum of Albuquerque since it is too large to be housed at a single location. The exhibit was arranged by Mme Geneviève Picon, curator of the Musee des Arts

Décoratifs in Paris. The Picon children, Simone and François are in Albuquerque where François is studying anthropology at UNM under a Harkness scholarship.

(10) Concurrently with the poster exhibit, all ten of the French cultural attachés in the United States met here to open the poster display and to present to Jack Kolbert, Professor of French and President of the Albuquerque City Council, the award of the Rosette of Grand Officer of the Academic Palms. The rosette was presented by M. Pierre Tabatoni, Conseiller Culturel of France.

e. Russian.

(1) During the Fall Semester Professor Marc Raeff, Russian historian from Columbia University visited and lectured at UNM.

(2) In the Spring the Russian Club showed the prize-winning Hungarian film "Red Psalm" along with animated short subjects from Czechoslovakia and Rumania.

f. German.

(1) The German Club, sponsored by Professor Hannemann, held its traditional Oktoberfest during the Fall Semester. During Semester II a Faschingsfest, traditional German celebration of the days before Lent, was attended by approximately 250 persons at the International Center.

(2) Highlight of the year for the German section was the Deutsches Wochenende at Glorieta on April 11-13. Lectures, seminars, films, German language, culture, and literature, conversation groups, games and sports were included for approximately 300 students of German from New Mexico high schools.

B. Number of majors over the past two years:

1. Undergraduate level

	1973-74	1974-75
Classics	0	1
French	10	32
German	2	16
Russian Studies	3	10
Portuguese	1	5
Spanish	44	106

2. Graduate level

	1973-74	1974-75
Portuguese	6	10
French	16	20
Spanish	52	69

C. Significant plans for the future.

1. Due to the success of the revamped and expanded program in German, adopted two years ago the same system is being employed in French for 1975-76. Basic beginning sections of French will meet three hours weekly with supplementary sections with reading emphasis and speaking emphasis available. Students may enroll for the basic course only, the basic course with an additional hour of reading or speaking

emphasis, or both for a maximum of five hours per semester.

2. The accellerated beginning French course, French 275-276, imitated from the Italian and Portuguese courses of the same number, proved highly successful and Spanish 275-276 will be instituted in 1975-76. These accellerated courses are designed for students with previous language-learning experience in other languages and are intended to cover four semester's work in two semesters. Prerequisite is 6 hrs. or the equivalent in another language.
3. On the graduate level, the department expects to complete a unified statement/handout for graduate students on all graduate degree programs so that all pertinent information will be available in this single statement and the current issue of the Graduate Bulletin.
4. The department expects to begin, in 1975-76, a new method of graduate student evaluation. It has been felt that course grades alone were not sufficient to provide the graduate students with a complete evaluation of strengths and weaknesses. This project was inaugurated by the departmental Graduate Student Association and forms for the purpose were devised by a committee of graduate students and accepted by the Graduate Program Committee for recommendation to the Graduate Faculty in Romance Languages. It is hoped that this method of evaluation will enable students to improve in those areas in which they are weak and to maintain their strengths by being informed of both by their professors. It is also expected that these evaluation forms, which will become part of the students'

departmental records, will aid in evaluation of reapplications for Teaching Assistantships, of terminal or non-terminal MA degrees and generally for advising students on continuation in the graduate programs in the department.

D. Appointments to staff.

1. Professor E. A. Mares, visiting assistant professor in 1974-75, accepted a position at Colorado College as visiting assistant professor.

II. Composite information on individual biographical supplements.

A. Advanced study.

1. Bruno Hannemann, Ph. D. University of California at Berkeley, awarded June 15, 1974. Dissertation title: Verkehrtes Theatrum mundi und verflixtes Kerl.

2. Byron Lindsey, Ph. D., Cornell University, awarded August 1974. Dissertation title: Early Chekhov: Development of Character and Meaning in the Short Stories, 1880-1887.

3. Peter Mellon, Ph. D., Stanford University, awarded September 26, 1974. Dissertation title: The Ending of Aeschylus' "Seven Against Thebes" and its Relation to Sophocles' "Antigone" and Euripides' "Phoenissae".

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

1. Rubén Cobos. Sabbatical, Semester II. Professor of Southwest Spanish Culture and History at Colorado College, Summer 1974 and 1975.

2. Pelayo Fernández. Travel to Mexico City.

3. Bruno Hannemann. Travel and Research in Germany, Austria, Switzerland, Summer 1974.

4. Robert Holzapfel. Sabbatical, Semester I.
5. Jack Kolbert. Travel for professional meetings, speaking engagements and/or conferences to Halifax, N.S. (Canada), San Antonio, Tulsa, Dallas, Houston, Denver, and New York.
6. Enrique Lamadrid. Travel in Colorado, California, Texas.
7. Byron Lindsey. Study tour to USSR, June-July 1974.
8. Raymond R. MacCurdy. Travel to USSR, Hungary, Austria and West Germany, Summer 1974.
9. Marshall R. Nason. Travel to San José, Costa Rica to inaugurate the XIV Seminar on Higher Education in the Americas; Yucatán, Mexico and Guatemala, 1974; Lima and Trujillo, Peru, October 1974 to lay groundwork for XV Seminar on Higher Education in the Americas; Ecuador, June 1974 for program inspection and consultation, UNM Andean Center.
10. George F. Peters. Summer teaching: Deutsche Sommerschule am Pazifik (Portland State University).
11. William H. Roberts. Travel in Mexico, July 1974.
12. Alfred Rodríguez. Travel in Spain, July-August 1974.
13. Claude-Marie Senninger. Travel and Research in Paris, Summer 1974.
14. Sabine R. Ulibarrí. Travel to Ecuador, Summer 1974.
15. Rosemarie Welsh. Travel in Mexico, 1974.

C. New scholastic honors, fellowships, etc.

1. Rubén Cobos. President, New Mexico Folklore Society; New Mexico Folklore Hall of Fame.
2. Sam L. Guyler. Grant from American Council of Learned Societies.

3. Jack Kolbert. Nominations Board of Swedish Academy for Nobel Prize in Literature (2nd consecutive year); Editor-in-Chief AATF Newsletter.
4. Byron T. Lindsey. Biography in *Directory of American Scholars*; Associate, University of Illinois Summer Research Laboratory on Russia and Eastern Europe, July 1975.
5. Marshall R. Nason. Doctor *honoris causa*, Universidad Argentina John F. Kennedy in Buenos Aires.
6. Claude-Marie Senninger. Awarded Palmes Académiques by French government.
7. Julian E. White, Jr. Biography in latest editions of *Who's Who in the West*, *Who's Who in the United States*, *Dictionary of International Biography*, *Répertoire internationale des médiévistes*.

D. *Publications*.

1. Garland D. Bills. *Southwest Areal Linguistics* (ed.) San Diego: Institute for Cultural Pluralism, San Diego State University, 1974; *The American Southwest* (ed. with Bernard Spolsky), Anthology issue of *International Journal of the Sociology of Language*, No. 2, 1974; "Review Article", *International Journal of the Sociology of Language*, 2, 101-111 (1974); "Discussion of "Field Methods for Chicano Spanish by A. G. Lozans, in *Southwest Languages and Linguistics in Educational Perspective*, ed. by G. C. Harvey and M. F. Heiser (San Diego: San Diego State University, 1975) pp. 139-140.
2. Rubén Cobos. *Guides to the Collection of New Mexican Spanish Folklore*, Vol. I, in press.

3. Dinko Cvitanovic. "Lo barroco, clave de confluencias en la narrativa de Carpentier," Interamerican Review, 1974; "Un enfoque político de Alejo Carpentier," Ultima Tule (Buenos Aires); "La literatura latinoamericana entre el ensayo y la novela", Ultima Tule; "La fascinación del pasado en tres cuentos de Carpentier," Criterio (Buenos Aires) 1974.
4. Pelayo H. Fernández. Estilística (2nd ed., rev. and enlarged) Madrid, Porrúa, 1974.
5. Sam L. Guyler. "Góngora's Polifemo: The Humor of Imitation," Revista Hispánica Moderna (Columbia University).
6. Bruno Hannemann. "Der böse Blick. Zum Perspektive von Nestroys und Dünrenmatts Komödie," Wirkendes Wort (Düsseldorf).
7. Jack Kolbert. "An Interview with Michel Butor," Legion of Honor Magazine, Vol. XLV, No. 2, 1974, p. 90-94; Review of Michelle Maurois' Le Carillon de Fénelon in French Review, Feb. 1974, No. 3, p. 665-666; Reviews of Vercors' Sept Sentiers dans le désert and Questions aux biologistes in French Review, Feb. 1974, pp. 1023-1025; "L'Année Littéraire 1973," French Review, May 1975, pp. 1050-1070; Review of Vercors' Comme un frère in Modern Language Journal, Apr. 1974, 207-208; "Filling The Void-Phillipe Sollers, Daniel Castelain, And Claude Ollier--The Three New Novelists From Red Dust," Margins, No. 19, 1974-75, pp. 25-29.
8. Enrique Lamadrid. Communicating in Spanish. Boston: Houghton-Mifflin, 1974 (co-author); C.I.S. Workbook, C.I.S. Instructor's Guide.
9. Byron T. Lindsey. Review of F.M. Dostoevskii, issledovianiia i

materialy in Books Abroad, Norman, Oklahoma.

10. Raymond R. MacCurdy. "On the Uses of the Rape of Lucretia," in Homage to Helmut Hatzfeld (Washington, D.C.: The Catholic University of America, 1974); "Notes on the Fatal Curse in Spanish Golden Age Drama," Kentucky Romance Quarterly, 21 (1974), 317-334.

11. Patricia Murphy. "Fantasy and Satire in Rousseau's La Reine fantasque," French Review, March 1974, pp. 757-766.

12. Marshall R. Nason. Review of Carlos Fernández Shaw's Presencia española en los Estados Unidos in Hispania, Vol. 57, No. 1, March 1974, p. 186.

13. George F. Peters. "The 'Trennungsmotiv' and Structural Unity in the 'Buch Suleika' of Goethe's Divan, The German Quarterly, January 1974, pp. 13-23; "Why Introduction to Literature?" Die Unterrichtspraxis, Spring 1974, pp. 17-25.

14. William H. Roberts. "Notes on the Poetry of Texeira de Pascoaes," Journal of the Portuguese American Society, Jan. 1975; "Translating Platero," Revista de Letras (Puerto Rico) for special issue dedicated to the memory of Juan Ramón Jiménez; "Texeira de Pascoaes," The Columbia Encyclopedia.

15. Alfred Rodríguez. "Spanish Literature," The American Annual (1974), 361; "Notas para una releccion del Romancero gitano," Romance Notes, XV, 3 (1974), 1-5 (with Jack Tomlins); "Santa Teresa de Jesus," Boletín Informativo, XXIII (1974), p. 5-6.

16. Claude-Marie Senninger. "Realité et fantaisie dans Un Voyage en Espagne," Revue d'Histoire du théâtre, Jan. 1972, pp. 37-45 (previously unreported).

17. Jack E. Tomlins. "Notas para una relección del _Romancero Gitano_," _Romance Notes_, XV, 3 (1974) with Alfred Rodríguez; "The Cashew Tree: Diction and Structure in _A Baçaceira_," _Proceedings of the Pacific Northwest Conference on Foreign Languages_, XXV, Part 1, 56-60; "Machado's Cock and Bull Story," _Indiana University Symposium on the Brazilian Novel_, in press.

18. Sabine R. Ulibarrí, "A Land and a People," Humanities Council, UCLA; "Spanish Literature in the United States," Spanish Institute, N. Y.

E. _Other research projects or creative work in progress or completed during period._

1. Truett Book. Work on text for Senior Citizens: _Le Français pour les gens d'un certain âge_ (6 chapters).
2. Rubén Cobos. Directing Vol. II of _Guides to the Rubén Cobos Collection of New Mexican Spanish Folklore_.
3. Dinko Cvitanovic. Book in progress on the novels of Alejo Carpentier. Article on "Formulaciones dualísticas en el ensayo argentino" (Sarmiento, Mallea, Martínez Estrada).
4. Pelayo H. Fernández. Book in progress: _A Critical Bibliography of Miguel de Unamuno_.
5. Sam Guyler. Book in progress: _Bernal Díaz and the Historians of the Indies_.
6. Bruno Hannemann. Articles submitted: "Travestie des Übermenschen. J. Nestroy und Brecht," (25 pp.); "Realismus des kalten Herzens. Zum Selbstverständnis des Dichters im Vormärz: Grillparzers _Armer Spielmann_, (32 pp.). Article

completed: "Die Ware Liebe im 19. Jahrhundert." Articles in progress: "Durrenmatt's Women," and "On Violence in Fairy Tales."

7. Robert C. Jespersen. Article nearly completed on Stefan Heym.
8. Jack Kolbert. Bibliographical articles on Butor, Maurois, Vercors and Jaloux for Cabeen, *A Critical Bibliography of French Literature* (20th century volume), Contract with Twayne for book on *Albert Thibaudet, Literary Critic*. Reviewing for *French Review* Michel Spenser's *Michel Butor.* Working on "Année littéraire, 1974" for *French Review*.
9. Enrique E. Lamadrid. Research and writing a college-level text for intermediate Spanish.
10. Byron T. Lindsey. Research in progress on Tolstoyan esthetics, and unofficial Soviet art.
11. Raymond R. MacCurdy. Book accepted for publication, 1975-76, by University of North Carolina Press: *The Tragic Fall: Don Alvaro de Luna and Other Favorites in Spanish Golden Age Drama*. Completed 35-page article, "Women and Sexual Love in the Plays of Rojas Zorilla."
12. Peter S. Mellon. Articles on Horace, *Odes* 3, 11 and Aeschylus' *Prometheus Bound*.
13. Patricia Murphy. Article accepted by *Symposium* on Ballet Esthetics in the second half of the 18th century. Working on article on Rabelais and Jarry.
14. Marshall R. Nason. Grant proposals: Title IV Fellowships, Latin American Center funding, XV Seminar on Higher Education in the Americas, HEW Technical Reports.
15. George F. Peters. Submitted for publication: "The Concept

of 'Geist' in Goethe's *Divan*." In preparation: "*The Death of Virgil*: Ein Englisches Gedicht?" In progress: First year German text book (co-author).

16. William H. Roberts. In progress: translation of complete text of *Platero and I*, scheduled for publication in bilingual edition by UNM Press.

17. Alfred Rodríguez. Edition of L. Vélez de Guevara, *El Diablo Cojuelo*. Clásicos Ebro, Zaragoza; "Unas notas sobre el verdugo en la literatura española del XIX," accepted for publication in *Boletín de la Biblioteca de Menéndez Pelayo*; "El significado de lo femènino en *La Familia de Pascual Duarte* (with John Timm), accepted for publication in *Revista de Estudios Hispánicos*; "García Lorca, los gitanos y la Guardia Civil" accepted for publication by *Hispanófila*; "Shakespeare and the Anomalous 'criada' of *Bodas de Sangre*" (with John Timm), accepted for publication by *García Lorca Review*; "Spanish Literature", accepted for publication by The *Americana Annual* for 1975 edition; "Un español llamado Antonio" accepted for publication by *Boletín Informativo*; "Ante el chimpancé de Lugones" (with D. Cvitanovic), accepted for publication by *Anuario de Literatura Hispanoamericana*; "An Archetypal Factor in the Enchantment of Dulcinea" (with R. R. MacCurdy), being presently read by journal; "Hacia una interpretación de *Miau*", still being considered by *Anales Galdosianos*; "Bernarda Alba, Creation as Defiance" (with John Timm), presently being read by journal; "Cervantes, Lord Byron y Galdós", presently being considered by journal; "Juan Haldudo y la quijotización de Cervantes", (with R. R. MacCurdy), presently being considered

by journal; "Una nota a Doña Perfecta", presently being considered by journal; "Una norma estilística de Galdós: la tríade femenina" (with R. D. Aguilar, María Kelly, and R. M. Leblanc), presently being considered by journal.

18. Claude-Marie Senninger. Critical bibliographies on Anna de Noailles, Lucie Delanue-Mardnus, Francis Ponge for Cabeen, Critical Bibliography of French Literature (20th century volume); comparison of French and American universities in Informations et Documents (American Embassy in Paris).
19. Warren S. Smith, Jr. Completed second revision of Ancient Greek (elementary textbook); continued revisions and additions to Erasmus on Romans and Galatians (under consideration by University of Toronto Press.)
20. Sabine R. Ulibarrí. Preparing for publisher a collection of original short stories in Spanish with English translation, entitled Río Arriba.
21. Rosemarie Welsh. Investigation of possible cross-relationships between German and Mexican literary and sociological viewpoints and developments.
22. Julian E. White, Jr. Various projects in mediaeval Romance.

F. Activities in learned and professional societies.

1. John J. Bergen. Fourth Annual Linguistics Symposium on Romance Languages, University of Texas.
2. Garland D. Bills. Member of program committee for 1974 TESOL convention in Denver; Linguistic Symposium on Romance Languages, Austin: Southwest Areal Language and Linguistics Workshop III, Flagstaff, Arizona as paper discussant and

session Chairperson. Attended Linguistic Association of the Southwest annual meeting, Houston, November 1974 (Sociolinguistics session chairperson, chairperson of Research Committee); attended SKYLARK Southwest English Symposium and Rocky Mountain Modern Language Association annual meeting, El Paso, October 1974; attended American Association of Teachers of Spanish and Portuguese and American Council on Teaching of Foreign Languages annual meetings, Denver, November 1974; attended Linguistic Society of America annual meeting, New York, December 1974; editor of "Newsletter of the Southwest Circle."

3. Truett Book. American Association of Teachers of French at Denver. President of New Mexico AATF until October 1974. Administrative Council Alliance Française du Nouveau Mexique.
4. Rubén Cobos. World Sociolinguistics at Toronto. Sociolinguistics Symposium at Las Cruces.
5. Dinko Cvitanovic. Presented paper at XVII Congreso del Instituto Internacional de Literatura Iberoamericana in Madrid.
6. Bruno Hannemann. Rocky Mountain Modern Language Association in Denver.
7. Robert Holzapfel. International meeting of Teachers of German in Bonn, Germany.
8. Robert C. Jespersen. Delivered paper at national American Association of Teachers of German meeting in Denver, "Teaching Foreign Languages in a Variable Curriculum." Delivered paper before New Mexico AATG, "Methodische Vorschläge für German I und II an den Höheren Schuler." Attended Rocky Mountain

Modern Language Association meeting in El Paso.

9. Jack Kolbert. National Executive Council, AATF, attended and presided over national plenary meeting, Denver, November 27-30, 1974. Read a paper on a panel on Butor, MLA national congress, NYC, December 26-30, 1974. Read papers at Oklahoma State Language Association (Oct. 1974) and Texas Language Association, San Antonio, (Apr. 1974).

10. Enrique E. Lamadrid. Attended the national meeting of The American Association of Teachers of Spanish and Portuguese in Denver, November 27 through December 1.

11. Byron T. Lindsey. Papers: "Old Believers and Free Thinkers: Solzhenitsyn, Sakharov and the Literature of Russian Dissent," Rocky Mountain AAASS-ATSEEL, El Paso, April 1974; "Tolstoy and the Modernist Devils," Central Slavic Conference (AAASS), St. Louis, November 1974. Discussant, "Language Programs in the USSR," Rocky Mountain Mla-ATSEEL, El Paso, October, 1974. Secretary, New Mexico-El Paso Chapter, ATSEEL, 1974-75.

12. Raymond R. MacCurdy. Member of the Committee on Honorary Members, American Association of teachers of Spanish and Portuguese. Consultant to the National Foundation of the Humanities.

13. Peter S. Mellon. Attended National Convention of American Philological Association, December 27-30, Chicago.

14. Marshall R. Nason. Elected to National Steering Committee of Consortium for Latin American Studies (Institutional arm of the Latin American Studies Association). Attended meetings in Washington, D.C. and San Francisco. Presented

paper at the latter. Director of UNM sessions of the XIV Seminar on Higher Education in the Americas. Co-organizer of Symposium on Recent Developments in the Role of the South American Military. Presided over closing session as moderator. UNM co-organizer of Symposium on Latin American Studies and the Public School Curriculum, UNM, November, 1974.

15. George F. Peters. Seminar led at the National Meeting of the National Federation of Students of German, Gunnison, Colorado, August 19-22: Post War German Literature paper read at the annual RMMLA meeting, El Paso, October 18: Broch's Tod des Virgil.

16. William H. Roberts. President of the UNM Chapter of Phi Beta Kappa. Member of MLA Committee on Bibliography and Research. Executive Board of Phi Lambda Beta, national honorary society for Portuguese.

17. Claude-Marie Senninger. Attended AATF meeting in Denver, November, 1974. President of New Mexico AATF. Vice-President of Albuquerque Alliance Française.

18. Warren S. Smith, Jr. Paper, "Horace on the Operis Lex," delivered at meeting of Philological Association of the Pacific Coast, San Diego, November 29. Appointed state vice president of Classical Association of the Midwest and South.

19. Jack E. Tomlins. Attended Latin American Conference, Texas Tech, March, 1974, delivered paper. Attended Pacific Northwest Conference of Foreign Languages, Spokane, April, 1974, delivered paper. Attended MLA in New York in December 1974, delivered paper. Served on Executive Committee, MLA, Luso-Brazilian Section.

20. Sabine R. Ulibarrí. Addressed convention of Spanish institute, New York.

G. <u>Other professional activities.</u>

1. Garland D. Bills. Consultant, Texas Education Agency Migrant Teacher Institute, June 1974 (linguistic training for teachers of migrant children), in Lubbock, Texas. Consultant, Pan American University, Edinburg, Texas, August 1974 (evaluation and planning for linguistics program and linguistic research center).
2. Truett Book. Organizing and teaching French Class for Senior Citizens, Hospitality House, Albuquerque.
3. Rubén Cobos. Lectures on Southwest history-culture: Washington, D.C., Colorado Springs, Las Cruces, New Mexico, Las Vegas, New Mexico, Phoenix, Arizona; NMED Association, Albuquerque, New Mexico. Presided over annual meeting of the New Mexico Folklore Society in Silver City, New Mexico. Presented a paper: <u>Cultural Activities Related to Folklore</u> at the Southwestern Anthropological Conference. Santa Fe, New Mexico, March 27-29, 1975. Consultant: Southwestern Evaluation Conference for Border Programs. University of Texas at El Paso, March 13-15, El Paso, Texas. Presented two papers at American West Symposium, Grinnell College, Grinnell, Iowa, February 25-26, 1975. Consultant: U.S.D.A. U.S.A.-Mexico Infestation Program, Washington, D.C., January, 1975. Program leader, Colorado College Field Trip, Department of Anthropology, June 10-16, 1975.
4. Pelayo H. Fernández. October 3, 1974, talk to "El Paisano"

Toastmasters International on "The New World in the Eyes of the Spanish Explorers." November 21, 1974, TV Channel 5, 20-minute program on Spain.

5. Sam Guyler. October 10, 1974, lecture on sonnet to Club Culturale Italiano.
6. Robert C. Jespersen. Lecture and discussion groups at annual German Weekend in Glorietta.
7. Jack Kolbert. Assisted in certain departments in public administration, political science, etc. in assisting interns working in City Hall on municipal government. Spoke at 21 Club, for the Honors Center, for classes in sociology and political science on municipal government and politics.
8. Enrique E. Lamadrid. Consultancies and/or workshops for secondary teachers of Spanish in Boulder, Colorado; Los Angeles, California; and the following cities in Texas: El Paso, Midland, Houston, San Angelo, Beaumont, McAllen, and Laredo.
9. León J. Márquez. Off-campus talks for Civil Service Commission (Dallas, Houston, Austin, San Antonio, etc.) and for Albuquerque Public Schools. Consultancies, Department of Agriculture (San Francisco, Minneapolis, Atlanta, Washington, D.C.).
10. George F. Peters. Talk at New Mexico Highlands University, April: The Faust Myth. Presentation at annual NMAATG Meeting, December 7, 1974: Deutsche Literatur an der Höheren Schule.
11. Alfred Rodríguez. Editorial Board: Colección Maisal de

Literatura Hispánica (Madrid).

12. Claude-Marie Senninger. April, 1974, with Fernando Arrabal, directed two plays: El Triciclo (in Spanish), Le Cemetiere des Voitures (in French). Exhibit, Butor et la peinture, Fine Arts Museum. Director of Butor symposium (April, 1974).

13. Sabine R. Ulibarrí. Lectures: New York, Washington, Minneapolis, Atlanta, Houston, San Antonio, Austin, Burbank, San Francisco, Seattle, Boise, Denver, Lamar, Grand Junction.

H. Non-teaching University service.

1. John J. Bergen. Advisor of the Master of Arts in Teaching Spanish program. Coordinator of Spanish 251, 252, and 254. Member of the University Athletic Council.

2. Garland D. Bills. Department of Modern and Classical Languages graduate advisor. Modern and Classical Languages assistant chairperson until June. Member of Department of Linguistics executive committee and policy committee. Department of Linguistics library representative. Coordinator of Navajo program in Modern and Classical Languages.

3. Truett Book. Undergraduate advisor, French. Course coordinator, undergraduate French.

4. Rubén Cobos. Spanish major-minor advisor. Department coordinator, Chicano Studies.

5. Dinko Cvitanovic. Four chairmanships for doctoral dissertations. Member of ten Committees on Studies (graduate).

6. Pelayo H. Fernández. Committees on Studies: 8. Member, Committee Graduate Program, Advisory Committee, Curricula Committee. Chairman, Committee for Department Course Policy.

7. Sam Guyler. Faculty Library Committee, Phi Beta Kappa Banquet Committee. Chairman, Departmental Library Committee. Undergraduate advisor.
8. Bruno Hannemann. Library Committee, Modern and Classical Languages. Advisor, UNM German Club.
9. Robert C. Jespersen. Assistant Dean, College of Arts and Sciences. UNM Athletic Council.
10. Jack Kolbert. Graduate advisor in French.
11. Enrique E. Lamadrid. In charge of training and supervision of Spanish BA's and TA's. Undergraduate advisor. Committee on scheduling and the language laboratory. Member of three doctoral dissertation committees.
12. Byron T. Lindsey. Director, Russian language program. Chairman, Student Publications Board, spring semester. Comparative Literature Committee, Russian Studies Committee.
13. Raymond R. MacCurdy. Member of the Search Committee for the Assistant Vice-President of Academic Affairs.
14. Patricia Murphy. Arts and Sciences Dean's Tenure Advisory Committee. Various assignments for French Section. Advisory Council Alliance française.
15. Marshall R. Nason. Chairman, Ad Hoc Committee on the Faculty Senate. Officer in charge, Andean Study Center, Quito. Member, Academic Freedom and Tenure Committee. Director, Ibero-American Studies Ph. D. Program. Director, Latin American Center.
16. George F. Peters. Associate Chairman of German (Acting, Semester I, 1974-75). Second Year Coordinator. German

advisor. General Honors Council.

17. William H. Roberts. UNM Press Committee and Fine Arts Slide Committee.

18. Alfred Rodríguez. Membership: Research Allocations Committee, Research Policy Committee.

19. Claude-Marie Senninger. Exhibit: the French Novel, Fine Arts Library (December). Sponsor of French for Children program. Chairperson, Dean's Advisory Committee for Promotions. Member, Tenure Advisory Committee in Arts and Sciences.

20. Warren S. Smith, Jr. Member, Comparative Literature Committee. Student Publications Committee.

21. Jack E. Tomlins. Advisor, graduate and undergraduate, in Portuguese.

22. Sabine R. Ulibarrí. Graduate advisor.

23. Julian E. White, Jr. Assistant Chairman, Department of Modern and Classical Languages.

I. Public service.

1. Robert C. Jespersen. Board of Directors, Albuquerque Association of Children with Learning Disabilities.

2. Jack Kolbert. President, City Council of Albuquerque. Member of Board of Rio Grande Council of Governments. Member, regional Planning and Transportation Commission. Addressed graduating class of Highland High School, June 4, 1974. Addressed Chamber of Commerce, November 23, 1974 at T or C, New Mexico, National Commission on Effective Government, just appointed to Board of Urban Coalition and

will be appointed to Cabinet, Governor Jerry Apodaca. Honorary Consul of France. Member, Board of Governors, Albuquerque Chamber of Commerce.

3. Enrique E. Lamadrid. Supports several fine arts and charitable organizations in the city but does not work actively in any of them.
4. Patricia Murphy. Worked for candidate in City Council elections.
5. George F. Peters. Secretary, Downtown Neighborhoods Association. Volunteer announcer, KHFM.
6. Alfred Rodríguez. St. Vincent de Paul, St. Charles Borromeo.

The Report of the Department of Philosophy
July 1, 1974 - June 30, 1975
Paul F. Schmidt, Chairperson

I. General Departmental Information

A. Significant Achievements.

Our major achievement this year has been the creation of an alternate year visiting professorship in philosophy. This visiting professorship will enable us to enrich our faculty with a stimulating scholar/teacher whose fresh ideas and approaches will contribute to the faculty, the graduate program and students. In addition, such a roster of visiting professors in philosophy will increase the prestige of the University and establish important lines of communication from here to the larger world of scholarship.

This visiting professorship was made possible by an arrangement with Professor Paul F. Schmidt, who has agreed to take Leave Without Pay in alternate years so as to contribute his salary to the new visiting position provided exceptional financial exigencies don't occur. The Regents of the University gave their formal approval to this special plan on February 1, 1975.

The department faculty has already begun planning for this program. President Ferrel Heady in his presentation of the plan to the Regents stressed its contribution to the University and hoped the idea might be tried in other departments.

Our second achievement for this year has been the moving of the department into the fifth floor of the new Humanities Building. We were able to work with the architect on the design and with the interior decorator on the furnishings, especially in the design of the department library. The result, we think, is the finest philosophy quarters anywhere in the world. The cooperation of everyone involved: architect, administration, interior decorator, faculty, workers has been outstanding. Former Vice President Sherman Smith was a guiding spirit until his untimely death.

The furniture throughout has turned out most satisfactory especially the built-in bookshelves in the library and the skylight. We are also delighted with the watercolor paintings in the library by Emma Benderman. During this year students have made good use of the library with its beauty, quiet and books. Our collection, which is independent of Zimmerman, has been built through the gifts of several persons, the largest from Professor Alfred H. Jones, formerly of the University of Rochester, Professor Paul F. Schmidt, Professor Hubert Alexander and contributions made by students.

A continuing achievement of the department as I listen to alternative situations from my colleagues around the campus is the high degree of harmony and unity of our department faculty. In many ways this fact is our greatest achievement. We have built up a group of faculty that really work together and enjoy doing it. Lack of this isn't something you can easily repair. We are proud of it.

B. Significant Plans

In our course offerings we plan to increase the studies available in the area of Hispanic and Latin-American Philosophy. Our location makes this a natural step and with the addition of Professor Fred Sturm to our faculty we can achieve this goal since this is his area of specialization. Our present course in Hispanic and Latin-American Philosophy will be expanded to cover two semesters and special topics will be offered under appropriate titles. For example, Prof. Sturm will offer a seminar in "Contemporary Latin-American Legal Philosophy" in the fall of 1975. We hope graduate students will take advantage of these opportunities.

C. Appointments to the Staff.

Professor Fred Sturm has been appointed a full professor to replace Professor Alexander on his retirement. Professor Sturm has taught for many years at Western College for Women in Oxford, Ohio (1954-1974). He has held Fulbright grants to Brazil (1965) and China (Taiwan) 1963. His deep commitment to the Humanities, to comparative cultures of east and west, as well as his specialization in Brazil and Latin-America give promise of his contribution to our program and UNM. He has published many books and articles.

D. <u>Separations from the Staff</u>

After forty years, 1935-1975, of devoted service to UNM and Philosophy, Professor Hubert Alexander retired in June 1975. His record of teaching, research and service to UNM is outstanding. I quote from a letter to him from the University Administration. "As you approach retirement this spring, I write to express appreciation for your faithful and diligent service to the University during the forty years since you came here in 1935 as an instructor of philosophy. Upon your promotion to full professor in 1948 you began a period of fifteen years' service as chairman of the Department of Philosophy (preceded by a year as acting Chairman). To this administrative service you added participation on the University's Tidal Wave Committee in 1957-58, and leadership as chairman of two important faculty committees in critical epoch of the University's history: Faculty Policy and Curricula Committees. Beyond the campus you have participated in leadership positions of state, national, and international philosophical learned societies, thereby reflecting credit on the University. You have also reached beyond the confines of the campus through your many articles and your books: <u>Language and Thinking: A Philosophical Introduction</u> (1967) revised and republished as <u>The Language and Logic of Philosophy</u> (1972); and <u>Meaning in Language</u> (1969). No doubt your greatest satisfaction derives, however, from the guidance and inspiration you have given to a host of students throughout the years, a teacher's greatest reward."

II. Composite Information from Biographical Supplement

1. Advanced Study.

None.

2. Sabbaticals, leaves, travel, etc.

Prof. Carl Stern returned to Yale University on LWOP for the second semester to complete his doctoral dissertation.

3. New Scholastic Honors, Fellowships, etc.

None.

4. Publications.

Alexander: None.

Casalis: Review of Schutz, Structures of Life-world, Choice, Feb. 1974, p. 1882.
Review Natanson, Husserl, Choice, March 1974, p. 108.
Review of Munz, When the Golden Bough Breaks, Choice, May 1974, p. 420.
Review of Diamond, Contemporary Philosophy and Religious Thought, Choice, July 74, p. 772.

Goodman: "Is Seeing Believing" in Proceedings of the New Mexico-West Texas Philosophical Society for April 1974.
"Speech Act Theory and Mystical Discourse" in Proceedings of the Mid-America Linguistics Conference, 1974.
"On Taoism and Ecology" in Proceedings of the 9th Conference on Value Inquiry. June 75.
"An analysis of Two Perceptual Predicates", Southwestern Journal of Philosophy, accepted.
"Style, Dialectic and the Aim of Philosophy in Wittgenstein and the Taoists", Journal of Chinese Philosophy, accepted.
"A Note on Eliminative Materialism", The Journal of Critical Analysis, accepted.

Lee: Article: "The Concept of Necessity: Marx and Marcuse". Accepted for publication in the February 1975 issue of the Southwestern Journal of Philosophy.
Article-Review: of Grundprobleme der Geschichte der Antiken Wissenschaft, by Kurt Von Fritz in Journal of the History of Philosophy, Vol. XII, July 1974, No. 3.

McDermott: "The Sautrautika Arguments against the traikalyavada in the Light of Contemporary Tense Revolution," *Philosophy East and West*, April, 1974, 193-200. "Marginalia on van Heijenoort's Subject and Predicate," *Philosophy East and West*, July, 1974, 269-274.

O'Neil: *Epistemological Direct Realism in Descartes' Philosophy*, University of New Mexico Press, Sept. 1974, pp.111. "Direct Realism Revisited", *Proceedings of the New Mexico, West Texas Philosophical Association*, Fall, 1974.

Schueler: "The Notion of 'Incitement,'" *Philosophy and Rhetoric*, Vol. 7, no. 2, Spring, 1974, pp. 89-97. "Rawls on Promising," *Proceedings of the N. M. and West Texas Philosophical Society*, April, 1974. Review of "*The Sense of Language* by Cyril Welch, "*Philosophy and Rhetoric*. "Nagel on the Rationality of Prudence," - *Philosophical Studies*, accepted.

5. Other Research Projects or Creative Works.

Casalis: Completion of "The Dry and the Wet: a Semiological Analysis of Creation and Flood Myths" (56p.) to appear in SEMIOTICA (1975). Research Allocation Committee Grant (UNM)#022-812-070. Completion of "Merleau-Ponty's Philosophical Itinerary" (10p.) to appear in *The Southwestern Journal of Philosophy*, Feb. 1975. Completion of "Levi-Strauss...", to appear in *Proceedings New Mexico-West Texas Philosophical Society*.

Eilstein: Completed a comprehensive essay, "Futurity and Possibility." A comprehensive essay, "Remarks on Nominalism" (related to my projected book--"Existential Hypotheses in Science") in an advanced stage, to be completed in Spring 1975.

Evans: "Indefinite Propositional Functions." This is part of a larger work on Truth Functional Logics, now nearly complete.

Goodman:	Completed manuscript for book on the Nature of Metaphysics.
Lee:	Paper: "Domains of Growth Within a No-Growth Society" read at UNM Philosophy Club meeting and submitted to 9th Conference on Value Inquiry for reading in April and subsequent publication. Submitted article "Aristotle and Kant on Final Cause" to <u>Journal of the History of Philosophy</u>. Submitted article "Progress in Knowledge: Science and Philosophy" to <u>Journal of Critical Analysis</u>.
McDermott:	In progress: 1. Translation and philosophical assessment of a Medieval Western "speculative" grammatical text. 2. Translation and analysis of the Sa-skya pandita's treatise on logic. 3. Book on the development of Buddhist logic. Completed: Accepted for publication 1975. 1. "Towards a Pragmatics of Mantra Recitation," to appear in <u>Philosophy and Language in Indian Culture</u>. 2. Review of S. Beyer's <u>The Cult of Tara</u>, to appear in <u>Buddhist Meditation in Theory and Practice</u>, U. of Hawaii Press, 1975.
O'Neil:	Manuscript advances on the Abstractive Process at the Level of Sense.
Schmidt:	Completed a paper, "God's Subjective Aim in <u>Process and Reality</u>" at Pacific Division of American Philosophical Assoc. March 29, 1974.
Schueler:	"How to Prove 'Freedom of the Will'", paper ready for publication. "What is Moral Philosophy?", paper ready for publication. Papers in rough draft form - "Self-interested Reasons," "Moral Scepticism."
Tuttle:	Sabbatical Project: The World of Alfred Schutz, Philosopher of the Social Sciences, a book and article in preparation.

6. Activities in Learned and Professional Societies.

Alexander:	Membership on National Executive Council of Phi Sigma Tau continued. Secr.-Treas. New Mexico West Texas Philos. Soc. cont. Member Exec. Committee, Mountain-Plains Philos. Conference continued. Chmn. Nominating Comm., Southwestern Philos. Sec., New Orleans, Nov. 1974.

Casalis: Paper at Southwestern AAR meeting, Sherman, Tx., Mar. 74. Paper at APA Meeting, San Francisco, Mar. 74. Paper at N. Mex.-West Tx. Phil. Meeting, El Paso, Apr. 74. Paper at AAR National Conference, Washington, D. C., Oct. 74. Paper at Southwestern Phil. Conf. New Orleans, Nov. 74.

Goodman: "On Taoism and Ecology" - paper read at Conference on Value Inquiry, State Univ. of New York at Geneseo, April 1975. President, New Mex. - West Tx. Phil. Society.
Attended National meeting AAUP, Washington, D. C. as UNM delegate, June 75.

Lee: Read Article, "The Concept of Necessity: Marx and Marcuse" at meeting of West Tx.-New Mex. Philosophical Society in El Paso, March 74 and also at meeting of Southwestern Philosophical Society in New Orleans, Nov. 74. Delivered paper: "The Philosophical Dimensions of the Problems of the Limits to Growth" at the Spring Research Colloquium (1974) at UNM.

McDermott: Paper read-Univ. of Toronto, Mar. 26, 1974. Colloquium delivered U. of Washington, Seattle, July 22, 1974. Participation in 3 day seminar on Indian Linguistics, Toronto, September 3-5, 1974. Colloquium, Univ. of New Mex., Albuquerque, November 1974.

O'Neil: Paper, "Direct Realism Revisited: or Nobody asked Aristotle the Right Question" read at the Spring meeting of the N. M.-West Tx. Philosophical Assoc.

Schmidt: Read paper: "God's Subjective Aim in Provess and Reality" at Pacific Div., Amer. Phil. Assoc., Mar. 29, 1974.

Schueler: Paper: "What is Moral Philosophy" read at UNM Philosophy Club. Read paper: "Rawls on Promising" at annual meeting of N. Mex.-West Tx Phil. Society, El Paso, April 1974. Read paper: "How to Prove 'Freedom of the Will'", at N. M. - West Tx. Philosophical Society Meeting, April 1975.

7. Other Professional Activities.

Alexander: Member of Western Screening Committee for Fulbright-Hays applications for study in France in 1975-76. Met in San Francisco, Dec. 9, 1974. Directed annual high school essay contest for N. Mex-West Tex Philosophical Society.

Casalis: Radio appearance on new religions, KZIA, April 14, 1974. Consultant for CHOICE, Middletown, Conn.

Goodman: President, Univ. of New Mex. Chapter, American Assoc. of University Professors, 1974-76.
Vice President, New Mexico-West Texas Philosophical Society, 74-75.
Member, American Assoc of Univ. Professors, American Philosophical Assoc., Assoc. for Asian Studies, New Mexico-West Texas Philosophical Society, Phi Sigma Tau.
Attended AAUP National meeting in Washington, D. C. as UNM and New Mexico state conference delegate, May 1974.
Attended National AAUP meeting as UNM delegate, June 75, Washington, D. C.

McDermott: Co-organizer (with Professor Richard Chi, Indiana University) of Association for Buddhist Studies.

Schmidt: Manuscript reader for University of Colorado Press.

Schueler: Chairman of one session of the UNM Spring Research Symposia (April 1974).
Presented paper, "Philosophy and Ecology" at the UNM Spring Research Symposia, Apr. 1974.

Stern: Participant in symposium on "Limits to Growth."

8. Non-Teaching University Service

Alexander: Member University Community Forum continued. Faculty advisor for local chapter of Phi Sigma Tau, continued.

Casalis: Member of Graduate Advisory Committee, Phil. Dept. Member of the Religious Awareness Conference Planning Committee. Chairman, Program in Religious Studies, UNM.

Evans: Ad hoc committee on promotion in College of Arts and Sciences.

Goodman: President, UNM Chapter, AAUP.

Lee: Philosophy Department Undergraduate Advisor; member of Philosophy Department Graduate Advisory Committee.

McDermott: Chairperson, Asian Studies Minor, Academic Freedom and Tenure Committee, Arts and Sciences Tenure Advisory Committee.

O'Neil: Member, Cive President Travelstead's "Equal Pay and Opportunity" Committee Spring 1974.

Schmidt: Chairperson, Department of Philosophy; Graduate Committee; American Studies Committee; Chairperson, Honorary Degree Committee.

Stern: In charge of departmental new book orders for the library.

Tuttle: Graduate Student Advisor, Department of Philosophy.

9. Public Service.

Lee: Have conducted course (without stipend) for Honors students at Manzano High School in Asian Philosophy and Religion (Fall 1974).

McDermott: Guest Lecturer: San Francisco Zen Center. Tibetan Buddhist Mying-ma Institute, Berkeley.

O'Neil: Supportive activities at own church and for medical mission board.

Schueler: Speaker at Middletown High School commencement, June 6, 1974, Middletown, Ohio.

The Report of the Department of Physics and Astronomy

July 1, 1974 - June 30, 1975

Victor H. Regener, Chairman

I. General Departmental Information

Significant Achievements During the Academic Year 1974-75

1. Departmental Operation

The following table shows student credit hours (averages for Semester I and Semester II) for this department over the last four years, the number of graduate students in the department, and the number of degrees granted. Campus faculty of this department contributed to the teaching at the Los Alamos Graduate Center, with two faculty members commuting in Semester II.

Student Credit Hours, Physics and Astronomy

(Average, Semester I-II)

	1971-72		1972-73		1973-74		1974-75
	5,780		5,930		6,085		6,250
Increase		2.6%		2.6%		3.2%	

Number of Graduate Students Enrolled

(Semester I figures)

1971-72	1972-73	1973-74	1974-75
70	67	55	50

Number of Degrees Granted

	May 1972	May 1973	May 1974	May 1975
BS	5	12	7	5
MS	6	9	10	2
PhD	1	6	4	7

The continuing heavy involvement of the department in research is shown in the following table for 1971-72 through 1974-75. Starred figures for 1974-75 include extrapolations for the last few months, for which final data are not yet available.

		1972-73	1973-74	1974-75
(1)	Departmental budget, original figures	$391,650	$452,515	$510,551
(2)	Department budget, actual expenditures	391,650	542,515	510,551*
(3)	Sponsored research expenditures	274,139	242,500	245,000*
(4)	Overhead to University from grants and contracts	43,689	42,000	35,000*
(5)	Money for grants and contracts received during the year from outside sources	221,528	296,032	240,500
(6)	Active grants and contracts at end of year	2,396,741	545,852	760,479

2. In April of 1975 a BS degree in physics for NESEP students was approved by the Navy. The requirements for this degree conform to the college requirements of the Arts and Sciences College, and they satisfy special Navy requirements. The suggested four-year course schedule follows.

Revised 3/17/75
Corrected 4/17/75

THE UNIVERSITY OF NEW MEXICO
College of Arts and Sciences
Department of Physics and Astronomy

Bachelor of Science Degree in Physics, NESEP

1974-1975 Catalog

First Semester		Second Semester	
Phys 103 Meteorology	3	Phys 160 Gen Physics	3
Math 162 Calculus I	4	Math 163 Calculus II	4
Chem 101L Gen Chem	4	Chem 102L General Chem	4
Engl 101 Writing and Reading	3	Engr 102L Eng. Comp. Meth.	3
*Elective	3	Engl 220 Expos. Writing	3
	17		17

Summer Session

Sp 255 Publ. Disc.	3
Hist 162 Hist of U.S.	3
	6

Phys 161 Gen. Phys.	3	Phys 262 Gen. Phys.	3
Phys 163L Gen. Phys. Lab.	1	Phys 264L Gen. Phys. Lab	1
Math 264 Calculus III	4	Math 265 Vector Analy.	4
EECS 231 Dig. Comp.	2	EECS 213 Ckts & Syst.	4
Econ 200 Prin. & Probl.	3	Hist 275 Mil. Hist. U.S.	3
Pol Sci 220 Compar. Politics	3		
	16		15

Summer Session

* Elective	3
* Elective	3
	6

Phys 301 Heat & Thermo	3	Phys 302 Optics	3
Phys 303 Anal. Mech I	3	Phys 304 Anal. Mech II	3
Phys 307L Jun. Lab.	2	Phys 308L Jun. Lab.	2
Phys 400 Seminar	1	Phys 330 Atomic & Nucl.	3
Math 316 Appl. Diff. Eqn.	3	Phys 400 Seminar	1
EECS 321 Electronics I	3	Math 312 Adv. Eng. Math	3
EECS 325L El. Lab. I	2		
	17		15

Summer Session

OCS Training

Phys 305 El. & Magn. I	3	Phys 306 El. & Magn. II	3
Phys 400 Seminar	1	Phys 400 Seminar	1
Phys 430 Phys. of Matter	3	Phys 492 Contemp. Phys. II	3
Phys 491 Contemp. Phys I	3	NE 473 Rad. Meas.	3
NE 420 Fund. Nucl Eng.	3	NE 466 Nucl. Env. Anal.	3
EECS 322 Electronics II	3	4XX Science; Math, or Eng. Elective	3
	16		16

3. Review of Course Offerings

Courses at all levels were again scrutinized in the fall of 1974. Physics 155, a third semester of our General Physics series (151, 152) was deleted from our listing of courses.

II. Composite of Information Requested on Individual Biographical Supplements

1. Advanced Study

None

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

Harjit S. Ahluwalia
Travelled to Washington, D.C. to present a paper at the American Geophysical Union Spring Meeting.

Seymour S. Alpert
Completed sabbatical leave at University of Manchester Institute of Science and Technology, England, in August 1974. Worked on problems of Acoustic Spectral Analysis. Travelled to Rome, Israel, USSR, Germany, Poland, and Belgium.

Howard C. Bryant
In transit between UNM and Los Alamos in connection with our research efforts at LAMPF. Summer of 1974 was spent at Los Alamos.

William R. Davey
Moved from Brisbane, Queensland Australia in August, 1974.

John R. Green
Completed 1973-1974 sabbatical year as Fulbright Professor of Physics at the University of Jordan, Amman, Jordan.

David S. King
Presented invited paper at 19th Liege International Astrophysical Symposium (July 8-10, 1974) in Liege, Belgium. Attended conference on Pulsating Variable Star Models (July 29-30, 1974) at NASA, Goddard Space Flight Center, Greenbelt, MD.

Alan W. Peterson
Sabbatical - Mees Solar Observatory, Haleakala, Maui, Hawaii.
Experimenters meeting at Paris, France, November 20-21, 1974.
Experimenters meeting at San Francisco, Calif., October 19, 1974.
Eclipse expedition to Windy Harbor, Western Australia, June, 1974.

Derek B. Swinson
Travelled to Ireland, 3 weeks, May-June, 1974.
Travelled to Canada, 2 weeks, August, 1974.

David M. Wolfe
Attended a number of National American Physical Society Meetings.

3. New Scholastic honors, fellowships, etc.

Harjit S. Ahluwalia
Appointed to serve on the High Energy Cosmic Ray Group within the Subcommittee for the study of Travelling Interplanetary Phenomena of the Special Committee on Solar-Terrestrial Physics of the International Council of Scientific Unions (ICSU).

4. Publications

Harjit S. Ahluwalia
"Barometer Coefficient for an Underground Muon Telescope" Trans. A.G.U. 55, 388, 1974.

Seymour S. Alpert
"Intensity Fluctuation Spectroscopy of Motile Micro-Organisms," Nature 248, 162, 1974, co-authors: Dale W. Schaefer & G. E. Banks. "Light Scattering Study of the Temperature Dependence of Escheria Coli Motility", accepted for publication in the Biophysical Journal, co-authors: Dale W. Schaefer & G.E. Banks.

Charles L. Beckel
"Possible H_2+ Ultraviolet Spectrum of Jupiter", Icarus 22, 220, 1974, co-author; "Extended Huckel β Parameters Applied to Diatomic Molecules", International Journal of Quantum Chemistry, Symposium Proceedings (1974), co-author Vol. 88, 209.

Howard C. Bryant
Book Review: "The Field Concept in Contemporary Science" by Mendel Sachs, J. Opt. Soc. Am. 64, 112 (1974). "The Glory", Scientific American, 60-71, July 1974, co-author: Nelson Jarmie

Colston Chandler
"Time-dependent multichannel Coulomb scattering theory", J. Math. Phys. 15, 291-294, (1974). "Time-independent multichannel scattering theory for charged particles", J. Math. Phys. 15, 1366-1377 (1974). Both papers co-authored with A.G. Gibson.

William R. Davey
"Pulsational Stability of Stars in Thermal Imbalance. II. An Energy Approach", Astrophysical Journal 189, 113, 1974. "Pulsational Stability of Stars in Thermal Imbalance. III. Analysis in Terms of Absolute Variations", Ap. J. 191, 439, 1974. "Pulsational Stability of Stars in Thermal Imbalance. V. Bigensolutions for Quasi-Adiabatic Oscillations", Ap. J. 194, 687, 1974.

Byron D. Dieterle
"The Efficiency Versus Freon Content for a Multiwire Proportional Counter Having 3 mm Wire Spacing", Nucl. Instr. & Methods, 116, 189, 1974; co-authors: R. Heaphy & M.K. Johnson.

J.D. Finley, III.
"Local Observations of Geodesics in the Extended Kerr Manifold", J. Math. Phys. 15, 147, 1974; with Richard St. John. "Radial Charged Particle Trajectories in the Extended Reissner-Nordstrom Manifold", J. Math. Phys. 15, 1698, 1974.

John. L. Howarth
"Educational Mechanisms in Higher Confusion", International Journal of Hypercritical Obfuscation, 13, 45, 1974.

Victor H. Regener
"Destruction of Atmospheric Ozone at the Ocean Surface", Archives for Meteorology, Geophysics and Bioclimatology Series A, vol. 23, pp. 131-135, 1974. "Cosmic Rays Undergound and the Interplanetary Magnetic Field", Journal of Geophysics, vol. 40/6, pp. 761-766, 1974, co-author: Eric Regener.

Derek B. Swinson
"The Possible Influence of Jupiter on Cosmic Radiation at the Earth", J. Geophys. Res. 79, 3695-3700, 1974. "Obervaciones a Altas Ridideces, de la Tormenta de Rayos Cosmicos de Agosto, 1972", Resumen de Labores Ano 1972, 47, 21-26; Publicaciones del Instituto de Investigaciones Fisicas, Universidad Mayor de San Andres, Universidad Boliviana, La Paz, Bolivia.

David M. Wolfe
"New Measurement of the Λ Lifetime", Bull. Am. Phys. Soc. 19, No. 4 514 (1974), co-authors: E.C. Swallow, et al. "Neutron Spectra from 500 MeV Protons on ^{9}Be", Bull. Am. Phys. Soc. 19, No. 4, 594, (1974), co-authors: B. Bonner, et al.

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

Harjit S. Ahluwalia
NASA-GSFC, NGR-32-004-086, $20,860, A Study of Correlation Between IMF, the Solar Wind, and the Cosmic Ray Intensity During Forbush Decreases, 24 months, 1973-1974.

NSF, DES-74-16328, $20,400, Solar Anisotropies of Cosmic Rays, 18 months, 1974-1976.

NASA-GSFC, Work statement #36 - $3658, Solar Neutron Investigations, 11 months, 1974-1975.

UNM Research Allocations Committee, 022-112-780, $1010, Contributions of Meteorological Factors to Higher Harmonics in Cosmic Rays, 18 months, 1974-1975.

NSF, GA-36101, $20,000, Solar-Terrestrial Relationships of the Solar Anisoptropies of Cosmic Rays, 18 months, completed in March, 1974.

Seymour S. Alpert
Continuing work on NSF Grant GB-3110X which will terminate in 1975 ($41,400).

Presently writing a paper on above research and also a paper on some thermal-laser work done some years ago.

Charles L. Beckel
NASA, $2,088 - "Production, Excitation and Destruction of Molecular Hydrogen Ions", to June, 1974.

NASA, $3,800 - Infrared and Ultraviolet Theory, March 14 to December 31, 1975.

Public Health Service (Minority Schools Biomedical Support), $4,650, Theoretical Study of Adenine Nucleotides, October 1, 1974 to September 8, 1975 (assumed renewable to 1977), Faculty Participant.

AEC Contract AT(29-2)-3347, $85,000, Sept. 1974 - Sept. 1975.

AEC Contract AT(29-2)-3347, $65,228, July 1, 1973 - August 31, 1974. These contracts are held jointly with Leavitt, Dieterle, and Wolfe, and cover research by the UNM Physics Dept. at LAMPF, Los Alamos.

Colstron Chandler
SURP Contract 51-6640, 1 July, 1973 to 30 June, 1974, $25,231, "An Investigation of Multichannel Quantum Scattering Theory".

"Invariance Principle for Scattering with Long Range (and other) Potentials", submitted for publication, co-author: A.G. Gibson.

Christopher Dean
Development and write-up of Acoustic demonstration equipment continuing.

Development of hardware and software for computer production of animated line drawings, to produce teaching aids.

Byron D. Dieterle
SURP (Sandia-University Research Program), $18,000, "Development of Neutron Detectors with Fast Timing and Good Spatial Resolution II", 1 year completed July 1, 1974.

AEC, "Nucleon Physics Studies at Intermediate Energies" (with Bryant, Leavitt, Wolfe), ongoing in duration, $80,000.

John L. Howarth
Continuing research in psycholphysical problems in color vision.

Research in radiobiological problems in collaboration with Dr. Robert Anderson, Dept. of Pathology, UNM School of Medicine; sponsored by various NIH grants through the School of Medicine.

David S. King
Research in Stellar Pulsation Theory has continued with a NSF grant in the amount of $15,800.

Three papers are in press as a result of this research: "Applications of Linear Pulsation Theory to the Cepheid Mass Problem and the Double Mode Cepheids" (to appear in Jan. 15, 1975 issue of Astrophysical Journal, b). "Comments on the Pulsation of Double Mode Cepheids" (to appear in the proceedings of the 19 Liege International Symposium, 1975). "Pulsation of Double Mode Cepheids and Comments on the Problem of Cepheid Masses" (to appear in Proceedings of the Goddard Conference on Pulsating Star Models, 1975).

Alan W. Peterson
NASA NGR 32-004-068, $162,565, "Thermal Radiation from Interplanetary Dust", 4/1/68 to 3/1/75.

NASA/GSFC, WS #27, 41 $7,756, "Infrared Airglow Study with Image Intensities" 5/25/73 to 5/31/75.

NSF GA-36671, $40,700, "Solar Terrestrial Research", 12/15/72 to 4/30/75.

NASA/AMES $30,500, "Photography of Infrared Airglow for the Convair 990 Airborne Laboratory during Space Shuttle Simulation", 10/15/74 to 10/14/75.

Victor H. Regener
A number of projects, sponsored and unsponsored. "Binary Pulsar", International Astronomical Union Circular No. 2714, November 2, 1974, co-author: Richard St. John.

Derek B. Swinson
Work continued on NSF grant GA-30591 entitled "Cosmic Ray Anisotropies in Interplanetary Space at High Rigidities", Cumulative grant amount $107,400 from 9/1/71 to 5/31/76.

David M. Wolfe
AEC contract AT(29-2) 3375 for 1 September, 1973 to August, 1974. $85,000 principal investigators: Bryant, Dieterle, Leavitt, Wolfe.

6. Activities in learned and professional societies.

Harjit S. Ahluwalia
Attended the 55th Annual Meeting of the American Geophysical Union at Washington, D.C., April 8-12, 1974, a paper was presented.
Sigma Chi Meeting, Albuquerque, New Mexico, April 29, 1974.

Seymour S. Alpert
Attended in March, 1974, a meeting at MIT entitled "Laser Scattering from Biological Materials." Read paper entitled "Laser Scattering from Hemoglobin."

Howard C. Bryant

American Physical Society-Optical Society of America, April, 1974. Washington, D.C.
LAMPF Users Meeting, November, 1974, Los Alamos.
"Neutron Spectra from 647 MeV Protons on ^{9}Be.", Bull. Amer. Phys. Soc. II, 594 (1974) (abstract), co-authors: B. Bonner, et al.
"Neutron Spectra from Proton Bombardment of Deuterium at 647 and 800 MeV", International Conference on Few Body Problems in Nuclear and Particle Physics, Laval University, Quebec, August, 1974. co-authors: C.S. Bjork, et al.
"Measurement of the 0¼ Neutron Spectrum from the Reaction $p+p \rightarrow n + p + \pi^+$ at Tp = 764 MeV," Few Body Conference, Laval University, Quebec, August 1974. Co-authors: B.B. Bonner, et al.
"Precision Measurement of n - p Charge Exchange Cross Section at MeV," Few Body Conference, Laval University, Quebec, August, 1974. Co-authors: L.G. Northcliffe, et al.

Colston Chandler

Paper presented at 1974 annual meeting of the American Physical Society, Feb., 1974 "Some Rigorous Results in Multichannel Scattering Theory", Bull, Am. Math Soc. 19, 88 (1974).

Christopher Dean

Attended conference on the Teaching of Acoustics and the Physics of Sound and Music, Iowa City, Iowa, April 5 and 6, 1974. Read paper: "Pulse Demonstrations of the Acoustics of Pipes".

Byron D. Dieterle

Following papers presented: (a) "Neutron Spectra from Proton Bombardment of Deuterium at 647 and 800 MeV, presented at the Few Body Conference at the University Laval, Quebec, August 27-31, co-authors: C. Bjork, et al. (b) "Measurement of the 0° Neutron Spectrum from the Reaction pp np $^+$ at Tp = 764 NeV," presented at the Few Body Conference at the University Laval, Quebec, August 27-31, 1974, co-authors: Bonner, et al., (c) "Precision Measurement of n - p Charge Exchange Cross Section at 640 MeV," presented at the Few Body Conference at the University Laval, Quebec, August 27-31, 1974, co-authors: Northcliffe et al.

J. D. Finley, III

Attendance at Seventh Texas Symposium on Relativistic Astrophysics, Dallas, Texas, December 16-20, 1974.

John L. Howarth

Meeting of National Collegiate Honors Council, St. Louis, Missouri, October 31-November 2, 1974.

David S. King

Elected Treasurer of Sigma Xi.

David M. Wolfe

1. Attended a number of National American Physical Society meetings.
2. West Coast Program Chairman, Forum of Physics and Society, American Physical Society.
3. Following papers were presented: (a) "Neutron Spectra from Proton Bombardment of Deuterium at 647 and 800 MeV," presented at the Few Body Conference at the Universite Laval, Quebec, August 27-31, 1974, co-authors: C. Bjork, et al., (b) "Measurement of the 0° Neutron Spectrum from the Reaction $pp \rightarrow np\pi^+$ at Tp = 764 MeV," presented at the Few Body Conference at the Universite Laval, Quebec, August 27-31, 1974, co-authors: Bonner, et al., (c) "Precision Measurement of n-p Charge-Exchange Cross Section at 640 MeV," presented at the Few Body Conference at the Universite Laval, Quebec, August 27-31, 1974, co-authors: Northcliffe, et al.

7. Other professional activities (exhibits, concerts, dramatic production, off-campus talks, radio or TV appearances, consultancies, industrial designs, patents, etc.)

Harjit S. Ahluwalia

1. Gave slide-show talks on Machhu-Pichhu, The Lost City of the Incas to (a) Students' Union of New Mexico Institute of Mining and Technology at Socorro, and (b) the Kiwanis Club of Albuquerque.
2. Am a referee for the J.G.R. (Space Physics) and the Bulletin of Calcutta Mathematical Society.
3. Am a reviewer for the research proposals submitted to the Division of Atmospheric Sciences of the National Science Foundation.
4. I also acted as a reviewer for the Geophysics Research Board of the National Academy of Science.

Seymour S. Alpert

1. Lead colloquium, University of Manchester Inst. of Science and Technology, April, 1974 on Laser scattering.
2. Lead colloquium, University of Sussex, England, March, 1974 on Laser scattering.
3. Gave talk on travel experiences to UNM Physics Dept., 13 December, 1974.

Charles L. Beckel

1. "Very Small and Very Large Molcules," UNM Physics Dept. Colloquium, March 8, 1974.
2. "Theoretical Studies of Biological Molecules," Seminar, Lovelace Foundation Inhalation Toxicology Research Inst., July 18, 1974.
3. Consultant, Dikewood Corp.
4. Reviewer for Addison-Wesley Publishing Company

Howard C. Bryant

1. Defense of Proposal 200, "A Study of the Photodetachment Spectrum of H^- in the Vicinity of 11 eV," before the LAMPF Program Advisory Committee, 9 November, 1974.*
2. Colloquium on same subject presented at UNM, 6 September, 1974.
3. Referee for American Journal of Physics.

*Proposal was accepted

Byron D. Dieterle

1. Elected chairman of Area B. User Group at LAMPF in Los Alamos.
2. Colloquium (with D. Wolfe) given November 8, 1974 at LAMPF - "Progress report on Experiment 124: A Study of the Reaction $p + p \rightarrow n + p + \pi^+$".

J. D. Finley

1. "Black Holes and Other Singularities," invited colloquium at Los Alamos, July, 1973 (omitted from last years' supplement).

John L. Howarth

1. Consultant: Veterans' Administration Hospital, Lovelace Clinic, Albuquerque, and to a number of radiologists and dermatologists in New Mexico.
2. Various talks before civic groups, TV appearances, etc.

David S. King

1. Taught course in community college during spring of 1974.

Alan W. Peterson

1. Seminar given at Mees Solar Observatory, December, 1974.

Derek B. Swinson

1. Acted in two plays at Albq. Little Theater, and one with Albq. Classics Theater.
2. Presented two TV programs on KNME TV, one on physics and skiing, one on Irish music.
3. Presented two programs of music for A.P.S. Teachers Meetings.
4. Consulted with various attorneys on accident reconstruction.

8. Non-teaching University service (administrative, committee work, faculty advisor, etc.)

Harjit S. Ahluwalia

1. Member of UNM Standing Committees on (a) Research Allocations, (b) Research Policy and its Subcommittee on Overheads.
2. Member of UNM Science Colloquium Committee.
3. Member of departmental committees on (a) Public Relations, (b) Graduate Students.
4. In charge of Departmental Colloquia,
5. Chairman of one student study committee and member of four.
6. Advised fifteen students.

Charles L. Beckel

1. Chairman, Research Policy Committee, 1974-75.
2. Member: Energy Research Center Advisory Committee
3. Member, Executive Committee, Biomedical Sciences Advancement(MSSS) Program.

Howard C. Bryant

1. Dean's Promotion Advisory Committee member, 1973-1974, 1974-1975.
2. Radiation Protection Committee member, 1973-1974, 1974-1975.
3. Physics and Astronomy Dept. Public Relations Committee, Chairman, 1973-1974, 1974-1975.

Colston Chandler

1. Member of Curricula Committee until June, 1974.

Christopher Dean

1. Member of committees guiding graduate students.
2. Member departmental graduate committee.
3. Chairman, departmental graduate committee.

Byron D. Dieterle

1. Radiation Control Committee

J. D. Finley

1. Continuing on Faculty Library Committee, Department Library Liaison, Dept.
2. Dept. Graduate Committee and Dept. Undergraduate Committee.
3. Dept. Undergraduate Faculty advisor for all majors.

John R. Green

1. Fall, 1974: Budget Review Subcommittee
2. Retirement and Insurance Committee.
3. Physics Department Graduate Committee (Chairman).

John L. Howarth

1. Director, General Honors and Undergraduate Seminar Programs.
2. Member of University Community Forum.
3. General Honors Council (chairperson).
4. Committee on Academic Freedom and Tenure
5. Physics and Astronomy Dept. Undergraduate Committee.
6. Veterans Administration Hospital Nuclear Medicine Committee.
7. Committee for Shapiro Book Contest, Zimmerman Library.

David S. King

1. Served on Academic Freedom and Tenure Committee.

Victor H. Regener

1. Chairperson, Dept. of Physics and Astronomy.
2. Chairperson, Faculty Policy Committee.

Derek B. Swinson

1. Chairman, Physics Dept. Committee for Lower Division Laboratories.
2. Faculty Advisor UNM Folksong Club.
3. Director of Freshman/Sophomore Labs.

Roy Thomas
1. Library Committee.

David M. Wolfe
1. Chairman, Departmental Undergraduate Committee.
2. Member, Departmental Graduate Committee.

9. Public service (church activities, Community Chest, Boy Scouts, etc.)

Harjit S. Ahluwalia
Was a judge and chairman of Junior section on Physical Sciences at the 22nd New Mexico Science and Engineering Fair at Socorro, New Mexico

Seymour S. Alpert
Teach Monte Vista Elementary teachers twice monthly on concepts and methods of physics.

Charles L. Beckel
Member of the Executive Committee and Chairman of the Research Committee for the Kidney Foundation of New Mexico, Inc.

Howard C. Bryant
Served on a panel, "Parents of Exceptional Children," for medical students, UNM, 13 November, 1974.

Colston Chandler
Inservice training for teachers at Monte Vista Elementary School during fall semester, 1974.

Christopher Dean
State Judge, Science Fair.

Derek B. Swinson
Ski Instructor at Sandia Peak ski area.

David M. Wolfe
Co-taught (with C. Chandler) in-service training in science for elementary school students at Monte Vista School.

10. Personal information (any change in marital status, number of children, citizenship, military status, etc.)

Seymour S. Alpert
Separated, divorce pending.

William R. Davey
Separated from wife and two youngest children in September, 1974; will be divorced in February, 1975. Am Living with two oldest children.

The Report of the Department of Political Science

July 1, 1974 - June 30, 1975

Edwin C. Hoyt, Chairperson

I. General Departmental Information

The department gave considerable thought this year to ways in which we can promote greater cooperation between our department and the division of Public Administration. Many of our undergraduate majors are interested in careers in Public Administration, and the Master's Degree program in Public Administration attracts more students than the M.A. in Political Science because the Public Administration channel seems to lead more directly to job opportunities. On the other hand, Public Administration students wishing to pursue the Ph.D. must enroll in Political Science. The two departments will be cooperating on a program of offerings for the new UNM graduate center in Santa Fe. It is expected that many state employees will be interested in courses in political science and public administration, and that we will be teaching some courses there on a regular basis. We will also be cooperating in the development of an undergraduate statistics course suitable for master's degree candidates in Public Administration, somewhat less intensive than what is needed by Political Science graduate students, but also useful to our undergraduate majors, for whom it will be an elective. The two new faculty appointed for next fall are both interested in developing this kind of course. The department appointed a committee to work with Professor Stitelman, director of the Division of Public Administration, on ways to promote cooperation, and we have recommended that the faculty in Public Administration, other than Professors Heady and Rosenthal who already have tenure in political science, be given joint appointments as a way of stimulating closer relations. We will also consider their graduate students as candidates for assistantships in political science.

In connection with the study of our graduate program, pursuant to Dean Spolsky's request for reports from all departments, political science has given additional thought to the three areas recognized to be suitable for special emphasis in New Mexico - Latin American politics, multicultural politics and natural resource policies. One of our new faculty members has an interest in Inter-American affairs, and as funds and vacancies become available, we will be trying to add further to our expertise in these areas. We are left temporarily short-handed in multicultural politics, however, by Professor Garcia's halftime appointment at the end of the academic year as Assistant Dean of Arts and Sciences. Continuing efforts are being made to attract a competent person who is an authority in the natural resource policy field. It was hoped that the Directorship of the Division of Government Research (ISRAD) could fund one half this person's salary. It is a field in which grant money is available and we will renew these efforts.

Attention was given this year to restructuring our courses in Statistics and Research Methods, with a view to coordinating the statistics offering with Sociology, so that both departments can use the same course. Course numbers and descriptions were revised accordingly. In hiring new faculty attention was paid to this and both of the new faculty hired have an interest in teaching Statistics and Research Methods at the undergraduate as well as the graduate level. Another new course developed by our department, which will be cross-listed in Inter-American affairs and in Economics, Sociology and History is entitled "Latin America through Film" and will be taught by Karen Remmer.

We took the opportunity this year to appoint Mr. Herb Smith, formerly Albuquerque City Manager and candidate for mayor, a visiting member of our faculty. He taught City Planning Methods and a course in Urban Politics in New Mexico. This was an unique opportunity to offer students the chance to work with someone both trained academically in urban planning and administration and having a fund

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of practical experience in politics.

James Ray, Ph.D., University of Michigan, 1974, who has been on the faculty at the State University of New York at Fredonia, was appointed Assistant Professor of Political Science as of August, 1975. His areas of emphasis are international politics, statistical methods and international relations.

Thomas Lane Hurley, Ph.D. candidate at Florida State University, was appointed Assistant Professor of Political Science effective August, 1975. His fields are American politics, statistical methods, public opinion and voting behavior.

The only separation from our regular faculty was Assistant Professor Judd Conway. He has decided to study law.

II. Composite of Information Requested on Individual Biographical Supplements

1. John Ehrenberg was awarded the Ph.D. by Stanford University. Dissertation title was "Proudhon".

2. Professor Harold Rhodes was on sabbatical during Semester II, 1974-75. Harry Stumpf was on leave of absence for the year. He was Visiting Professor of Political Science at the University of Minnesota.

3. Publications.

Two books were published by faculty in the department: <u>The Other Side of the Law: Community Politics and Legal Services</u>, by Harry Stumpf, was published in 1975 by

Sage Publications (approximately 300 pages). La Causa Politica: A Chicano Politics Reader, by Chris Garcia, was published in the fall of 1974 by Notre Dame University Press. In addition, a number of articles by members of the department were published in professional journals, as follows:

Paul Hain:	"Lawyers and Politics Revisited: Structural Advantages of Lawyer-Politicians", American Journal of Political Science, February, 1975, pp. 41-51.
Peter Lupsha:	"Constraints on Urban Leadership", in Hawley and Rogers, Ed., Improving the Quality of Urban Management (Sage Publications, 1974).
Martin Needler:	"Detente: Impetus for Change in Latin America?", Journal of International Affairs, Fall, 1974. "The Causality of the Latin American coup d'Etat: Some Numbers, Some Speculations", in Schmidt and Dorfman, Eds., Soldiers In Politics, Geron-X, 1974. "A Hopeful Sign for United States-Latin American Relations: the Linowitz Report", Intellect, May-June, 1975. "Military Motivations in the Seizure of Power", Latin American Research Review.
J. Sorenson:	"Nuclear Deterrence and Japan's Defense", Asian Review, November-December, 1974, pp. 55-69.

4. Grants for Continuing Research.

Professor Peter Lupsha has the following grants:

State of New Mexico, $31,000, "Optimal Energy Taxation for the State of New Mexico., - with Gerald Boyle, Economics - July, 1975-July, 1976.

Water Resources Research Institute, $31,000, "Citizen Attitudes and Water Use in the City of Albuquerque," -- with Don Schlegel, Architecture. 2nd year of grant, 1973-Sept., 1975.

City of Los Alamos, $1,000, "Survey of Citizen Attitudes Towards City Policies," 1 year, January-December, 1974.

5. Paul Hain and Peter Lupsha both presented papers at the meeting of the Midwestern Political Science Association in May 1975. Professor Lupsha presented a paper at the Western Political Science Association meeting in April 1975, and both he and Professor Garcia were panel chairmen at that meeting. Professor Lupsha is a member of the Nominating Committee of the Western Political Science Association, and Professor Garcia is a member of the Executive Committee of the Western Social Science Association.

6. Professor Rhodes was a regular commentator on state politics for KGGM-TV during the fall semester. Professor Needler testified March 1, 1975 on U.S. Policy in Latin America, by invitation of the Committee on Western Hemisphere Affairs of the Senate Foreign Relations Committee. On April 1, he gave a talk at Northwestern University, Evanston, Illinois.

7. Professor Garcia was Chairman of the Faculty Committee on Continuing Education. Professor Hain was a member of the Budget Review Committee of the Faculty Policy Committee. Professor Lupsha served on the Dean's Promotion Advisory Committee in Arts and Sciences, and Professor Sickels was a member of the Dean's Tenure Advisory Committee.

The Report of the Department of Psychology
July 1, 1974 - June 30, 1975
Frank A. Logan, Chairman
Sidney Rosenblum, Assistant Chairman

Introduction and Summary. The department's programs continued at approximately the same levels as in recent years, but this was accomplished by a large dependence on part-time personnel. There were no major changes in either the undergraduate or graduate programs, and our research and service activities continued to be vigorous. Our long-standing problem of an exorbitant student/faculty ratio and our need to solidify our graduate training in the clinical area remain unresolved. A change in command is being effected for next year, but without any significant change in our long-range goals. Concern about the level of state and federal support is grave and we eagerly await evidence that new top administrations at both levels will improve these. To sum up metaphorically, we have been in a safe holding pattern and are ready to take off to a still higher level of excellence when given the resources.

I. General Department Information

A. Undergraduate Education. At the undergraduate level, the department handled a total enrollment of 3577 students in introductory lectures (of whom 1537 participated in the optional additional laboratory hour), and 4424 in advanced courses (of whom 158 participated in the advanced laboratory courses). This represents a decrease of one-half of one percent from the previous year, resulting primarily from our being forced to turn away students. The graduating classes of 1974-75 included 129 Psychology majors and 71 Psychology minors. Departmental honors were awarded to:Donna Best, Thomas Hinton, Karen Huthsing, Charna Lefton, Timothy Steider, and Timothy Strongin. Based on our budgeted FTE staff of 17.8, the above figures represent approximately a 45:1 student/faculty ratio. Based on our functional staff of 15.8 for the year, the ratio would be approximately 51:1.

The above figures are somewhat misleading because we were able to call upon part-time assistance from people in other colleges of the university and from the community to handle about thirty percent of the SCH involved. Although we are fortunate to have qualified people available for this purpose, the situation is unhealthy in the sense of providing continuity to our programs. We are also morally opposed to turning students away from courses, particularly Introductory Psychology and required advanced laboratories, but our efforts to document the magnitude of the problem is somewhat thwarted by the fact that students do not apply for courses that have been officially closed.

There were no substantive changes in the undergraduate curriculum, but this is under constant review in relation to the personnel available and student interests. The program appears to be well designed at this time, and the major problem is offering enough sections of the most popular courses to accommodate the demand.

B. <u>Graduate Education</u>. At the exclusively graduate level, the department handled a total enrollment of 372 distributed among 56 registered students. These figures represent a continuation of our policy of restricting graduate enrollment to about a 3:1 student/faculty ratio.

The Master's Degree was conferred upon nine candidates: Karen B. Domino, William E. Foote, Robert W. Goodkind, Flynn O'Malley, Sarah K. Gaughan, Nancy B. Lee, Richard G. Marriott, Elliot J. Rapoport, and Kathryn A. Spiering.

The Doctoral Degree was conferred upon four candidates:

August 1974

Linneman, Harry C. Adviser: Karl P. Koenig	Cognitive manipulation of test anxiety: Effects of false meter feedback and expectancy instructions

August 1974 (cont.)

Silleroy Rene S. Adviser: Peder J. Johnson	Factors influencing concept task and inference task performance

December 1974

Hunt, Robert Reed, Jr. Adviser: Henry C. Ellis	The role of context cues in recognition memory
Toppino, Thomas C. Adviser: Peder J. Johnson	The inferential component of children's hypothesis testing behavior

Financial support for graduate students is not only a continuing problem, but is exacerbated by the delay in obtaining definitive information. (This is true nationally as well as locally.) Nevertheless, we were able to provide some support for most of our students, 14 as teaching assistants, 13 as research assistants, 8 as trainees, and 4 with tuition scholarships. Another 8 students were supported in the context of local clinical facilities. It is ironic that the stipends for graduate students are being appropriately increased while the funds appropriated for this purpose are being decreased. It is also difficult for those with fixed or reduced research grants to match the pay scales being imposed and still maintain their programs at the intended level. We were unable to attract many of our most qualified and interested applicants because of lack of financial support. Which is worse, support for graduate education appears to be decreasing for at least the next few years. As a faculty, however, we continue our resolve to maintain a quality program.

There were no major changes in the nature of the program during the year. An increasing proportion of our students are augmenting their training in applied areas, especially Clinical Psychology, where we hope to add new faculty next year. Some progress has been made in consolidating graduate seminars and thereby team-teaching them. The results have been beneficial for both students and faculty.

C. Staff. The voting faculty of the department numbered 19 during the 1974-75 academic year, composed of Professors Benedetti, Ellis, Ferraro, Grice, Logan, Norman, Rhodes, and Rosenblum; Associate Professors Feeney, Harris, Johnson, Koenig, Roll, and Ruebush; and Assistant Professors Conrad, Friden, Gluck, Kottler, and Parsons. (This is a decrease of one because of the late resignation of Irwin.) Of these, Benedetti served as Associate Dean of the Graduate School, Norman served as Associate Dean of the College of Arts and Sciences, and Ruebush's primary commitment remained with the Department of Psychiatry. Our budgeted FTE faculty was 17.8 and, recognizing leaves, the functional FTE faculty was 15.8.

Of the above, Carol Conrad (PhD., University of Oregon, 1972) assumed her role as Assistant Professor in August, 1974. Affiliated faculty during the year were: Professor L. M. Libo; Associate Professor A. T. Quenk; Adjunct Associate Professors A. Bruner, B. E. Porch, and J. Schenkel; and Assistant Professors J. P. Cardillo, P. W. Day, and S. B. Snyder. William H. Lyle, Jr., (Ph.D., Ohio State University, 1953) was a Visiting Professor during the Spring semester. Part-time faculty during the year were: Drs. Donald Flammer, Frances Koenig, Marcia Landau, and Vera John-Steiner.

Five promotions were approved: Peder Johnson, Karl Koenig, and Britton Ruebush to the rank of Professor; and Tom Friden and John Gluck to the rank of Associate Professor (with presumption of tenure). However, Koenig has accepted a transfer to the Department of Psychiatry although he will retain an official status in the Department of Psychology and continue to provide vital training opportunities in experimental psychotherapy. In addition, Paul Kottler announced his resignation from the faculty, which seriously depletes our potential for training in psychochemistry.

This reduction in faculty is partly offset by the appointment of Harold Delaney (Ph.D., University of North Carolina, 1975) and Frances Harnick (Ph.D., Johns Hopkins University, 1975) as Assistant Professors (without immediate presumption of tenure) to begin in the Fall of 1975. The former will importantly augment our training in statistics and mathematical psychology, especially learning, and the latter will significantly reinforce our program in developmental psychology, especially in the educational area. However, we were unable to fill two authorized positions in Clinical Psychology, one at the senior and one at the junior levels. The major difficulty with the former is our lack of a competitive salary scale; the difficulty with the latter was the lateness with which we instituted a search. These remain our highest priorities although a replacement in the physiological area is also imperative.

D. Colloquia. Distinguished speakers in our colloquium series during the year were: Nancy A. Frost (Princeton University), Gregory A. Kimble (University of Colorado), David Krantz (Lake Forest College), and Stephen J. Suomi (University of Wisconsin). In addition, applicants for faculty positions at both the senior and junior levels presented colloquia. These were: Rosalind Cartwright (University of Illinois), Harold D. Delaney (University of North Carolina), Jaime Diaz (UCLA), Frances Harnick (Johns Hopkins University), Janice Keenan (University of Colorado), Kathleen McCluskey (University of Kansas), Joel Redfield (SUNY, Stony Brook), David C. Rimm (Southern Illinoi University), Ted Rosenthal (University of Arizona), and Henry Wellman (University of Minnesota). Overall, this important adjunct to our regular programs was invaluable in adding breadth of exposure. What is needed most in this context is to involve more of our local people, particularly affiliated faculty, in this program.

E. Research. It seems fitting to place some focus on the research activities of the department. The bare statistics that we published 39 major articles or monographs, and garnered some $260,000 in extramural support hardly do justice to this enterprise. It is especially important to counter the impression that we are a "rat" psychology department because of the specific interests of the chairman. It would require too much space for this report to detail the types of ongoing research, but perhaps a simple identification of the work in progress will give a better impression of the breadth of activities in which we are involved.

A logical beginning is the effects of early experience on adult behavior and particularly the techniques that might reverse the deleterious effects of deprived environments. Somewhat related to this is the effect of uncontrollable aversive events on adaptive behavior. At presumably the most basic level, we have studies of reaction time of humans in both simple and discriminated procedures. An intriguing question is the "space" of color, and the possibility of describing this according to Euclidean principles. There is ongoing research on the effects of drugs on behavior, including long-term effects and concurrent stimulus control by the drug. Research on competition includes dominance in animals and cooperation or defection in experimental social psychological games in humans. Basic research on human learning and memory concerns encoding and decoding strategies, and work in psycholinguistics involves the importance of contextual information in these processes. At the still more cognitive level, we are doing research into the way in which rules for the formation of concepts are learned. We are also studying the manner in which imagery affects learning and memory.

There are many projects that involve rather unique human experiences. One concerns sexual identity in relation to biological and environmental influences; another concerns learning disabilities also resulting from genetic and environmental influences. There are studies of emotionally disturbed children and the acquisition of self-control. Ongoing research includes the determination of the causes and possible control of epilepsy and migraine headaches. Our faculty studies the role of dreams, the motives of sex molesters, and the importance of humor in normal behavior. We are engaged in the major enterprise of analyzing the value of behavior therapy using conditioning techniques. And closest to home, we are working on studies of grading practices and teacher evaluation.

The above account is not complete with respect to the range of research activities in which the department is engaged. It is, however, illustrative of the wide variety of problems with which we are collectively concerned. It is our hope that greater support and appreciation will be forthcoming for these endeavors.

F. Service. Our service activities continued at a very high level. These included Agora, the Psychiatric Intern program, Programs for Children, Child Guidance Center, Manzanita Center, Counseling Center, Computer Center, Animal Control Facility, religious organizations, athletic organizations, cultural organizations, the New Mexico Psychological Association, the New Mexico Board of Psychologist Examiners, the Veterans Administration, hospitals at Las Vegas and Los Lunas, the State Penitentiary, the Rocky Mountain Psychological Association, the Southwestern Psychological Association, the American Psychological Association, and the Society of Experimental Psychologists. All of our faculty were involved in one or more of these functions.

In addition, eleven of our faculty served as special consultants to the New Mexico State Hospital in a new colloquium arrangement that proved to be highly successful. We participated in the screening process for a new university president, and in the overall evaluation of the quality of graduate training programs at UNM. In sum, we continue to be highly visible at all levels of service functions.

G. Space. Our only space problems were resolved this year by the addition of dog runs and non-human primate facilities to the roof area of our building. These have been inspected and approved, and hence we now have adequate space for housing experimental animals. In keeping with Parkinson's Law, we have expanded to consume the available space, but will be able to contract in order to accommodate any new faculty that we are authorized.

H. Administration and Support. Frank Logan served as chairman and Sidney Rosenblum as assistant chairman during the year, and all faculty participated in the administration of the department by serving on various internal committees. We also held several meetings to discuss the sometimes autocratic nature of the decision-making process, especially regarding fiscal matters. These interchanges were healthy and are recommended periodically for the future.

For primarily personal reasons and the growing conviction that the effective life of a chairman is limited, Logan resigned as chairman in order to pursue his teaching, research, and service activities. Fortunately, there were several well-qualified people on the faculty and no outside search was required; after consultation with faculty and students, the Dean appointed Henry C. Ellis as chairman beginning in the Fall, 1975. Concurrently, for similar reasons, Rosenblum resigned as assistant chairman. John Gluck agreed to accept this exceptionally important role, which Rosenblum has filled so well over recent years.

(I trust I may be allowed to say, parenthetically, that my tenure as chairman has been a very rewarding one. Differences of opinion there have been, to be sure, and budgetary restraints have hampered our progress, but I have never felt that there was serious divisiveness or animosity among the faculty, or doubt about the basic integrity of our procedures. We all share my pride in what has been accomplished and make the same commitment for the future.)

Eleanor Orth served the department in more ways than described by her title as Office Manager; she not only supervised routine secretarial affairs, she served as overseer of our building, advisor to students and faculty, and monitor of our numerous budgetary accounts. (Again, I want to go parenthetically in order to record my inestimable appreciation for Mrs. Orth's loyalty both to me personally and to the department generally.) Elna Parks continued beyond regular retirement age in order to serve in a part-time role as secretary to the department and Professor Grice, but is now retiring after many years of dedicated service. Yvonne Parsons continued as secretary to Professors Ferraro and Gluck. LaNelle Ruebush joined the department as secretary and receptionist. Other secretaries working during part of the year were Gwynne Byers, Patricia Chance, and Sandra Edwards. Ector Estrada continued to supervise the animal facilities and Jerry Bemis to supervise the shop facilities. In addition, during various portions of the year, the following people served as part-time clerical or animal technicians: Nancy Castillo, John Felix, John Green, Leah Gutierrez, Richard Hebert, Margaret Hines, Karen Koster, Margaret Levinson, Christine Montano, Elaine Stephens, and Peggy Yates.

I. Summary. This was a good, but not a great year for the Department of Psychology. It would have been the latter had we been able to locate appropriate people for our two authorized positions in Clinical Psychology. While prospects for these are being considered for next year, the curricula have been covered and research and service activities continue at an accelerating pace. A change in departmental administration has been effected smoothly. If the level of financial support can be brought into line with the size and quality of our program, we can look forward optimistically.

	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	72-73	73-74	74-75
Faculty Information											
Voting faculty (total)	7	10	12	12	14	15	17	18	20	20	19
Professors	2	2	2	4	5	7	7	7	7	8	8
Associate Professors	4	4	4	5	4	4	5	5	6	6	6
Assistant Professors	1	4	5	4	5	4	5	6	7	6	5
Budgeted FTE faculty	8	9	10	11	13	13	14	16.3	18.3	18.3	17.8
FTE faculty minus leaves	8	9	10	11	13	13	14	14	16.3	16.3	15.8
Faculty turnover (total)	0	0	1	0	0	0	1	0	0	2	1
Resignations	0	0	1	0	0	0	0	0	0	2	1
Tenure denials	0	0	0	0	0	0	1	0	0	0	0
Deaths and Retirements	0	0	0	0	0	0	0	0	0	0	0
Number of faculty engaged in											
Lower division teaching									11	11	11
Upper division teaching									14	16	16
Graduate teaching									16	19	14
Thesis/dissertation supervision									9	12	14
Undergraduate Education											
Introductory enrollment	1900	2200	2300	2450	2650	2850	3565	3580	3728	3318	3577
Optional laboratories		800	830	908	880	1150	1648	1883	1844	1401	1537
Advanced enrollment	1500	1500	1750	1600	1800	2050	3324	4019	4749	4902	4424
Optional laboratories		90	83	72	105	110	209	151	159	159	158
Graduating Majors	34	52	40	44	48	49	70	64	99	107	129
Graduating Minors		48	49	54	42	48	50	31	63	30	71
Graduate Education											
Graduate enrollment	160	200	200	250	300	250	300	413	459	432	372
Graduate assistants (budgeted)	8	9	10	10	10	11	11	11	12	13	14
Graduate assistants (authorized)						13	13	14	14	13	14
Research assistants	4	6	11	14	14	13	12	13	14	15	13
Fellows and Trainees	2	5	8	14	18	12	14	12	11	8	8
Tuition Scholarships									4	5	4
Master's Degrees	6	4	9	8	6	5	3	9	7	4	9
Doctoral Degrees	1	0	2	5	8	12	8	6	5	13	4
Applications received									250	154	195
Offered Admission									36	33	27
Accepted Admission									20	19	6
Graduate Students									56	66	56
Research Activities											
Books and Articles	18	15	19	21	23	22	32	25	29	20	36
Lectures and Reports	17	16	11	16	19	28	30	35	57	64	61
Extramural support (000)	$68	$110	$153	$170	$218	$310	$306	$284	$235	$260	$300
General Information											
FTE Staff	1	1.5	1.5	1.8	1.8	2	2	2	3	3.3	4.4
Department Budget (000)	$105	$129	$154	$191	$229	$243	$282	$322	$359	$383	$412
Grade Distributions (percent)											
Lower Division (ex labs)											
A									15.4	14.6	16.4
B									23.5	27.1	25.0
C									32.9	36.8	35.3
D									8.4	11.0	10.6
F									7.1	8.0	8.8
CR									4.7	1.4	1.8
Other									8.0	1.1	2.1
Upper Division (ex labs. prob.)											
A									25.9	30.0	24.7
B									27.2	26.3	29.2
C									22.1	25.8	27.2
D									4.5	6.9	6.3
F									4.0	5.9	5.3
CR									4.4	2.0	3.3
Other									11.9	3.1	4.3
Graduate (ex prob., thesis, diss.)											
A									64.6	53.2	59.4
B									16.1	27.6	26.4
C									5.8	4.6	2.4
NC									2.7	3.3	1.2
Other									10.8	11.3	10.6

January 1, 1974-December 31, 1974

II. Composite of information requested on individual biographical supplements.

1. Advanced study

Roll, Samuel--Diplomate in Clinical Psychology by the American Board of Professional Psychology (January, 1974).

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

Harris, Richard J.--On sabbatical leave at Ohio State University (Social Psych. Program of Psychology Department serving as hosts) September 1974-August 1975.

Koenig, Karl P.--Leave of absence to UNM Medical School, Dept. of Psychiatry, Acad. year 1974-75.

3. New scholastic honors, fellowships

Feeney, Dennis M.--Member of Society for Neuroscience.

Ferraro, Douglas Peter--Election to the Society of Pharmacology and Experimental Therapeutics.

Parsons, Joseph Anthony--Sigma Xi - elected member.

Roll, Samuel--Outstanding Professors Award by Las Campanas.

Rosenblum, Sidney--Who's Who in the West, and Dictionary of International Biography.

4. Publications

Conrad, Carol--Context effects in sentence comprehension: A study of the subjective lexicon. Memory and Cognition, 1974, 2, 130-138.

Ellis, Henry C.--Coding and varied input versus repetition in human memory. Journal of Experimental Psychology, 1974, 102, 284-290. (with F. J. Parente and C. W. Walker).

Meaningfulness, perceptual grouping, and organization in recognition memory. Journal of Experimental Psychology, 1974, 102, 308-313. (with F. J. Parente and E. C. Shumate).

An analysis of intersensory transfer of form. Journal of Experimental Psychology, 1974, 102, 948-953. (with R. W. Shaffer).

Stimulus encoding and the transfer of stimulus differentiation. Journal of Verbal Learning and Verbal Behavior, 1974, 13, 393-400. (with R. W. Shaffer).

Transfer of coding strategies in free recall with constant and varied input. Journal of Experimental Psychology, 1974, 103, 619-624. (with F. J. Parente and R. R. Hunt).

Ellis, Henry C. (continued)

Recognition memory and degree of semantic contextual change. Journal of Experimental Psychology, 1974, 103, 1153-1159. (with R. R. Hunt).

Feeney, Dennis M.--Modulation of recurrent inhibition in cat association cortex by reticulocortical arousal. Exp. Neurology, 44, 1974, 160-170.

Ferraro, Douglas P.--Articles published:

Integration of a Hewlett-Packard mini-computer with digital-logic controlled behavioral laboratories. Behavior Research Methods and Instrumentation, 1974, 6(1), 43-45. (with D. K. Billings).

Temporally-related stimulus properties of Δ^9-tetrahydrocannabinol in monkeys. Psychopharmacologia, 1974, 35, 305-316. (with J. P. Gluck and C. W. Morrow).

Marihuana use by college students: Three-year trends, 1970-1972. International Journal of the Addictions, 1974, 9(3), 321-327. (with D. K. Billings).

Illicit drug use by college students: Three-year trends, 1970-1972. International Journal of the Addictions, 1974, 9(4). (with D. K. Billings).

Effects of oral Δ^9-tetrahydrocannabinol on operant reinforcement schedule performance in rats. Pharmacology, 1974, 11, 65-69. (with J. P. Gluck).

Effects of Δ^9-THC on food and water intake of deprivation experienced rats. Behavioral Biology, 1974, 11, 395-401. (with J. P. Gluck).

Effects of chronic exposure to Δ^9-tetrahydrocannabinol on delayed matching-to-sample in chimpanzees. Psychopharmacologia, 1974, 37, 127-138. (with D. M. Grilly).

Observations on the reproductive activity of chimpanzees following long-term exposure to marihuana. Pharmacology, 1974, 11, 304-307. (with D. M. Grilly, and M. C. Braude).

Acquisition and extinction of an operant response by rats under Δ^9-tetrahydrocannabinol. Pharmacology Biochemistry and Behavior, 1974, 2(4), 487-491. (with J. P. Gluck, and G. B. Herndon.)

Discrimination of drug produced stimuli in monkeys. Clinical Toxicology, 1974, 7, 266-267. (with J. G. Trost).

Delta-tetrahydrocannabinol and delayed matching-to-sample in chimpanzees. Clinical Toxicology, 1974, 7, 268-269. (with D. M. Grilly, and M. G. Grisham).

Book Chapters published:

Discrimination and generalization of drug stimuli in monkeys. In J. M. Singh and H. Lal (Eds.), Drug Addiction Vol. 3. New York: Futura, 1974. (with J. G. Trost).

4. Publications (continued)

Ferraro, Douglas P.--Book Chapters published: (continued)
Δ^9-tetrahydrocannabinol and delayed matching-to-sample in chimpanzees. In J. M. Singh and H. Lal (Eds.), Drug Addiction Vol. 3. New York: Futura, 1974. (with D. M. Grilly, and M. G. Grisham).
Preclinical behavioral effects. In B. Peterson (Ed.), Marihuana and Health. Washington: U.S. Government Printing Office, 1974.

Friden, Thomas--Verbal and imaginal coding of words and pictures. Perceptual & Motor Skills, 1974, 39, 551-561. (with B. Charles Tatum).

Gluck, John P.--Effects of Δ^9-THC on food and water intake of deprivation experienced rats. Journal of Behavioral Biology, 1974, 11(3), 395-401.

Grice, G. Robert--Stimulus intensity, catch trial effects, and the speed-accuracy tradeoff in reaction time: A variable criterion theory interpretation. Memory & Cognition, 1974, 2, 758-770.
The rates of growth of sensory and associative information. The Bulletin of the Psychonomic Society, 1974, 4, 257.

Harris, Richard J.--"This is a science? Social psychologists' aversion to knowing what their theories say." Personality and Social Psychology Bulletin, 1, 1974, 1-3.

Johnson, Peder J.--Effects of category attention, relative frequency of relevant values and practice on attribute identification performance. Journal of Experimental Psychology, 1974, 103, 160-166. (with T. Toppino).
Interaction of positive and negative labels with category composition in attribute identification performance. Journal of Experimental Psychology, 1974, 102, 1035-1038.

Koenig, Karl P.--Cognitive manipulation of GSR extinction: Analogues for conditioning therapies. In H. London & Nisbett (Eds.) Cognitive Alteration of Feeling States. Chicago-New York: Aldine-Atherton, 1974. (with K. Kenriksen).
Less is not always more. Contemporary Psychology, 1974, 19, 412-413.

Norman, Ralph D. Sex differences in preferences for sex of children: A replication after 20 years. Journal of Psychology, 1974, 88, 229-239.

4. Publications (continued)

Roll, Samuel--Dreams of death: Mexican-Americans vs. Anglo-Americans. Interamerican Journal of Psychology, 1974, 8, 111-115. (with R. Hinton, and M. Glazer).

Bugs in the flowers: A review of the nonviolent ethic of the Hippie subculture. Adolescence, 1974, 9, 311-316. (with C. Mingle).

Manipulation of subject involvement and conservation of number and liquid. Revista Latinoamericana de Psicologia, 1974, 6, 157-160. (with M. H. Irwin).

Arrow-Dot measures of impulse, ego and superego functions in noncheaters, cheaters and supercheaters. Perceptual and Motor Skills, 1974, 39, 1035-1038.

Ruebush, Britton K.--1974 Annual Report of the Albuquerque Child Guidance Center.

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

Conrad, Carol--UNM research allocation, Contextual information in spoken language, $2,000, Nov. 1, 1974-June 13, 1975.

Ellis, Henry C.--Coding strategies, perceptual grouping, and the variability effect in free recall. Memory and Cognition, 1975, in press. (with C. R. Grah, F. J. Parente, and K. Spiering).

Role of encoding in memory. In International Encyclopedia of Psychiatry, Psychoanalysis, Experimental Psychology, and Neurology. Benjamin B. Wolman, Editor, 1975, in press.

Creative transfer: A beginning? Review of Transfer, Memory, and Creativity, by G. M. Haslerud, Contemporary Psychology, 1975, in press.

Materials in Preparation

Context effects in recognition and recall: Retrieval and decision processes in memory. Journal of Experimental Psychology. (with C. R. Grah, R. R. Hunt, and F. J. Parente).

Internal structure and variable input versus repetition in free recall. Memory and Cognition. (with C. R. Grah, and D. Mathews).

Stimulus structure and the 'variability effect' in free recall. Cognitive Psychology. (with F. J. Parente).

Blocking effects in free recall. Journal of Experimental Psychology. (with B. Babbitt, and C. Noble).

Varied experience in human learning and memory. American Psychologist.

Role of verbal coding processes in discrimination and recognition memory. Journal of Experimental Psychology. (with R. W. Schaffer, B. C. Tatum, and T. E. Malloy).

5. Other research projects (continued)

Ellis, Henry C. Materials in Preparation: (continued)
Response coding effects in the transfer of differentiation. Journal of Experimental Psychology. (with C. Dunn, B. Babbitt, and C. R. Grah).
Consistency of pairing and stimulus meaningfulness in transfer and recall. Journal of Experimental Psychology. (with J. Schroeder).
Two chapters on Memory and Transfer. In M. H. Marx and Bunch, M.E. (Eds.), Learning Processes. Macmillan.
Human Learning and Cognition. Wm. C. Brown, 2nd Edition.
Advanced book on Learning and Memory. Brooks-Cole.

NSF GB-27413X (continuation grant) "Stimulus Selection and Encoding Processes in Complex Human Learning," $63,700, January 1971-December 1974. Continued research on encoding processes in human learning and memory, recognition and recall processes, transfer mechanisms, and perceptual learning.

Feeney, Dennis M.--Lateral inhibition and attention: Comments on the Neuropsychological theory of Walley & Weiden. Psych. Review, 1974. In press.
Grant from HEW-NINDS $56,953. May 1, 1974-May 1, 1976. Regulation of Synchronous Neuronal Discharge.

Ferraro, Douglas P.--Interactions between drugs and the stimulus control of behavior. In R. Stretch (Ed.), Behavioural models of drug dependence. New York: Raven Press. In press. (with J. P. Gluck, D. J. Fetterolf, and R. G. Marriott).
Behavioral model of marihuana tolerance. In M. Braude and S. Szara (Eds.), Pharmacology of cannabis. Maryland: University Park Press. In press.

Department of Health, Education & Welfare, $68,760/yr., Marihuana and Behavior: Long-Term Effects, 01/01/73-12/31/77.
U.S. Army Medical Research & Development Command, $49,015, Environmental Stimulus Control of Drug Taking Behavior, 06/01/74-05/31/75.
Federal Aviation Administration, $58,000, Effects of Altitude and Marihuana on Performance, 07/01/73-06/30/75.

Friden, Thomas--Memory scanning: Visual or acoustic representation? Accepted, Perceptual & Motor Skills.
Euclidean color space and its invariants. Submitted, Journal of the Optical Society. (with Jozef Cohen).
The Euclidean nature of color space. Bulletin of the Psychonomic Society. In press. (with Jozef Cohen).

5. Other research projects (continued)

Gluck, John P.--Interaction between drugs and the stimulus control of behavior. In R. Stretch (Ed.), Behavioural Models of Drug Dependence. New York: Raven Press. (with D. P. Ferraro, D. J. Fetterolf, and R. G. Marriott). In press.

Pain elicited self-mutilation: Evidence for an aggression interpretation. (with G. B. Herndon, and R. Paul). Under review Science.

The effect of differential early experience on operant extinction in rats. (with H. Pearce). Under review Developmental Psychology.

Grice, G. Robert--NIMH Grant MH 16400-06. Conditioning and response organization, 1974-1977. Funding for current year $32,176.

Harris, Richard J.--Ongoing research projects (unsponsored) on behavior in experimental games, and issues in multivariate statistics.

Koenig, Karl P.--Drug (tranquilizer) study in preparation with clinical population.

ACA. Tape Library series on treatment of Psychotic Patients.

Kottler, Paul--Discrimination training in ground squirrels.

Disruption of learned taste aversion by ECS.

Effect of THC on brain RNA metabolism.

Logan, Frank A.--Conditions of Reinforcement, NSF grant, $30,000.

Free Behavior Situation, NIMH grant, $10,000.

Norman, Ralph D.--Further work on book, "Social Inferiority of Women."

Institutional research: "A comparative study of grading practices at UNMand other institutions," mimeo, Feb. 7, 1974, 12 pp.

"A study of admissions standards at the University of New Mexico," mimeo, Oct. 1974, 11 pp.

Parsons, Joseph A.--Completed investigation of development and maintenance of overt mediating behavior in 4-year-old children. Manuscript in preparation with Dr. Ferraro.

Current project beginning as extension of above work.

Applied research project underway with ecological investigation of retarded and emotionally disturbed children at Programs for Children.

Preliminary work being done on a research project investigating self-control in children.

3 articles submitted for publication--2 to the Journal of Applied Behavior Analysis--1 to Psychological Record, pending editorial decisions.

5. Other research projects (continued)

Rhodes, John M.--Evoked potentials in migraine patients, headache. (with Maclean, Appenzeller, and Cordaro). In press.
Alpha rhythm analysis in neurological disease. (with Cordaro). In progress and submitted to NIH.
Motor potentials in muscular dystrophy. (with Snyder). Submitted to Muscular Dystrophy Association.

Roll, Samuel--Projects in progress:
Pedophilia--Sex molesters and their victims.
Culture and cognition.
Content analysis of dream reports and their relation to culture.

Rosenblum, Sidney--12 hours of tapes on Learning Disabilities for the Behavioral Sciences Library.
Developmental Aspects of Humor in Children.

Ruebush, Britton K.--Textbook, "Abnormal Child Psychology," McGraw-Hill, in progress (with Dr. Sidney Rosenblum).
Follow-up evaluation of treatment at Child Guidance Center.
Basic learning functions in children with learning disabilities. A report of research. In progress.

6. Activities in learned and professional societies

Benedetti, David T.--Attended annual meeting, Western Association of Graduate Schools, Victoria, B.C., March 3-5.

Conrad, Carol--Eastern Psychological Association.
New York Academy of Science.

Ellis, Henry C.--Chairman, Program Committee, American Psychological Association, Division 3 (Member, 1973-76).
Member, Executive Council, Southwestern Psychological Association, 1971-74.
Attended meetings of the Southwestern Psychological Association, El Paso, 1974.
Attended meetings of the Rocky Mountain Psychological Association, Denver, May, 1974.
Chaired Workshop on Human Learning, Memory, and Cognition.
Participant on Symposium entitled: Admission and Retention of Minority and Female Graduate Students: Getting In, Staying In, and Getting Out.
Presented papers entitled:
Stimulus structure and varied-constant input in recall of letter sequences (with Parente).
Further comparisons of context effects in recognition and recall (with Hunt).
Long term storage of location and identity information in children and adults (with Gonzales).

6. Activities in learned and professional societies

Ellis, Henry C. (continued)

Stimulus meaningfulness, response representativeness, and stimulus recoding in paired-associate learning (with Babbitt, Dunn, and Grah).

Context cues in recognition and recall: Retrieval and decision processes in memory (with Grah, Hunt, and Parente).

The tradeoff of scanning rate and recall (with Howard).

Attended meetings of the American Psychological Association, New Orleans, September, 1974.

Chaired session on Thorndike Centenary Symposium on Developments in learning, memory, and cognition.

Presented paper in Thorndike Symposium on Coding processes in human memory.

Attended meetings of the Psychonomic Society, Boston, November, 1974.

Presented paper entitled: Role of context cues in long-term recognition memory.

Feeney, Dennis M.--Attended American EEG Society meetings in Seattle, Washington, July 1974.

Ferraro, Douglas P.--Professional Papers Presented:

The effects of Δ^9-tetrahydrocannabinol on response duration differentiation in rats. Southwestern Psychological Association, El Paso, 1974.

Effects of Δ^9-THC on inhibitory stimulus control in pigeons. Southwestern Psychological Association, El Paso, 1974.

Effects of Δ^9-tetrahydrocannabinol on the acquisition of a successive discrimination in rats. Southwestern Psychological Association, El Paso, 1974.

Effects of chronic exposure to Δ^9-THC on the short-term memory of chimpanzees. Rocky Mountain Psychological Association, Denver, 1974.

Effects of Δ^9-tetrahydrocannabinol on the successive discrimination performance of rats. Rocky Mountain Psychological Association, Denver, 1974.

Children's delayed match to sample performance as a function of training to produce or rehearse mediators. Rocky Mountain Psychological Association, Denver, 1974.

Interactions between drugs and the stimulus control of behavior. Canadian Psychological Association, Windsor, 1974.

Marihuana and stimulus control of behavior: Excitation, inhibition, and fear. International Conference on the Pharmacology of Cannabis, Savannah, 1974.

Gluck, John P.--The effects of social isolation on learning in the rhesus monkey. Paper presented at the Rocky Mountain Psychological Association, Denver, May, 1974.

Paper session chairperson at the Southwestern Psychological Association meetings, El Paso, May, 1974.

6. Activities in learned and professional societies (continued)

Grice, G. Robert--Psychonomic Society, member of Governing Board and read paper.
Rocky Mountain Psychological Association, invited address.
Society of Experimental Psychologists, Secretary-Treasurer.
Reviewed articles for several journals.

Harris, Richard J.--"Multivariate analysis of variance." Paper presented at AERA, Chicago, April 15, 1974.
"Handling negative inputs in equity theory: A critical reaction to Walster, Berscheid, and Walster's approach." Paper presented at Southwestern Psychological Association, El Paso, May 8, 1974.
"This is a science?" Paper presented at APA, New Orleans, September 2, 1974.
(The equity and "This is a science?" papers are presented together with a unifying preface, in R. Harris, Two Comments on the Uncertain Connection between Theory and Data in Social Psychology, Social Psychology Bulletin #74-2, Ohio State Univ., October 1974 (mimeo).)
"A rational procedure for combining Likert and Thurstone attitude scaling techniques." (with R. L. Yarwood). Paper presented at RMPA, Denver, May 10, 1974.

Johnson, Peder J.--Paper presented: Uni- and bidimensional concept learning as a function of age. Midwestern Psychological Association, 1974. (with Jean Rogers).

Koenig, Karl P.--Assoc. for Adv. Behav. Therapies (Chicago).
DEKTOR training seminar (Alexandria, Virginia).

Logan, Frank A.--American Psychological Association
Meeting, New Orleans, September 1974.
Division 3 Representative to A.P.A. Council.
Secretary/Treasurer of Division of Experimental Psychology.
Psychonomic Society
Meeting, Boston, November 1974
Member of Governing Board
Southwestern Psychological Association
Meeting, El Paso, April 1974
Past President
Society of Experimental Psychologists
Meeting, Albuquerque, April 1974
Chairman

6. Activities in learned and professional societies (continued)

Norman, Ralph D.--Delivered paper, "Sex differences in preferences for sex of children; implications for women's and population movements," at Rocky Mountain Psychological Association annual meeting, Denver, Colorado, May 10, 1974.
Attended National Association of School Psychologists annual meeting, Las Vegas, Nevada, March 17-21, 1974.
Attended Consultant-Evaluators Conference, North Central Association, October 15, 1974.

Parsons, Joseph A.--Presented paper at the Southwestern Psychological Association meetings in El Paso - research report.

Rhodes, John M.--American EEG Society, July, 1974, paper "Computer analysis of EEG in migraine patients" (with Maclean, Appenzeller, and Cordaro).

Roll, Samuel--Board member of New Mexico Psychological Association.
Paper on "Dreams and Culture" read at Southwestern Psychological Association.

Rosenblum, Sidney--Southwestern Psychological Association, El Paso, May 2-4, 1974.
Southwest Regional Conference of the AERA, Albuquerque, October 31, 1974 (discussant of papers).
New Mexico State Conference on Teenage Parents, Albuquerque, November 11-12, 1974.

Ruebush, Britton K.--Attended annual meeting of American Orthopsychiatric Assn., San Francisco, California.
Attended U.C.F. Executives Retreat, Truth or Consequences, N.M.

7. Other professional activities

Benedetti, David T.--Made seminar presentation, "Scholarship for Society," to the Decimocuarto Seminario de Education Superior en Las Americas, UNM, March 28, 1974.

Conrad, Carol--Invited talk, Department of Developmental Psychology, Columbia University.

Ellis, Henry C.--Journal Editing:
Member, Editorial Board:
Journal of Experimental Psychology: Human Learning and Memory, 1975-
Journal of Experimental Psychology, 1967-74
Perception and Psychophysics, 1971-
Psychological Reports, 1963-
Perceptual and Motor Skills, 1963-

7. Other professional activities (continued)

Ellis, Henry C. (continued)
- Invited Colloquia or Other Talks
  - Dartmouth College, "Coding and Memory for Visual Information," November 1974
  - Rocky Mountain Educational Research Association, "Varied Experience and Memory," October 1974
- Editorial Consultant, McGraw-Hill, publishers
- Consultant, Public Defender of New Mexico
  - Public Defender of Colorado

Feeney, Dennis M.--Lecture on the Physiology of Pain to New Mexico chapter of American Physical Therapy Association, Albuquerque, June 1974

Ferraro, Douglas P.--Six colloquia given:
- University of California at Riverside
- California State University at Fullerton
- Highlands University, Las Vegas, New Mexico
- University of California at Davis
- New Mexico State Hospital
- Federal Aviation Administration, Oklahoma City, Oklahoma

Friden, Thomas--Consultant, V.A. Cooperative Study on Aphasia
- Member of Executive Committee-V.A. Cooperative Study on Aphasia
- Consultant, Speech Pathology Unit at the V.A. Hospital, Albuquerque

Gluck, John P.--The development of primate behavior. Presentation to Eldorado High School, May 1974
- Early experience and the development of primate behavior, Eldorado High School, October 1974
- Abnormal behavior in rhesus monkeys. Presentation to UNM nursing practicum, November 1974
- Aggression: Its evolutionary base and practical control. Presentation to the staff of the Charles Mitchell School, November 1974

Grice, G. Robert--Colloquium talks:
- University of Colorado
- University of Iowa
- University of Nebraska
- New Mexico State University

Harris, Richard J.--2 or 3 off-campus talks through campus service

Koenig, Karl P.--Penitentiary consultation, Court Clinic consultation
- Blue Cross/Blue Shield
- Member, State Board Psychologist Examiners

7. <u>Other professional activities</u> (continued)

Logan, Frank A.--Consulting Editor:
Journal of Experimental Psychology
Journal of Comparative and Physiological Psychology
Wm. C. Brown Co.
Associate Editor: *Animal Learning and Behavior*

Norman, Ralph D.--Visiting Consultant lecture at New Mexico State Hospital, May 20, 1974, "Women and Mental Health."
Consultant-Evaluator, North Central Association of Colleges and Schools.
Consultant, Mexican-American Legal Defense Fund.

Parsons, Joseph A.--Consultant for Programs for Children, Vista Larga School--continuing.
Consultant for State Hospital--one day.
Consultant for local school for retarded and emotionally disturbed children--one day.
Director and Participant in High School Psychology Course--weekly.

Roll, Samuel--Videotape: Coping with the defense of legal insanity. (Use in DA training throughout State).
TV appearance on "Rape."
Numerous presentations to PTA groups in the city.
Consultant to:
- Albuquerque Association for Children with Learning Disabilities
- Bureau of Indian Affairs
- Indian Health Service
- Hopi Child Guidance Center
- Protective Services Division of HSSD

Rosenblum, Sidney--Consultant, Counseling Center, UNM
Consultant, Programs for Children
Chairman, New Mexico Board of Psychologist Examiners
6 local talks and one presentation at New Mexico State Hospital

Ruebush, Britton K.--Consultant, Albuquerque Public Schools
Talk: "The Albuquerque Big Brother Program," Dept. of Athletics, UNM
Talk: "The Child Guidance Center Programs and the Needs of the Community," Albuquerque Broadcaster's Council, Hilton, Albuquerque.
Numerous talks to parent groups

8. Non-teaching University service

Benedetti, David T.--Acting Dean, Graduate School (2/3 time to May, 1974; full time, May 20 to July 19, 1974)
Associate Dean, Graduate School, August 19--.
Chairman (to July 19), Member (July 19--), Graduate Committee.
Member, Graduate Committee Subcommittee on Graduate Council
Member, Graduate Committee Subcommittee on Grievance Procedures
Member, Graduate Committee Subcommittee on Evaluation and Planning
Member, Psychology Department General Graduate Committee

Conrad, Carol--Dept. of Psychology: Learning Committee, Methodology Committee
A and S: Human Subjects Committee

Ellis, Henry C.--Academic Freedom and Tenure Committee
Arts and Sciences Promotion Committee
Vice-President's Committee, Evaluation of Physical Education Department
Arts and Sciences Commitee on Discrimination in Tenure and Promotion
Chairman, Learning Program
Chairman, Colloquium Committee
Human Subjects Committee
Departmental Admissions Committee
General Experimental and Methodology Committee
Chairman, Search Committee (Human Learning)
Honors Committee
University College Advisor

Feeney, Dennis M.--Major professor for 4 doctoral candidates and 1 master's thesis

Ferraro, Douglas P.--Member, Research Policy Committee
Departmental Committees
Member, Executive Committee of AAUP
Faculty Advisor: 4 doctoral and 3 masters students

Friden, Thomas--Numerous departmental committees

Gluck, John P.--Faculty director, Department of Psychology Animal Facility
The University Committee on the Humane Care of Laboratory Animals
Curricula Committee
Danforth Fellowship Selection Committee

Grice, G. Robert--Departmental committees: Learning, methodology, shop, faculty evaluation, clinical search.
Graduate advisor

8. Non-teaching University service (continued)

Harris, Richard J.--Member, Computer Use Committee thru August 1974
Colloquium on altruism modification model of game-playing behavior at OSU, April 13, 1974

Koenig, Karl P.--Committee on Confidentiality of Records
Presidential Search Committee
Vertical Committee, Medical School

Kottler, Paul--Saturday Morning High School Program
Judge at Science Fair

Logan, Frank A.--Chairman
Graduate advisor

Norman, Ralph D.--Member ad hoc committee on student recruitment (representing A & S College)
Member, representing UNM, N.M. Coordinating Council of Secondary Schools and Colleges (appointed by President Heady)

Parsons, Joseph A.--Member of Manzanita Center Committee
Basic Departmental Committees--Learning, Developmental, Human Subjects, Trailer, Library, Colloquium, Developmental Search Committee

Rhodes, John M.--Chairman, Search Committee for Graduate Dean
Graduate Committee
A & S Tenure Committee

Roll, Samuel--Chairman of A & S Committee on Human Subjects
Chairman of Special Committee on Housing
Member, University-wide Human Subjects Committee
Member, Quito Selection Committee
Various departmental committees
Faculty advisor to AGORA, Baha'i Student Assn.

Rosenblum, Sidney--Assistant Chairman, Department of Psychology
Clinical Associates Committee, Department of Psychiatry
Faculty Advisor, DRUG
Chairman, Clinical Committee
UNM Grievance Committee

Ruebush, Britton K.--Chairman, Children's Committee; Research Committee; Clinical Services Committee; Behavioral Science Education Committee; Executive Committee; Department of Psychiatry.
Psychology Department: Clinical Psychology Committee

9. Public service

Ellis, Henry C.--Heights YMCA Swim Team, Sponsor
Little League Soccor, Sponsor

Harris, Richard J.--President, Albuquerque Roadrunners Club through August 1974
Long distance running chairman, New Mexico AAU, through August 1974

Koenig, Karl P.--2 radio programs (local)

Parsons, Joseph A.--Talks to local High School Psychology Students at Manzano High School

Rosenblum, Sidney--Amigos Board
Albuquerque Civic Light Opera Association
Chairman, Education Committee, Congregation B'nai Israel

Ruebush, Britton K.--Member, Committee on Intercollegiate Athletics, U.N.M., January 1 to August 28, 1974.
Director, Albuquerque Child Guidance Center
Member, Board of Trustees, and Chairman, Education Committee, Albuquerque Academy
Member, U.C.F. Executives Association
Member, New Mexico Council on Mental Health Services

10. Personal information

Friden, Thomas--Married: May 25, 1974

Gluck, John P.--Divorced

Roll, Samuel--Eric Roll was born on September 2, 1974

DOCTORAL DEGREES AWARDED

Rev. 7/9/75

Name	Date Awarded	Current Location
Bellingham, William P.	1969	Asst. Prof., Psychology, Australian National Univ. Box 4, Canberra ACT, Australia
Beneke, William M.	1972	Asst. Prof., Psychology, Lincoln Univ. Jefferson City, Mo. 65101
Bennett, Thomas L., Jr.	1968	Assoc. Prof., Psychology, Physiology, Biophysics, Colorado State U., Ft. Collins, Colo. 80521
Berch, Daniel B.	1969	Assoc. 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	Psychologist, Child Guidance Clinic, DOD Schools, PAC #1, Box 398, APO San Francisco, CA 96286
Cassano, Susan M.	1974	Clinical Psychologist, Essex Co. Mental Hosp. Home: 96 Union Hills Rd., Morris Plains, N.J. 07950
Daniel, Terry C.	1969	Assoc. Prof., Psychology, Univ. of Arizona, Tucson, Arizona 85721
Dean, Mary L.	1974	Oklahoma Dept. of Mental Health Home: 445 N. Air Depot, Apt. 10, Midwest City, Okla. 73110
Del Castillo, David M.	1970	Asst. Prof., Psychology, Univ. of Toledo, Toledo, Ohio 43606
Dickerson, Lawrence L.	1973	Director, Alcoholism Program, Southwest Indian Fdn., Gallup, N.M. 87301
Dorsel, Thomas N.	1974	Asst. Prof., Psychology, West Carolina Univ., Cullowhee, North Carolina 28723
Everett, Frances E.	1972	Asst. Prof., Psychology, Univ. of Arkansas, Fayetteville, Arkansas 72701
Feldman, Jerome M.	1970	SUNY, Coll. of Optometry, 122 E. 25th, New York, N.Y. 10010
Feuge, Robert E.	1969	Staff Psychologist, Logicon, Inc. Home: 9953 Cummins Pl., San Diego, CA 92131
Fink, Richard T.	1971	Consultant, Kirschner Assoc. Home: 346 Hermosa NE, Albuquerque, N.M. 87106
Flint, Ronald A.	1970	Asst. Prof., Psychology, Winona State College, Winona, Minnesota 55987
Francis, Evelyn W.	1973	Asst. Prof., Psychology, New Mexico State Univ., Las Cruces, N.M. 88001
Giomi, Thelma A.	1974	Psychologist, Programs for Children, UNM

Grilly, David M.	1972	Asst. Prof., Psychology, Cleveland State Univ., Cleveland, Ohio 44115
Grisham, Michael G.	1974	Asst. Prof., Psychology, University of Iowa, Iowa City, Iowa 52240
Gusinow, Joan F.	1971	Director, New Mexico Educational Center, 4800 Eubank NE., Albuquerque, N.M. 87111
Henricksen, Kermit F.	1971	Lecturer, Univ. of Maryland, Europe, APO New York, N.Y. 09403
Hiat, Alice B.	1971	Staff Psychologist, Child Guidance Center Home: 4607 Grand NE, Albuquerque, N.M. 87108
Hunt, R. Reed, Jr.	1974	Visiting Asst. Prof., Psychology, Dartmouth College, Hanover, N.H. 03755
Hurlock, Richard E.	1969	Program Director, Computer Based Training & Simulation Res., Navy Personnel & Training Res. Lab., San Diego, Calif. 92152
Keilman, Peggy A.	1970	Assoc. Prof., Psychology, Univ. of New Orleans, New Orleans, Louisiana 70122
Lee, Andrew E.	1970	Asst. Prof., Psychology, Univ. of Montana, Missoula, Montana 59801
Lee, Dean R.	1969	Human Factors Scientist System Development Corp. 2500 Colorado Ave., Santa Monica, Calif. 90406
Lerman, Barbara B.	1974	Research Associate, Psychology, UNM
Linneman, Harry C.	1974	Psychologist, New Mexico State Hospital, Las Vegas, N.M. 87701
Long, K. Kilby	1970	Deceased, 1971.
Lowenkron, Z. Barry	1968	Asst. Prof., Psychology, California State Univ., Los Angeles, California 90032
Lynch, Wesley C.	1971	John B. Pierce Foundation, 290 Congress Ave., New Haven, Conn. 06519
Malloy, Thomas E.	1969	Asst. Prof., Psychology, Univ. of Utah, Salt Lake City, Utah 84109
Moncrieff, Manus	1974	Psychologist, Colo. State Hosp., Pueblo, CO 81003 Home: 2116 North Dr., Pueblo, Colo. 81008
Netick, Allan	1968	Asst. Prof., Psychology, Calif. State Coll., 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	Assoc. Prof., Psychology, Univ. of Calif., Los Angeles, Calif. 90024
Pegram, G. Vernon, Jr.	1968	Director, Neurosciences Program, Assoc. Prof., Psychiatry, Medical Center, Univ. of Alabama, Birmingham, Alabama 35233
Perkins, David	1970	Chairman, Psychology, Calif. State Univ., Fullerton, Calif. 92631

Peterson, David D.	1973	Chief, Speech Pathology & Audiology, V.A. Center, Temple, Texas 76501 Adj. Prof., U. Texas, Austin, Texas 78712 Adj. Prof., Baylor Univ., Waco, Texas 76706
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, Alabama 35233
Rogers, C. Jean	1973	Asst. Prof., Psychology, Bowling Green State Univ., Bowling Green, Ohio 43402
Rogers, Jon G.	1967	Assoc. Prof., Psychology, Dean of Humanities and Behav. Sciences, Univ. of Alabama, Huntsville, Alabama 35807
Rook, Luther W.	1962	Private Practice, P.O. Box 9568, Rosslyn St., Arlington, Virginia 22209
Sawyer, Charles R.	1972	3300 Clay St., Apt. 6, San Francisco, CA 94118
Schroeder, James E.	1973	Asst. Prof., Psychology, Lamar Univ., Beaumont, Texas 77705
Shaffer, Ronald W.	1971	Asst. Prof., Psychology, Western Washington St. Coll., Bellingham, Wash. 98225
Shumate, E. Chandler	1973	Res. Psychologist, Navy Personnel & Trng. Res.Lab. Home: 5641 Red River Dr., San Diego, CA 92120
Silleroy, Rene S.	1974	Research & Evaluation Specialist, Programs for Children, UNM. Home: 4445 Avenida del Sol NE 87110
Smith, E. Kim	1972	Post-doctoral Fellow, Psychology Division, Menninger Foundation, Topeka, Kansas 66601
Smith, Eugene	1970	Ricker College, Houlton, Maine 04730
Speiss, Jeffrey	1971	Director of Psychological Services, Orient State Inst., Orient, Ohio 43146
Tatum, B. Charles	1973	Asst. Prof., Psychology, Cornell College, Mt. Vernon, Iowa 52314
Taylor, George T.	1971	Asst. Prof., Psychology, Univ. of Missouri, St. Louis, Missouri 63121
Toppino, Thomas C.	1974	Asst. Prof., Psychology, Villanova Univ., Villanova, Pennsylvania 19085
Tosti, Donald T.	1967	Vice Pres., Internat'l Learning Systems, Inc. P. O. Box 2399, San Rafael, Calif. 94902
Trost, James G.	1973	Psychologist, New Mexico State Hosp., Las Vegas, N.M. 87701
Vicory, Arthur C., Jr.	1969	Asst. Prof., Psychology, Mich. Tech. Univ., Houghton, Michigan 49931
Warner, Mary L.	1970	
Wolach, Allen H.	1970	Assoc. Prof., Psychology & Education, Ill. Inst. of Tech., Chicago, Illinois 60616

The Annual Report of the Department of Sociology

July 1, 1974 to June 30, 1975
Harold C. Meier, Acting Chairman

Administration

In June, 1974, Chairman Pedro David received authorization for a leave without pay for the 1974-75 academic year in order to take advantage of an opportunity to conduct research in Argentina. In Professor David's absence, Associate Professor Gilbert Merkx was appointed Acting Chairman for the Fall Semester and Associate Professor Harold Meier was appointed Acting Chairman for the Spring Semester.

Appointments and Recruitment

In July, 1974, Theodore P. Bartell was appointed Visiting Assistant Professor to replace Professor David during his absence. In September, Professor Bartell was released from his contract in order to accept an appointment as Director of the Criminal Justice Program, administered by ISRAD. Professor Bartell was then given a letter of appointment as Assistant Professor in the Department of Sociology. Since this arrangement again released Professor David's salary for temporary appointments, Thomas Winfree (currently working on his Ph.D. dissertation at the University of Montana) was appointed Visiting Instructor for the Spring Semester. Two additional part-time temporary appointments were also made; Jaysuño Abramovich was appointed Visiting Assistant Professor for both semesters; and Robert Landmann was appointed Visiting Assistant Professor for the Spring Semester.

All visiting and temporary appointments terminated at the end of the academic year. These included Nancy Loy, Thomas Winfree, Lee Wolfle, Jaysuño Abramovich, and Robert Landmann. However, Thomas Winfree and Lee Wolfle were reappointed as Visiting Instructors for the academic year 1975-76. Assistant Professor C. Onwubu completed his terminal year at the end of the Spring Semester. Jill McKelvy, currently working on her Ph.D. dissertation at Washington State University, was appointed Visiting Instructor to occupy the line vacated by Professor Onwubu, effective in August, 1975. Ms. McKelvy was selected for her special qualifications in the areas of deviance and social welfare; she holds a M.S.W. degree and has six years experience in social work, mostly with juvenile offenders.

At the time of this writing one appointment remains to be made for 1975-76. This decision has been held in abeyance until the future of Professor Bartell's position with the Criminal Justice Program is resolved, probably in June. If CJP fails of refunding or suffers some other misfortune, it is the intention of the Department to award the open appointment to Professor Bartell. Otherwise, the position will be filled with a visiting appointment.

This rather complicated staffing situation will leave at least three, and possibly four, positions open for regular appointments to be made next year, for 1976-77. Barring unforseen difficulties, one or two of the appointments are expected to go to faculty members currently on visiting appointments and one appointment will depend on the resolution of Bartell's status. Therefore, in 1975-76, we anticipate active recruiting for one and possibly two positions. Present departmental priorities are for (1) a specialist in Latin American societies or Southwestern regional sociology; (2) a specialist in criminology and deviant behavior.

Tenure and Promotion

In a contested decision, approval of tenure for Patrick McNamara was confirmed by the Board of Regents in July, 1974. The tenured faculty of the department had unanimously recommended against tenure, and the negative recommendation was affirmed by the Arts and Sciences Tenure Advisory Committee and by the Dean of the College. However, the Vice President for Academic Affairs overturned the negative decision of the tenured faculty and the Dean. The department appealed the Vice President's decision to the Board of Regents. In a July meeting, the Board of Regents upheld the Vice President's decision awarding tenure to Professor McNamara, effective in the academic year 1975-76.

Professor McNamara subsequently applied for promotion to the rank of Associate Professor. His candidacy for promotion was not contested by the Chairman nor actively opposed by the tenured faculty. In May of 1975, Patrick McNamara was notified of his promotion to the rank of Associate Professor.

Dodd Bogart was recommended for promotion to the rank of Associate Professor by unanimous vote of the tenured faculty. Following favorable action of the Promotions Advisory Committee and the Dean, Professor Bogart was notified of his promotion in May, 1975.

Sabbaticals and Leaves

David, Pedro	Leave without salary for the academic year 1974-75, for the purpose of conducting research on Youth and Violence In Argentina. Supported by Latin American Foundation.
Merkx, Gilbert W.	Commenced sabbatical leave in the Spring Semester of 1974-75, to extend through the Fall Semester of 1975-76. Travel in Latin America in connection with continued studies of political processes in developing nations.
Tomasson, Richard F.	Sabbatical leave during the Fall Semester of 1974-75. Visited Sweden and Norway to collect data; wrote two articles on Scandinavian societies.

Graduate Program

The graduate program appears to have suffered a further decline this year, a trend that had already become apparent last year. Enrollment in graduate level courses declined again, with the total number of graduate students enrolled in Sociology falling to 15. However, several students whose graduate status had lapsed are epxected to be reinstated for purposes of finishing their theses and for taking their final examinations.

New applications for admission have been relatively few and, in general, not of impressive quality. Most applicants indicate a need for financial assistance, which we are less and less able to provide. It is our impression that the decline in the quantity and quality of graduate students enrolling in Sociology is a direct result of the economic recession and academic overproduction in recent years. The more able and professionally ambitious students are likely to opt for departments with well-established Ph.D. programs and the capacity to provide financial support. Others feel impelled to opt for vocationally oriented master's programs in applied areas that will maximize employment opportunities.

Although strong academically, our graduate program does not have an applied focus and terminates at the master's level; furthermore, our capacity for financial assistance has been steadily curtailed over the last several years. We have been allotted only four graduate and teaching assistantships for next year, just half the number we had a few years ago.

Without a Ph.D. program, it is difficult to be optomistic about the future of our graduate program. Our faculty, library resources, and other support facilities (such as the Department's new computer terminal and the acquisition of ICPR data archive services) are substantially stronger than when our Ph.D. proposal was originally approved by the Regents. However, circumstances surrounding the BEF, culminating in its reorganization late this year, were not propitious for another attempt to win that body's authorization for a Ph.D. program. We remain the only social science department without a Ph.D. program.

No graduate students completed their requirements for a Master's Degree this year, although two are expected to do so during the 1975 summer session. Margaret Jacobs, a graduate student who joined us in mid-year, was awarded a tuition scholarship for next year.

Undergraduate Program

A major reorganization of the undergraduate curriculum was worked out by the Curriculum Committee and approved by the faculty. The revised curriculum will appear in the new Bulletin.

The most fundamental revision was the extension of introductory instruction to two semesters of lecture and the addition of two one credit-hour laboratory courses. The two lecture courses are Introduction to Micro-Sociology (Soc. 101) and Introduction to Macro-Sociology (Soc. 102), both self-contained three-hour courses. The two laboratory courses are Sociological Inquiry Laboratory (Soc. 110L) and Sociological Data Laboratory (Soc. 120L). All higher-numbered courses are keyed to one or more of the introductory lecture and laboratory courses.

This plan closely parallels the curriculum scheme successfully employed by the Psychology Department for a number of years. Discarding the discussion section system and extending the introductory lectures to two semesters is intended to (1) accommodate maximum numbers of beginning students, and (2) provide greater breadth and depth in the coverage of the substantive sub-areas and distinctive perspectives of contemporary sociology. The laboratory courses are intended to provide a much more closely supervised, intensive, and active experience in sociological work. Our few Teaching Assistants will be employed in the laboratory program, rather than in their past roles as instructors in discussion sections linked to the mass lectures. In summary, it is expected that the lecture courses will maximize initial student exposure to sociology and that the laboratory course will provide a greatly improved preparatory foundation for more advanced work by students developing a special interest in sociology.

Professor Bogart has been given the responsibility for organizing and supervising the laboratory program. With the collaboration of Teaching Assistant Bruce Hall, he has prepared laboratory manuals and a program of instruction for both laboratory courses.

In Connection with this reorganization of the undergraduate curriculum, a number of courses listed in the 1974-75 Catalog have been discontinued. For the most part, these were cross-listed courses taught by other departments which were considered peripheral to our reorganized curriculum. There were also some selective additions of new courses. In addition to the new introductory courses, the most notable additions were three courses in the area of social welfare-social work, and a course entitled "Latin America Through Film", the latter offered in collaboration with the Political Science Department. The social welfare-social work courses will be available for sociology minors and for a distributed minor for sociology majors, but will not be applicable to a sociology major. These courses, though peripheral to the discipline of sociology, were introduced in response to a presistent and increasing demand for courses of this type.

Unlike the state of affairs in the graduate program, high enrollments were sustained in undergraduate courses. Enrollments in lower division courses increased by about 15 to 20 percent, and enrollments in upper division courses remained steady at about the level of the previous year. Most notable has been the continued acceleration of student demand for courses in the criminology-deviance area. It is clear that much of this demand is motivated by vocational and applied interests, and it is expected that the new social welfare courses will appeal to the same student clientele.

Brigitte Goldstein, a junior, won the 1975 Christopher A. W. McGee Award for her paper, "The Social Construction of Religious Reality: A Comparison of Emile Durkheim's and Peter Berger's Theories of Religion." The award was in the amount of 250 dollars. This award is made each year for the best original paper on a sociological topic by a junior or senior sociology major. Mrs. Goldstein was also one of four students in the University to be elected to Phi Beta Kappa in their junior year.

In October, 1974, the department was given a 300 dollar Law Enforcement Scholarship Award by the Albuquerque American Legion Post No. 100 to be awarded for outstanding student scholarship in the area of criminology and/or the sociology of deviance. The award was won by jointly by Eileen L. Pacheco for her paper, "Child Abuse/Neglect A Community Problem of Family Dysfunctioning," and Sharon Chaney and Patricia Johnson for their paper, "Crimes Against Children An Overview and Theoretical Discussion of Child Abuse."

Faculty Publications

Articles and research monographs:

Abel, T.	"Some preliminary remarks on the future of sociological theory." Rocky Mountain Social Science Journal 12 (April 1975): 17-22. "Verstehen I and Verstehen II." Theory and Decisions 6 (1975): 99-102.
Bartell, T. P.	(with Arthur St. George) "A trend analysis of enviornmentalists' organizational commitment, tactic advocacy, and perceptions of government." Journal of Voluntary Action Research (Summer 1975): 41-46. "The human relations ideology: an analysis of the social origins of a belief system." Human Relations (forthcoming).
Bogart, D. H.	(with David C. Lundgren) "Group size, member dissatisfaction and group radicalism." Human Relations 27 (April 1975): 339-356. "Organizational problems and techniques in the future of continuing education. Proceedings of the Fifth National Conference on Continuing Education for Nurses. Columbus, Ohio: Ohio State University Press.

Huaco, G. A.	(translated republication) "Sociologica de la novela: la novela Mexicana, 1915-1965." *Revista de Literatura Hispanoamericana*, No. 5 (Universidad del Zulia, Maracaibo, Venzuela), 1974.
	"La Novela de la Revolucion Mexicana: un cuadro sociologia." *Revista de Lituratura Hispanoamericana*, No. 8 (Universidad del Zulia, Maracaibo, Venzuela).
McNamara, P. H.	(with Gloria G. Mallory) "Comprehensive Manpower Planning in Albuquerque." *Studies in Urban Affairs*, No. 18. Albuquerque: Albuquerque Urban Observatory, 1974.
	"Sociologists, Intellectuals and Roman Catholicism: reflections and applications." *Sociology of Religion* (special issue, January 1975): 39-51.
	(comment) "Reply to Andrew Greeley." *Journal for the Scientific Study of Religion* (March 1975): 356.
Merkx, G. H.	"Economics and history in the study of rebellions: the Argentine case." Chapter in *Approaches to the Study of Political Development*, Garry Brewer and Ron Brunner, editors. Free Press, 1974.
	"La universidad Americana a la defensiza." Pp. 155-162 in Anna Herzseld, et al. (eds.), *Universidad e los Universitarios*. Lawrence, Kansas: University of Kansas Press.
St. George, A.	(with Theodore P. Bartell) "A trend analysis of environmentalists' organizational commitment, tactic advocacy, and perceptions of government." *Journal of Voluntary Action Research* (Summer 1975): 41-46.
Tomasson, R. F.	*Introductory Sociology: A Macrosociological Approach*. San Luis Obispo, California: Toyon, 1974.
	"A millenium of sexual permissiveness in the North." *American-Scandinavian Review* 62 (December 1974): 370-378.
	(republication) "Stability and strains in Scandinavian student politics." Pp. 301-310 in Lewis R. Bowman and G. R. Boynton, (ed.), *Political Behavior and Public Opinion: Comparative Analyses*. Prentice-Hall, 1974 [Reprinted from *Daedalus* 97 (Winter 1968)].

Tomasson, R. F. (cont.)

"The literacy of the Icelanders." Scandinavian Studies 47 (Winter 1975): 66-93.

Book reviews:

McNamara, P. H.

Unsecular Man, by Andrew M. Greeley. Journal of the American Academy of Religion (March 1975): 116-120.

Occupied America: The Chicano's Struggle Toward Liberation, by Rodolfo Acuna. Contemporary Sociology (January 1975): 39-40.

Ritual in Industrial Society, by Robert Bocock. Sociology: Reviews of New Books (March 1975): 114-115.

(review article) "The Churches: reflection, reassessment, and reform." (a review of three books). Sociological Analysis (Autumn 1974): 216-221

Tomasson, R. F.

Social Science Research in Sweden, by The Swedish Council for Social Science Research. Contemporary Sociology 4 (March 1975): 130-131.

Papers Delivered at Professional Meetings

Abramovich, J.

"La universidad su compromiso y futuro: un punto de vista de lationamericano desde Norteamerica." Fifteenth Annual Seminar on Education in the Americas, sponsored by the Department of State. University of New Mexico, Albuquerque, New Mexico, April 8, 1975.

"The Peruvian revoluation: a praetorian state." Sociological Colloquim, Department of Sociology, University of California at San Diego. March 10, 1975.

Bartell, T. P.

"Compositional change and attitude change among Sierra Club members." 1974 Annual Meetings of the Society for the Study of Social Problems.

"The effects of the energy crisis on attitudes and life styles of Los Angeles residents." 1974 Annual Meetings of American Sociological Association, Montreal, Canada.

Gehlen, F. L.

"Legislative content comparisons between males and females in the United States House of Representatives." 1975 Annual Meetings of The Southwestern Social Science Association, San Antonio, Texas.

Gehlen, F. L. (cont.)	"A proposed revision of Kerckhoff's theory of hysterical contagion." 1975 Annual Meetings of The Western Social Science Association, Denver, Colorado.
Huaco, G. A.	"Patterns of graduate education in the United States." Fifteenth Annual Seminar on Education in the Americas. University of New Mexico, Albuquerque, New Mexico, April 1975.
Loy, N. D.	"The influence of educational support by the federal government on regional inequality patterns in Latin America: the case of Brazil." 1975 Annual Meetings of The International Studies Association, Washington, D.C.
Merkx, G. W.	"University and society in North America." Fifteenth Annual Seminar on Higher Education, Albuquerque, April 1975.
Tomasson, R. F.	"The restructuring of higher education in Sweden." Annual Meetings of the Society for the Advancement of Scandinavian Studies, Madison, Wisconsin, May 1975.
	"A millenium of misery: the demography of the Icelanders." Annual Meetings of The American Sociological Association, Montreal, Canada, August 1974.
Winfree, L. T.	"The prosecuting attorney and the deviant label: the decision to prosecute." Annual meetings of The American Society of Criminology, Chicago, Illinois, November 1974.
	"An examination of factors related to parole survival of American Indians." Annual meetings of The Western Social Science Association, Denver, Colorado, May 1975.
	"The prosecuting attorney and the deviant label: factors affecting the conduct of the trail." Annual Meetings of The Midwestern Sociological Society, Chicago, Illinois, April 1975.

Research and Scholarship in Progress

Abramovich, J.	(Editor, with Marshall Nason) "Proceedings of the Fifteenth Seminar on Higher Education in the Americas." To be published under the auspices of the Department of State.

Abramovich, J. (cont.)	(with Gilbert W. Merkx) Article length comparative study of the social and political structures of Peru and Chile.
Bartell, T. P.	"Agrarian violence: a comparative analysis of recent farm movements in Europe and North America." Paper being prepared for the 1975 Annual Meetings of The American Sociological Association.
	A study of cross-pressured voting behavior, based on 1970 election data for 1000 Detroit precincts merged with tract-level Census data.
	National panel study of attitude change among environmentalists; a panel survey of Sierra Club members, 1971-1972.
	Evaluation study of Arizona Corrections Project; evaluation of experimental job-oriented reintegration program for older offenders in Phoenix and Tucson.
	Trend analysis of changes in the criminal justice system; a study of changes in the criminal justice system in metropolitan Albuquerque, 1970-75.
	Attitudes toward the criminal justice system; a large-scale survey of a probability sample of Albuquerque households.
	"Under arrest"; a study of 900 felony case histories extracted from police and court records.
	"Effects of Sentencing"; interview study of differential sentencing patterns.
	"Witness utilization"; a survey study of former lay and expert witnesses.
Bogart, D. H.	Completing two research articles on structure and ideology in small groups, in collaboration with David Lundgren. Final stages of a book on organizational ecology, to be published by Prentice-Hall.
Gehlen, F. L.	Being revised for submission for publication:
	"Legislative content comparisons between males and females in the United States House of Representatives."

Gehlen, F. L. (cont.)	"A proposed revision of Kerckhoff's theory of hysterical contagion."
	"Karate as craze behavior: an analysis of Smelser's propositions."
	Continuation of research on women in Congress, supported by a grant from the UNM Research Allocations.
David, P.	On leave and conducting research on "Youth and violence in Argentina," supported by grants from The Latin American Foundation and the UNM Research Allocations.
Loy, N. D.	Dissertation in progress: "The relationship between economic growth and changes in the levels of living in Brazil: 1940-1970."
Meier, H. C.	Manuscript in progress for book on Elementary Sociological Applications of Statistics.
Merkx, G. W.	Continued studies of Swedish and Argentine politics. On sabbatical leave; planned travel to Argentina and other Latin American nations.
	(with Jaysunio Abramovich) Article length comparative study of the social and political structures of Peru and Chile.
Onwubu, C.	Completing dissertation: "Dr. King, Malcom X, and the Black Protest Activism: A Comparative Study of Strategies for Social Change."
St. George, A.	Book manuscript on the environmental movement, currently being reviewed by the University of California Press.
Winfree, L. T.	Paper: "Group therapy, alienation and assimilation into inmate subculture."
	Paper: The fate of idealism revisited: The case of the law school intern."
Wolfle, L. M.	Dissertation in progress: "Radical Third-Party Voting Among Coal Miners, 1896-1940."
Woodhouse, C. E.	Article under revision for publication (with Henry J. Tobias): "Political reaction and revolutionary careers: the Jewish Bundists in defeat, 1907-1910."

Tomasson, R. F.	Continued studies of Scandinavian and Icelandic societies.
	Article length manuscript, "The radical restructuring of higher education in Sweden."

Other Professional Activities and Achievements

Abramovich, J.	Associate Director of the Fifteenth Seminar on Higher Education in the Americas. University of New Mexico, April 1975.
	Awarded fellowship by Social Science Research Council. To participate in a seminar on "Social security in Latin America: pressure groups, stratification and inequality." Centro Inter-Americano de Estudios de la Seguridad Social, Mexico City, June 28 to August 23, 1975.
Bartell, T. P.	Director, Criminal Justice Program, ISRAD, University of New Mexico.
	Member of Advisory Board, New Mexico Bar Association's BASICS study of Community-Based Corrections.
	Member, Study Group on Planning, Research, Evaluation, and Information Systems; Governor's Council on Criminal Justice.
	Appointed voting representative of the University of New Mexico to the Criminal Justice Consortium of the Governor's Council on Criminal Justice Planning.
	Member, Task Force on Juvenile Corrections, New Mexico Committee on Children and Youth.
	Appointed chairman of Environmental Studies Session of the 1975 Annual Meetings of the Society for the Study of Social Problems.
	Sampling consultant, Survey Research Laboratory, Arizona State University.
	Appointed Chairman of Faculty Curricular Planning Committee for a Criminal Justice Major.

Bogart, D. H.	Member, Executive Committee, Institute of Social Research and Development, University of New Mexico.
	Member, Planning, Research, and Information System Planning Team, Governor's Council on Criminal Justice.
	Board member, First Offender Program, New Mexico Department of Hospitals.
	Faculty advisor, Student Community Involvement Program.
	Chairman, Instructional Program Subcommittee, Committee on University Planning, University of New Mexico.
	Member, University of New Mexico Curriculum Committee.
Gehlen, F. L.	Member, University of New Mexico Committee on Continuing Education.
	Member, University of New Mexico Public Administration Policy Committee.
	Member, University of New Mexico Retirement and Insurance Committee.
Huaco, G. A.	Member, University of New Mexico Graduate Committee.
	Member, College of Arts & Sciences Promotion Advisory Committee.
McNamara, P.H.	Research Associate, Albuquerque Urban Observatory.
	Treasurer, University of New Mexico Chapter of A.A.U.P.
	Session Chairperson, Annual Meetings of Association for the Sociology of Religion, Montreal, August 1974.
	Panelist, Teaching Methods in the Sociology of Religion, national meetings of the Society for the Scientific Study of Religion, Washington, DC, October 1974.
	Appointment, Associate Editor of Sociological Analysis.
	Consultant, Albuquerque City Parks and Recreation Department.

Meier, H. C.	Panelist, Third Annual Child Abuse Symposium, New Mexico Health & Social Services Department. Albuquerque, New Mexico.
	Acting Chairman, University of New Mexico Department of Sociology, Spring Semester, 1974-75.
Merkx, G. W.	Member, Faculty Committee on the Faculty Senate, University of New Mexico.
	Member, University of New Mexico Academic Freedom and Tenure Committee.
	Member, University of New Mexico Curriculum Committee.
	Member, Budget Policy Subcommittee, University of New Mexico Faculty Policy Committee.
	Acting Chairman, University of New Mexico Department of Sociology, Fall Semester, 1974-75.
	Guest lecture, North Valley Family Health Center, Albuquerque, New Mexico
St. George, A.	Associate Director for Research, ISRAD, University of New Mexico.
	Prepared Grant Proposal Writer's Guide for UNM faculty.
	Prepared Principal Investigator's Manual for UNM principal investigators.
	Facilitated ICPR membership, establishing data archive service for University of New Mexico.
	Established a social science literature abstract search and retrieval service through an inter-university consortium.
	Reviewer for Science Books.
Tomasson, R. F.	Elected, Vice President, Society for the Advancement of Scandinavian Studies.
	Appointed panelist and consultant, National Endowment for the Humanities.

Tomasson, R. F. (cont.)	Appointed to selection committee for scholarships in Scandinavian Studies, sponsored by the Swedish Embassy.
	Appointed, Bibliography Committee to publish <u>Scandinavia In English</u>.
	Participant, Conference on The Future of the Welfare State in Scandinavia, sponsored by the American Enterprise Institute and Georgetown University.
	Associate Editor, <u>Journal of Political and Military Sociology</u>.
	Guest lecture, "My Swedish Sociology," for the Institute for English-Speaking Students, University of Stockholm, September 1974.
	Advisory Editor, <u>Contemporary Sociology</u>.
Winfree, L. T.	Consultant, Criminal Justice Program, ISRAD, University of New Mexico.
Wolfle, L. M.	Sampling Consultant, Survey Research Laboratory, Arizona State University, September 1974.
Woodhouse, C. E.	Member, Executive Committee of ISRAD, University of New Mexico.

Due to insufficient available information, the foregoing record of scholarly and professional activity is necessarily incomplete. The most notable shortcoming is the absence of a detailed record of Professor Abel's many contributions and honors in the world of sociology, both in this country and abroad. The record of Professor David's professional activities is also incomplete, owing to his year-long absence in Buenos Aires and the infrequency of direct communications from him.

Also not listed are the many departmental contributions of faculty members, either in the work of departmental committees or just because they were called upon or felt responsible. Harold Meier carried the major responsibility for planning and managing the complexities involved in the extensive curriculum reorganization undertaken by the department during the year. Dodd Bogart made many significant contributions to this and numerous other departmental efforts. As always, Charles Woodhouse was ever ready to lend his careful judgment and dedicated labor to departmental affairs. Frieda Gehelen, Art St. George, George Huaco, and Gil Merkx are also deserving of special recognition for their many contributions.

As the record encompassed by this report only imperfectly reflects, 1974-75 was a hardworking year in the Department of Sociology.

H. C. Meier

ADDENDUM

After this report was written, information on Professor David's professional activities reached the Department. The following is the complete report of his achievements during the academic year:

Pedro David

Books:	The World of the Burglar. UNM, November, 1974. Sociologia Criminal Juvenil - Fourth Edition (in Spanish) Buenos Aires - Editorial Depalma - 221 pages - December, 1974. Cinco Vidas Delincuentes - Spanish Translation of the book in English "The World of the Burglar", UNM 74- Editorial Astrea, Buenos Aires - 75 (in print.)
Articles and research monographs:	El Integrativismo y Las Ciencias Sociales Anais do VII Congreso Interamericano de Filosofia e V da Sociedade Interamericana de Filosofia - Vol. I page 249. Sao Paulo, Brazil 1974. Espacio y Tiempo en el Derecho - Essays in Honor of Professor Recasens Siches. Universidad Nacional Autonoma de Mexico - Mexico, D.F. (in print) El Profesor Universitario en Dos Hemisferios. University of Kansas Press. Ed. Ann Hertzfeld, December 1974 Fourteenth Seminar of Higher Education Page 263. Part V.
Lectures delivered at Professional Meetings:	Predelinquent Stages at the First Symposium of Criminal Law Judges of Buenos Aires, March, 1975 Actual Perspectives of Criminology at the Center for Sociological Studies of Buenos Aires August 5, 1975.

Research:

Completed the gathering of data for a research on "Youth and Violence in Latin America."

Other Professional Activities and Achievements:

Appointed, by the Latin American Children's Institute of the Organization of American States, International Professor at the Courses of Criminology given to Judges of Brazil: (Rio, April 1975) and Venezuela (Caracas, June, July 1975).

Invited by the Universidad del Zulia (Maracaibo, Zulia, July 1975, to deliver lectures at the Institute of Criminology.

Appointed President of the Sociedad Inter-Americana de Ciencias Sociales December, 1974.

Appointed President of the Center for Sociological Studies of Buenos Aires (Argentina) August 1974.

Member of the Commission appointed by the Ministry of Justice of Argentina to draft legislation on Youth, October 8, 1974.

Member of the Commission appointed by the Criminal Court of Appeals of Buenos Aires, Argentina, to plan the reform of the legal status of dependent, orphans and delinquent youth, September, 1974.

Appointed Regional Secretary for the Americas of the Institut International De Sociologie (International Institute of Sociology) Algiers, 1974.

The Report of the Department of Speech Communication

July 1, 1974 - June 30, 1975

R. Wayne Pace - Chairman

CONTENTS

I. General Departmental Information and Accomplishments

II. Recommendations and Plans for the Future

I. General Departmental Information and Accomplishments

A. Administration, Structure, Direction

Human Communication

Our experience suggests that the overriding issue confronting this department is one of identity. Internally, we have confronted the issue and evolved a reasonable and systematic conception of the theory and content indigenous to this department. It is called COMMUNICATION THEORY. Although some other departments claim to deal with certain skills of communicating, this department alone in fact grounds its entire program on theories of human communication.

The study of human communication is the central concern of this department. The process of human communication is one of transforming sensory data into information. The transformation of food into energy and the transformation of data into information are the two processes that permit living systems to exist. Thus, an understanding of communication is fundamental to any discipline that purports to study human beings.

The term communication refers to the personal and individual act of assigning meaning and significance to events. As people begin to share meanings, communication becomes a transactional process. The presence of other individuals adds immeasurably to the complexity of the communication act. The variety of social settings in which communication occurs exerts a profound influence upon the process; thus, it is desirable and--possibly--necessary, to examine separately the communication acts that take place in two-person (dyadic), small group, speaker-audience, organization, and broad societal relationships.

The capabilities of modern technology have greatly increased the possibilities for large interpersonal networks of communication. Electronic (tele) media allow for the immediate diffusion of ideas and information about events to millions of people somewhat simultaneously but spread across a nation or a continent, helping to create a community of ideas. Telemedia systems allow for information to be disseminated almost instantly to all parts of the country. Thus, another major focus in the department is the study of telemediated communication. The production of mediated messages, the processes by which they are disseminated, the effects resulting therefrom, the policies which govern the development of facilities and distribution systems, and the laws which influence the use of the media and those who prepare messages are all studies within the scope of the department.

For administrative and pedagogical convenience, the academic program is organized so as to reflect the major human relationships in which communication occurs. Human communication theories unite the various strands with a common theoretical foundation. Research and instruction focus on human communication as it occurs within individuals, dyadic and small group relationships, and organizations and institutions, and as it is influenced by electronic media. The areas are referred to as Interpersonal Communication, Organizational Communication, Rhetorical Communication, and Telemediated Communication (see departmental brochure, Appendix A).

It is apparent that the transition from a "speech" department to a "communication" department has created a high level of ambiguity among faculty and administrators who have been acquainted with the department for lo these many years. It appears difficult to grasp the basic change: from an emphasis on form (public speaking, parliamentary procedure, debate, oral reading, discussion, etc.) to an emphasis on theory (information processing, interpersonal dynamics, organizational information diffusion, mass communication).

Introductory Courses

To assist students in orienting themselves and to provide for a theoretical introduction to the departmental program, one of the introductory courses (101) was fully converted to a non-performance (no speeches or oral performance) introduction to theory and research in the field of communication. Approximately 280 students were taught in a single-section course. For Fall semester 1975, plans are to offer two sections of approximately that same size, depending upon available facilities. Much of the 1975-1976 academic year will be spent in developing materials for the other introductory course (102) in order to offer more complete coverage of concepts, but with a theoretical emphasis.

A great deal of effort was expended during this past year in testing the expedience of teaching some of the major skills courses (public speaking, interpersonal communication, communication for teachers) in large sections. Enrollments ranged from approximately 100 students to almost 550 students in single sections. The results were not entirely promising. When dealing with specific communication skills, a ratio of faculty to students should probably not exceed 1:30. However, to handle the 700 students in our skills courses, the department would need an increase of at least five instructors to teach at least four sections each of the skills courses.

Loss of Faculty Position

Regretfully, once again the department was advised that it could not replace a faculty member leaving to continue advanced study. The department was left with 10 faculty whereas in 1972 it had 13 full-time faculty members. Loss of faculty positions has been the most detrimental and unfair blow experienced by the department in the past three years. With increasing enrollments in both undergraduate and graduate courses, with the creation of an off-campus student extern program requiring enormous amounts of faculty time, and with increasing public service commitments as well as writing and research, departmental FTE are continuing to be decreased. The consequence of loss of faculty and the failure of our experiment to handle basic skills courses with large numbers of students will be a noticeable decrease in the number of students who will be able to enroll in departmental courses. We would much prefer to regain lost FTE and have them augmented with part-time instructors so as to offer courses requested by students.

Departmental Priorities

During the fall of 1974, each department was asked to complete a review of its graduate program. Although the report of our review was accepted, reactions to it indicated a great deal of uncertainty about what our program was about and our priorities. As a consequence, it appeared desirable to phrase explicit priorities and develop a departmental mission. The following priority statements were ranked by faculty of the department with the following results:

Statement	Ranking
To provide specific instruction in communication studies for undergraduate majors within the department in the following emphases: interpersonal, organizational, rhetorical, telemediated communication.	1
To provide advanced and specialized preparation at the graduate level for professional communicologists (researchers) and communicators (practitioners) in the following emphases: interpersonal, organizational, rhetorical, telemediated communication.	2
To provide general instruction in communication studies (theory, strategies, skills) for undergraduates in other departments (service orientation).	3
To perform research on communication variables and other variables in communication contexts and situations.	4
To prepare teachers (secondary and college) who can provide instruction in communication theory, strategies, and skills.	5
To provide consultative services to the general public about communication strategies and skills for purposes of improving communication in personal, public, and organizational contexts.	6
To provide an all-university undergraduate competitive forensics activity program.	7
To provide continuing education (inservice, career development) in communication strategies and skills for the general public.	8

Together, these eight statements represent the mission of the department. Unless some highly impelling exception intervenes, it will be the policy of the department to use its resources to achieve the objectives that comprise the mission in the order indicated. Resources will be used to provide the best possible professional preparation for undergraduate and graduate majors. Hopefully, departmental decisions will reflect more clearly the major priorities of the departmental mission.

B. Faculty, Graduate Assistants, and Staff

1. Faculty. During 1974-1975, the department consisted of eleven faculty:

Professor and Chairman	R. Wayne Pace	(1.0)	Organizational and Interpersonal
Associate Professor	Robert C. Dick	(1.0)	Rhetorical
Associate Professor	Estelle Zannes	(1.0)	Telemediated and Rhetorical
Assistant Professor	Lawrence B. Rosenfeld	(1.0)	Interpersonal
Assistant Professor	James L. Hoban	(1.0)	Rhetorical
Assistant Professor	Jean M. Civikly	(1.0)	Interpersonal and Educational Methods
Assistant Professor	Richard M. Krause	(1.0)	Telemediated
Assistant Professor	Timothy G. Plax	(1.0)	Interpersonal and Research Methods
Instructor	Paul C. Feingold	(1.0)	Organizational and Interpersonal
Lecturer	Sandra L. Corless	(1.0)	Rhetorical and Forensics
Lecturer	Virginia S. Malone	(.3)	Interpersonal

2. Graduate Assistants. During Semester I, five state-supported graduate assistants were employed:

Sally Murphy (Colorado College)
Ellen Perlow (Pennsylvania State University)
Peter Thompson (California State University, Sacramento)
James Zalewski (Northwestern University)
Gary Carter (Weber State College).

During Semester II, two additional assistants were employed:

Donna Donahue (University of Montana)
Patricia Kolvoord (University of Texas, Austin).

3. Staff. The secretarial staff consisted of three individuals:

May Polivka, Departmental Secretary
Cathy Retzlaff, Staff Secretary
Beverly Gose, Forensics Secretary (Work-Study).

Technician. An electronic technician was employed beginning in July 1974 to assist with the telecommunication equipment. Kenneth Larson occupied this position until April 1975, followed by Arthur Eberhardt.

4. Appointments Effective August 1974

Mr. Paul C. Feingold, Visiting Instructor (Purdue University)
Organizational and Interpersonal Communication

5. Separations Effective July 1975

Dr. Robert C. Dick, Associate Professor, resigned to accept a position as Chairman, Department of Speech/Theatre/Communication, Indiana/Purdue University, Indianapolis, Indiana.

C. Students

1. Enrollments in Classes. Semester I registration figures indicate that the department moved from being ranked 16th (out of 20 departments) during 1973-1974 in weighted student credit hour per faculty member to 9th during 1974-1975. This represents an increase in 133 weighted SCH per faculty member. Only 4 other departments in the College of Arts and Sciences experienced an increase and those were 83, 27, 26 and 2. Although final figures are not available at this writing, with one fewer faculty members, the department showed an increase over 1973-1974 for Semester II of more than 500 SCH's.

2. Majors in the Department. Although figures are usually quite inaccurate, a survey of classes during Semester I of 1974-1975 revealed that students indicated a major in this department as follows:

Arts and Sciences	44
Education	6
Fine Arts	2
University College	20
Graduate School	32

The department hosted two social events for majors and minors during the academic year: a fall ball to acquaint new students with faculty and a spring fling recognition social at the San Gabriel State Park (at Mountain Rd. and the Rio Grande River). Approximately 75 students attended each event.

3. Minors in the Department. The Semester I 1974-1975 survey indicated a total of 58 minors.

D. Forensics and Course Enrichment Activities

1. Forensics. Continued success was recorded by the University of New Mexico forensics program during the 1974-75 school term. Interest in the program reached an all time high with over 100 university students participating in one or more of the various activities of the program. Numerous university students are finding the program a means to participating in worthwhile university and community activities. This year's forensic program was under the direction of Sandra Corless, who was assisted by two half-time graduate assistants, Sally Murphy and Gary Carter.

During the competitive season 19 different students traveled to 17 tournaments and participated in 521 rounds of competition. Students traveled over 34,000 miles and compiled a 52.1% win record during the season. Among the most prestigious tournaments attended this year were the University of Houston's National Invitational, the Western Speech Communication tournament in Fullerton, California, and the Great Salt Lake Invitational.

The following students were recognized for their outstanding contributions to this year's program:

Debate Awards: Mike Schingle
Steve Vogel
Susan Price
Robert Tepper

Outstanding Individual Events Specialist: Dennie Wader

Youth Speaks Out Award: Robin Holck.

More emphasis was placed on participation in individual events this year. This allowed all students to be involved in more competitive rounds as well as allowed the program to be responsive to the needs of students to compete outside of the activity of debate.

In November the 15th Annual Lobo Invitational Speech Tournament was held on the UNM campus. Three divisions of debate and four individual events categories were offered. Participating in the tournament were 145 students from 21 schools representing seven different states. Due to a necessary date change in the tournament, a number of schools could not attend the tournament but have included it on their schedules for the 1975 fall season.

In an effort to continue to be recognized nationally as an active forensics program, membership was maintained in the Rocky Mountain Forensics League, the National Forensics League honorary, Delta Sigma Rho-Tau Kappa Alpha, and membership in the American Forensics Association's National Debate Tournament. This year the forensics program became a more active participant in the Cross-Examination Debate Organization by offering a division in this form of debate in the Lobo Tournament and by having a team place third in two tournaments in this division. This success gave the university team national ranking.

Six $250 scholarships were desígnaged as forensics scholarships which served as important elements in the recruiting efforts of this year's program.

Continued expansion in efforts to become closely involved with the high school forensics program was observed this year. The university coaching staff and forensics students conducted 32 workshops at 19 different high schools across the state. Debate technique and individual events programs as well as demonstrations were presented by university forensics students and the coaching staff. The Second Annual High School Debate Workshop was conducted early in the fall with 150 high school students and coaches representing 16 high schools.

A special Introduction to Forensics workshop was conducted by the university coaching staff at Truth or Consequences High School. A four hour workshop was conducted which involved 470 students and seven teachers. Students were introduced to the major areas in forensics and taught how to select, write, and present speeches in each of the areas. The workshop was quite successful in terms of establishing a forensics program in the Truth or Consequences High School and generating interest in including speech in their curriculum.

The university students continued to enjoy the activity of judging at high schools and junior high school speech contests. Every effort will be made in the coming year to find more contests for students to judge in, due to the strong interest on the part of the university students. Forensics students served as judges in 15 tournaments including the New Mexico State and District High School Speech Tournaments and the New Mexico State and District National Forensics League Tournaments.

The year was concluded by the Administration of Forensics class directing the Annual May Day Speech Festival for the high school and junior high school forensics students. The tournament involved 200 students from 24 schools. The tournament was run and judged exclusively by university students.

The coaching staff attended all high school activities association meetings dealing with forensics. Such meetings have allowed the university coaching staff to become aware of the high school needs and offer our suggestions and services to solve problems and meet the needs of the high schools in the state.

University students throughout the year have had an opportunity to engage in forensics activities in the Albuquerque community. On numerous occasions students have judged for speech contests sponsored by service clubs.

The KQEO Youth Speaks Out Program was again organized, coordinated, and conducted by UNM students. The show is a one hour weekly radio show with the purpose of giving the youth an opportunity to express points of view on relevant issues. The university students enjoy the responsibility of the show as well as the chance to speak out on important issues.

During the spring Ms. Corless was appointed sectional coordinator for the State of New Mexico of the Bicentennial Youth Debate Program. The program is supported by a 5 million dollar grant from the Humanities. The program involves youth across the country in a serious examination of American history and values. The program will offer every high school and college age youth in the nation an opportunity to participate in forensics events. Substantial awards will be given to outstanding participants at various levels of competition. Several UNM students participanted in the planning of this event and every effort will be made to involve forensics students in this program,next year.

With increasing costs in the areas of food, lodging, transportation, and most significantly gasoline, the forensics program will undoubtedly find it necessary to cut back on the number of trips taken and the number of students allowed to participate. The coaching staff finds this distressing, yet necessary, to conduct a program that has not received a funding increase. The program has rapidly expanded to include more students and activities over the past three years. A point has undoubtedly been reached that will require a decision as to whether increased funding is provided to continue to maintain the program and to meet the increasing desires of students to become involved in this type of activity, or is the program one which will be forced to be phased out due to increasing costs. It is only hoped that the people outside the program who make priority decisions will recognize the value of this co-curricular activity that so many students have become active participants in during the last three years.

2. Course Enrichment Activities. Students were placed in the following organizations as interns:

Better Business Bureau
City of Albuquerque
Esperanza
KOAT-TV
KOB-TV
Lovelace-Bataan Medical Center
New Mexico Interchurch Agency
State of New Mexico House of Representatives
University Heights Hospital
U.S. Civil Service Commission

Organizations for which workshops, symposia and consulting were done are:

Albuquerque Police Department
Albuquerque Public Schools
Bureau of Land Management
Cooper-Montgomery Dental Office
Duke City Linguistics Circle
Elanco
National Fire Training Center (Interagency)
  Fire Safety Officers
  Advanced Fire Management
  Fire Command School
New Mexico Child Abuse Symposium
New Mexico Education Association
New Mexico Home Economics Association
New Mexico Personnel Directors Association
New Mexico PTA
New Mexico Speech & Hearing Association
Peanut Butter & Jelly School (Office of Economic Opportunity)

Pfizer Corporation
Public Relations Society of New Mexico
U.S. Civil Service Commission
U.S. Department of Defense
U.S. Army Management Engineering Training Agency

E. Research and Writing

Books published: 2

Book manuscripts in preparation (with contracts): 4

Monographs or chapters published: 2

Articles published: 6

Research reports written: 10

Convention papers presented: 25

Manuscripts reviewed for publishers, including ERIC, journals, and commercial: 30

F. Activities in Professional Organizations

Chair, Intent Group (WSCA) Regional Association

Member, Minorities Task Project (WSCA) Regional Association

Editor, State Association Journal (NMCA)

Member, Steering Committee, Women's Caucus (WSCA) Regional Association

2 Members, Legislative Assembly (WSCA) Regional Association

Chair, Committee on Instruction for the Future (ICA) International Association

Member, Ad Hoc Committee on Membership (SCA), National Assn.

Consulting Editor, Regional Journal (WSCA) Regional Assn.

Consulting Editor, National Journal (SCA) National Assn.

Member, Nominating Committee (ICA) International Association

State Coordinator, Bicentennial Debates

Professional Parliamentarian, National Desk & Derrick Assn.

Recording Secretary, New Mex. State Assoc. of Parliamentarians

II. Recommendations and Plans for the Future

A. Devise a more accurate and acceptable title for the department. The term "speech" has, over the years, presented an inaccurate image of the content and concerns of faculty of the department. The telemediated and organizational communication areas of the department, for example, offer instruction and conduct research that are clearly something other than "speech." Significant confusion and deleterious delays have occurred in working with community groups due to the misconceptions generated by the term "speech" in the title of the department. Permission should be granted to change the title of the department to one of the following:

Department of Communication,
Department of Communication Studies,
Department of Human Communication.

B. Secure more adequate facilities for the department. This issue and recommendation has been included in annual reports for more years than it is polite to mention. The problem has not been resolved. At this writing, as a department we have probably the most inadequate facility of any program on the entire campus. With new buildings on the rise for departments all across campus, we feel less than second-rate when priorities do not even provide for a remodeled shell for us. We trust that, before long, priorities will change.

C. Regain lost faculty positions. To offer an adequate program at both the undergraduate and graduate levels, we must have adequate faculty with specializations in all four emphases within the program. We need at least three additional faculty--one in telemediated, one in rhetorical, and one in organizational.

D. Regain lost graduate assistant positions. We have learned that we shall have only four graduate assistant for the next academic year (as opposed to five for the current year). We have made herculean efforts to accommodate student demands for courses, increasing in one year an average of 133 student credit hours per faculty member. We have taught large numbers of students in single section courses where the necessity of having graduate assistant help is almost self-evident. The result: a reduction in graduate assistants. The reward system at the University seems peculiar indeed.

E. Adjust priorities within the department to more effectively prepare majors at both the undergraduate and graduate levels. For many years the department has acted within the scope of an unstated policy suggesting that priority should be given to accommodating non-major students in other programs--maintaining a strong service orientation. With rising numbers of majors and opportunities available for employment in communication occupations and related professions, the time has come for a major shift in priorities.

F. Focus the graduate program. We are in the process of contiuing the graduate review started in the fall of 1974. Our plan is to identify and evolve a graduate focus that provides preparation in communication theory with direct application to problems of this region.

G. Develop a Communication Research Center. Research on communication variables is probably the most rapidly developing area of investigation in the country. To coordinate the efforts of many faculty and have a central unit through which funding proposals can be directed, we shall seek to create a Center for Communication Research within ISRAD, if possible and elsewhere if not.

III. Composite of Information Requested on Individual Biographical Supplements

A. Advanced Study

1. Paul C. Feingold
   Progress toward Ph.D. degree (Purdue University). Dissertation title: "Development of a model of effective communication."

2. Richard M. Krause
   Continuing work on doctoral dissertation, "Broadcast License Challenge and the Citizen Group: The Detroit Challenge (1970), University of Michigan.

3. Virginia S. Malone
   M.A., August 1974, Department of Speech Communication, University of New Mexico.

B. Sabbaticals, leaves of absence, travel, etc.

None

C. New scholastic honors, fellowships, etc.

1. Robert C. Dick
   In Directory of American Scholars, 6th ed., vol. 2
   To be in The Writer's Directory, 3rd ed. (London: St. James Press).

2. Paul C. Feingold
   Ross Ade Fellowship for summer research, 1974.

D. Publications

1. Jean M. Civikly
   "Latitude of Attitude in Ratings of Dialect Variations," Speech Monographs, 41, 4, November 1974, 397-407. (with F. Williams, J. Whitehead).
   Book Review: Reviews of Teaching/Learning Resources, Speech Teacher, 23, 4, November 1974, 362-363 (Nonverbal Communication: Readings with Commentary).

2. Robert C. Dick
   Black Protest: Issues and Tactics (Contributions in American Studies, No. 14). Westport: Greenwood Press, 1974, 338 pp.
   "Dehumanization of Communication," NewMexiCom: New Mexico Communication Association Journal 1 (Fall 1974), pp. 8-11.

III. D. Publications

2. Robert C. Dick (cont'd)
   Review: Effective Group Communication, Second Edition, by John K. Brilhart, for Journal of the American Forensic Association (in press).
   Review: The Education of Black People: Ten Critiques, 1906-1960, by W.E.B. DuBois, Edited by Herbert Aptheker; and The Correspondence of W.E.B. DuBois: Volume I, Edited by Herbert Aptheker; for Quarterly Journal of Speech (in press).

3. Richard M. Krause
   "Mode of Presentation: in Experiments in Human Communication: A Laboratory Manual and Workbook, L. Rosenfeld, G. Goldhaber and Val Smith. New York: Holt, Rinehart and Winston, 1975, pp. 280-282.

4. Virginia S. Malone
   "Sleeping Beauty and the Wizard," Transactional Analysis Journal, 4, No. 3 (Fall 1974), p. 47.

5. R. Wayne Pace
   Communication Probes (Palo Alto, Calif.: Science Research Associates, 1974), with B.D. Peterson and G.M. Goldhaber, pp. 212.
   "What Do You Tell a Married Couple Who Say They Don't Have Anything to Talk About?" Marriage and Family Living, November 1974, Vol. 56, No. 11, p. 11.

6. Timothy G. Plax
   "Human Information Processing in Four Modes of Response," Speech Monographs, Vol. 41, June 1974, pp. 189-191.

7. Lawrence B. Rosenfeld
   "Influence of Mode of Presentation, Ethnicity and Social Class on Teachers' Evaluations of Students," Journal of Educational Psychology, 66 (1974), 540-547.
   "Introduction of Small Group Relationships," in Communication Probes (Chicago: Science Research Associates, 1974), 142-147.
   "Sex and Persuasibility Revisited," Western Speech, 38 (1974), in press.

8. Estelle Zannes
   Effect of Technology on the Police Officer: Proceedings of Crime Countermeasures Conference, Lexington, Kentucky, 1974.

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

1. Jean M. Civikly
   Office of Economic Opportunity Grant: Communication and the Poor (with R. Wayne Pace and Richard M. Krause), $40,000.

III. E. Other research projects or create work in progress or completed

1. Jean M. Civikly (cont'd)

   Instructional Development, Speech Communication 413, Internship Program, Sp. Com. 256.

   Research on Specificity of Behavioral Objectives and Its Effect on Student Cognitive and Affective Behaviors.

2. Robert C. Dick

   Received extension of grant from Research Allocations Committee to procure photographs of antebellum black protest spokesmen.

3. Paul C. Feingold

   Work on development of skills toward certification as a communication auditor.

   Work on article for publication titled: "Anti-Drug Commercials and the Mass Media: Prevention of 'Pushing'?"

4. Richard M. Krause

   Office of Economic Opportunity Grant: Communication and the Poor (with R. Wayne Pace and Jean M. Civikly), $40,000.

5. R. Wayne Pace

   Office of Economic Opportunity Grant: Communication and the Poor (with Jean M. Civikly and Richard M. Krause), $40,000.

   In Press: Communication Behavior and Experiments (a textbook and laboratory manual to be published by Wadsworth Publishing Co. in 1975).

6. Timothy G. Plax

   "The Dogmatic Personality and Group Decisions Involving Risk: An Improved Risky-Shift Paradigm."

   "Personality Determinants of Autocratic and Democratic Leadership."

   "Personality Correlates of Reticence."

   "Personality Correlates of Spoken Message Comprehension."

   "The Relationship of Listener Personality to Perceptions of Three Dimensions of Credibility."

   "Correlates of Risky-Decision Making."

   "The Effects of Self Evaluation and Ego-Involvement on Information Seeking Behavior."

   "The Influence of Self Evaluation, Stress and Dogmatism on Information Seeking Behavior."

   "The Personality Correlates of Specific and Generalized Dress Behaviors."

   "The Personality Correlates of Attitude Change."

   "Issue vs. Response Involvement: An Attempt to Resolve the Confusion Surrounding the Ego-Involvement Construct."

7. Lawrence B. Rosenfeld

   "Nonverbal Behavior and Small Group Interaction," to be included in Speech Communication, A Basic Anthology (New York: Macmillan, 1974), in press.

   Completed a novel, Yesterday's Marine, and a feature length screenplay, Soochow (under consideration at Paramount Studios).

III. E. Other research projects or creative work in progress or completed

8. Estelle Zannes

In press: Communications and the Police Officer, Wm. C. Brown Publishers. Anticipated publication date: Fall 1974.

Work completed on Effects of Technology Upon the Police Officer.

Research in progress: Campaigns of Black Politicians in the 60's and early 70's.

F. Activities in learned and professional societies

1. Jean M. Civikly

Presented professional papers:

International Communication Association, April 1974, "The Effects of Information Exposure Activities on Attitudinal Changes among Co-Cultures," (with T. Plax).

New Mexico Communication Association: "Classroom Activities for Intercultural Communication."

National Education Association-New Mexico: Using Behavioral Objectives in Teaching Communication Skills," October 1974.

Third Annual Child Abuse Symposium, November 1974: "Communication: Supportive and Defensive" (with R. Wayne Pace and Richard Krause).

International Communication Association, April 1974: "Transracial Communication: Problems and Probabilities," New Orleans, Louisiana.

Attended Western Speech Communication Association convention, November 1974, Newport Beach, California.

2. Sandra L. Corless

District Nine Committee for the American Forensics Association.

National Debate Tournament.

3. Robert C. Dick

Presented "Criteria andGoals Cases in the Policy Debate Schema," a paper at the Western Speech Association convention, Newport Beach, California, November 25, 1974.

Chairman of Panel: "Sources, Ideas, and Methods for Teaching Intercultural Communication Courses in New Mexico Colleges and Universities," New Mexico Communication Association convention, Ruidoso, New Mexico, November 9, 1974.

New Mexico Coordinator for Education Resource Information Center's Clearinghouse on Reading and Communication Skills, Jan. 1-Dec. 31, 1974.

Member of Membership Committee of Western Speech Communication Association, April-December 1974.

Consulting Editor for Western Speech: Journal of the Western Speech Communication Association, Jan. 1-Dec. 31, 1974.

Attended and participated in spring meeting of the New Mexico Communication Association, Las Cruces, March 29-30, 1974.

Member of the NMCA Program Committee, June-Dec. 1974.

III. F. Activities in learned and professional societies

10. Lawrence B. Rosenfeld (cont'd)

"Personality Determinants of Autocratic and Democratic Leadership," Speech Association of America, December 1974.

Chairperson, Organizational and Interpersonal Communication, Western Speech Communication Association, 1974.

11. Estelle Zannes

Presented paper, "Effects of Technology Upon the Patrol Officer," Carnahan Crime Countermeasures Conference.

New Mexico Bar Association: Seminars in Art of Persuasion in Litigation, and Video Taping and the Law.

Seminar for PTA state convention in Communication. Workshops in Media and PTA, Communication and Leadership, Barriers to Communication.

Seminars in Political Rhetoric of Social Movements for State Teachers Conference.

Presented paper, "ContemporaryPolitics in New Mexico," New Mexico Communication Association.

Presented paper, "Henry Jackson, Contender for the Presidency," Speech Communication Association of America National convention, 1974.

G. Other professional activities

1. Jean M. Civikly

Research on jury selection.

2. Sandra L. Corless

Made two television appearances with University Debate Team.

Conducted 27 high school forensics workshops.

Gave 16 speeches representing the University on communication-related subjects.

Served as administrative consultant to the American Dental Assistants Association in establishing a touring conference.

3. Robert C. Dick

Supervised UNM May Day Speech Festival for high school and junior highs of the state, May 4, 1974.

Judged Oratory and Debate at Twelfth Annual Manzano Tri-State Interscholastic Speech Tournament, Manzano High School, January 25-26, 1974.

Directed the Sixth Annual UNM Summer Forensics Workshop for high school students, speech teachers and coaches, July 8-26, 1974.

Judged Oratory and Cross Exam. Debate at West Mesa Invitational Speech Tournament, West Mesa High School, February 15-16, 1974.

4. Paul C. Feingold

Consulted for Department of Defense, Civil Service Commission, Pfizer Co., Elanco.

III. F. Activities in learned and professional societies

4. Paul C. Feingold

Presented paper at Speech Communication Association national convention, Chicago, Illinois, December 1974, "Suggestions for Improving Organizational and Interpersonal Communication in the Penitentiary."

Presented paper at International Communication Association convention, New Orleans, Louisiana, April 1974, "A Field Experiment of the Persuasive Effects of Messages in the Context of a Radio Commercial."

5. James L. Hoban, Jr.

Presented paper at the Speech Communication Association national convention, December 1974, "Rituals and Rhetorical Occasions."

Presented paper at the Western Speech Communication Association convention, Newport Beach, California, November 1974, "The Dissentive Stance of Alexander Solzhenitsyn."

6. Richard M. Krause

Child Abuse Symposium, New Mexico Health and Social Services Department, November 8, 1974: symposium, presentation of research data (with R. Wayne Pace and Jean Civikly).

7. Virginia S. Malone

Recording Secretary for New Mexico State Association of Parliamentarians, 1973-75.

8. R. Wayne Pace

Attended professional meetings: International Communication Association, New Orleans, April 1974.

New Mexico Communication Association, Las Cruces and Ruidoso, New Mexico, March and November 1974.

Western Speech Communication Association, Newport Beach, California, November 1974.

Special ad hoc committee on Membership, Speech Communication Association, New York City, September 1974.

Finance committee, Western Speech Communication Association.

9. Timothy G. Plax

Papers presented: International Communication Association, New Orleans, April 1974, "Inducing Resistance to Persuasion: The Relationship of Dogmatism to Inoculation Theory" and "The Effects of Information Exposure Activities on Attitudinal Changes Among Co-Cultures."

Western Speech Communication Association, Newport Beach, California, November 1974, "Personality Correlates of Reticence," and "The Dogmatic Personality and the Risky-Shift Phenomenon."

Speech Communication Association, Chicago, 1974, "Personality Correlates of Leadership Style."

Chairman, Organizational and Interpersonal Communication Group, Western Speech Convention, Newport Beach, November 1974.

10. Lawrence B. Rosenfeld

Presented papers: "The Dogmatic Personality and Decisions Involving Risk" and "Personality Correlates of Reticence," Western Speech Association convention, November 1974.

III. G. Other professional activities

5. Richard M. Krause

"Statement on CATV and Higher Education," before Albuquerque City Council, October 14, 1974.

Unpaid Consultant, CEETRUTH (Committee for Responsive Media).

6. Virginia S. Malone

Lecture on Transactional Analysis to Parliamentarians for state meeting.

Served as professional parliamentarian to National Desk & Derrick Association.

Conducted one study group and three workshops on Transactional Analysis.

7. R. Wayne Pace

Continuation appointment as:

Consultant, Army Management Engineering Training Agency, Rock Island, Illinois; presentations on Human Communication in Organizations, June and October 1974.

Consultant to National Fire Management Center, Marana, Arizona; presentation on methods of instruction (October) and small group processes (November).

Training sessions for Bernalillo County Health and Social Services and Albuquerque Public Schools (Security Division) on management, communication, and attitude change.

Presented Workshop on Auditing Communication in Organizations, California State University at Sacramento (August 1974).

Workshop on Supportive and Defensive Communication for Regional Seminar on Child Abuse, Convention Center, Albuquerque, November 1974.

Workshop on Talk-Write for Teaching Composition at NEA-New Mexico Convention Center, Albuquerque, October 1974.

8. Timothy G. Plax

Consultant in Communication and Program Evaluation, Checkerboard Area Health System, Cuba, New Mexico, 1974-75.

9. Lawrence B. Rosenfeld

Involved with training in the Albuquerque Police Department. Planning for Communications Workshop for selected APD personnel (with Estelle Zannes).

10. Estelle Zannes

Consultancies: Candidates Jerry Apodoca (preparation for television debates);

Mayor Harry Kinney (political and advertising strategies and productions);

David Rusk (political and media strategy);

Joseph Bartunek (County Commissioner, Ohio).

Off campus talks:

Ham Radio Operators of America, Philosophers Anonymous Club.

Planning for Communications Workshop for selected Albuquerque Police Department personnel (with Lawrence Rosenfeld).

III. H. Non-teaching University service

1. Jean M. Civikly

   Graduate Review Committee, Department of Speech Communication.

   New Mexico Communication Association, Editor of NewMexiCom journal.

2. Sandra L. Corless

   Administer University Forensics program and coach the students involved.

   In charge of Forensics Graduate Assistants.

3. Robert C. Dick

   Member of University Speakers Committee, Jan.-May, 1974.

   Parliamentarian for General UNM Faculty meetings, March 12, Sept. 10, Oct. 8, 1974.

   Member of Speech Communication Graduate Advisory Committee.

   Graduate advisor for Randee Flowers, Ron Miller, Dave Lanier, Mike Houser, and Robert Patterson.

   Chairman of Departmental Tenure-Promotion Review Committees for James L. Hoban and Lawrence Rosenfeld, Fall 1974.

4. Paul C. Feingold

   Canvassed numerous firms to establish an outside intern program.

5. Richard M. Krause

   Member Regents' Committee on University Planning.

   Member Radio Board.

   Member, President's Ad Hoc Committee on KNME (through June 1974).

6. R. Wayne Pace

   Chairman, Speech Communication Department.

   Member, University Community Forum.

   Member, Committee on Continuing Education.

   Departmental advisor to undergraduate majors.

7. Timothy G. Plax

   Directed three master's theses; one doctoral dissertation.

8. Lawrence B. Rosenfeld

   Served as advisor to graduate and undergraduate students in Speech Communication.

9. Estelle Zannes

   Member, Arts & Sciences Advisory Committee on Promotion.

   Faculty advisor to graduate students.

I. Public service

1. Robert C. Dick

   Vice Chairman of Ward 23B, Bernalillo County Democratic Party, Jan.-Dec. 1974.

   For work with Democratic Party, was conferred honor of Colonel, Aide-de-camp on the staff of New Mexico Governor Bruce King, Aug. 21, 1974.

III. I. Public Service

2. Virginia S. Malone
   500 hours volunteer counseling to Mental Health Center.

3. R. Wayne Pace
   Member, program committee, Albuquerque Kiwanis Club.
   Member, Partners of the Americas.
   Continued as Director, Teacher Development, Albuquerque Fourth Ward, LDS Church.

4. Timothy G. Plax
   Lecture on public speaking to Albuquerque Marine Reserve, March 1974.

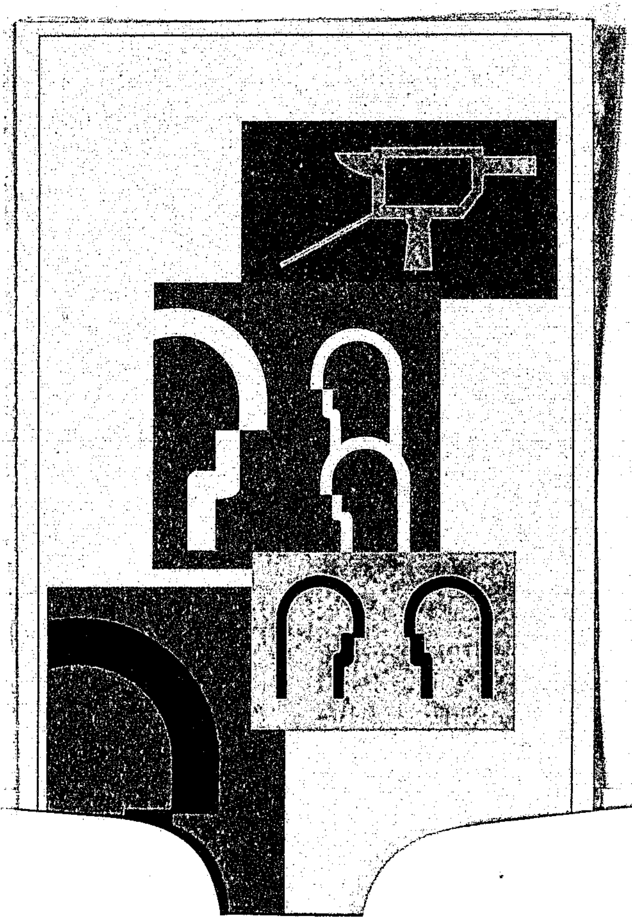
5. Lawrence B. Rosenfeld
   Work with the Albuquerque Police Department

J. Personal Information

1. Robert C. Dick
   Oldest daughter, Shelly Christine Dick, age 15, died on September 24, 1974.

APPENDIX A

Departmental Brochure



The Report of the Division of Inter-American Affairs
July 1, 1974 - June 30, 1975
Martin C. Needler, Director

A. Significant Developments

1. The following numbers of degrees were awarded during the report period:

   B. A. 5 M.A. 8

2. Enrollment during the report period reached the number of 20 graduates and 13 undergraduates.
3. The requirements for the major in Latin American Studies at the B.A. level were revised to make it possible for students to minor in another department. However, a distributed minor was adopted for students who wished to take all of their work in Latin American Studies as formerly.
4. A new interdisciplinary course at the sophomore level, Latin American Studies 250, Latin America Through Film, was developed with the cooperation of the political science and sociology departments, which will cross-list it. It will be taught for the first time in the spring semester of 1975-76.

5. The department's listing in the university catalogue designate as "associated faculty" those faculty members who have been cooperating with the Division in directing individual reading courses, participating in M.A. exams, and the like.

6. Among visitors to the department was Dr. Ilse Cohnen, who deals with cultural relations with Latin America for the West German Foreign Ministry.

7. The Division cooperated in planning a summer institute on the teaching of Latin American Studies at all levels, to be held in Albuquerque in July and August, 1975, organized by the Latin American Studies Association and the Consortium of Latin American Studies Programs and financed by a grant from the Tinker Foundation.

B. Future Plans and Prospects

1. It is hoped that arrangements now in process will be satisfactorily concluded for one or two students a year to serve federally funded interneships in the Congressional Research Service of the Library of Congress.

2. A brochure will be published in the fall publicizing the Latin American Studies program for prospective students.

C. Staff Changes

1. The Assistant Director of the Division, Karen Vincent-Smith, reverted to her maiden name of Karen L. Remmer.
2. Professor Nancy Loy of the sociology department served as acting director for the summer session of 1975.

D. Professional Activities

During the report period, the Director helped to organize the International Committee for Advanced Latin American Studies and served as its first executive secretary; he testified, by invitation, on U. S. policy in Latin America before the Subcommittee on Western Hemisphere Affairs of the Senate Foreign Relations Committee; and he served as featured speaker at the annual meeting of the North Central Council of Latin Americanists. Publications and other professional activities of the department's two faculty members are included in the political science department's report.

The Report of the Latin American Center
July 1, 1974 - June 30, 1975
Marshall R. Nason, Director

A. Significant Developments during the academic year 1974-75

Though Annual Reports do not normally concern themselves with budgetary questions, particularly as these relate to State appropriated funds, the partial dependence of the Latin American Center on soft money makes appropriate a brief commentary on the status of federal funding. The Center has managed to survive the economy assaults of the Nixon administration when the total of such centers was reduced from sixteen to six. The 1974-75 fiscal year was the second of a three-year funding cycle known in Title VI parlance as Phase II of the Language and Area Centers program. As reported last year, the level of funding was considerably higher than that of Phase I, the UNM Latin American Center's federal funding standing at a figure of $72,500. This amount, taken with the aggregate value of student subsistence grants (Graduate NDFL fellowships) brought the total of federal subvention to approximately $100,000 for the year.

In prescribing guidelines for the third year of the cycle, Washington insinuated that slightly larger dollar amounts might be available and suggested modest increases in the asking figure. Hence, the proposal submitted during the current year called for $81,500 in federal support. In February of the current year the Centers were asked once again to increase their requests, this time by a substantial margin since, allegedly, the prospects for still larger allocations were bright. For the second time we revised not only the budget but the narrative portions of the proposal required to explain and justify it. All of the optimism proved unwarranted; by the time the dust had settled in Washington, we were informed that the maximum allowable for the UNM Center would be $75,000, or less than the figure requested in the first submission! Since projected increases had been earmarked largely for salary support in social science fields, and since in two cases such assistance, combined with departmental resources, would have meant the acquisition of new faculty expertise, the denouement of the fitful funding story had to involve embarrassing withdrawals from what had been regarded as fairly firm commitments.

The funding picture for 1976-77 appears at this juncture to be confused. Washington releases of recent date suggest that upon conclusion of Phase II, funding of some kind may be continued. No existing center will have any presumption of priority consideration merely because it has acquired, across the years, the resources and expertise to function effectively. Applications will be solicited from all and sundry. Though federal criteria sometimes change in response to public and institutional pressures, it would be unrealistic to discount the possibility that no funding whatsoever will be available to UNM and the five other Latin American Centers beyond academic year 1975-76. Nor would it be surprising to see the Title VI fellowships disappear with the Centers funding.

Phase II, in theory, stressed the need to "internationalize" the student's educational experience both at the undergraduate and graduate levels. It also laid great stress on what was referred to as "outreach" activities, i.e., communicating the value of area studies to disciplines, professions and other segments of society (both academic and otherwise) previously unaffected or untouched thereby.

One of UNM's responses to the push for internationalized experience was to enhance the instructional and field research program at its Andean Study and Research Center in Ecuador, the theory being that total, or nearly total, immersion in a new cultural pattern over an extended period of time would be the most effective means of meeting the goal. Consequently, a portion of the federal funding was allocated to a broadened field program in anthropology and archeology in the Ecuadorian uplands under the direction, successively,of Dr. Linda Cordell, Dr. Carol

Smith, and Teaching Associate Alan Osborn. Dr. Smith's work related largely to native marketing systems and ethnological concerns, while Cordell and Osborn worked largely in archeology. All have collaborated to some extent with the Instituto Otavaleño de de Antropología of Ecuador.

A second thrust (and a totally new one for UNM) was made in the field of architecture and urban planning. The program was explored by Prof. Donald Schlegel and directed in the field by lecturer Earl Kessler in conjunction with the Municipal Planning Office of the Municipality of Quito, the Central University of Ecuador and Peace Corps projects such as "Los Muchachos Trabajadores".

In the field of Education --also an "outreach" concern-- new modules were added to the teacher-training courses at Quito so that the Center could offer, in conjunction with the Academia Cotopaxi of that city, full potential for practice teaching and the course work required for its support. In a word, the modules at Quito were made to conform to on-campus practice. During the course of the academic year, Dr. Frederick Bock, director of the Academia Cotopaxi, visited UNM and consulted at length with Dean Darling, Professor Waggoner and others of the College of Education in an effort to establish uniformity of standards.

On the UNM campus, the new programs continued to involve principally the College of Education and the School of Business and Administrative Sciences. Curricular changes in the former were described in the previous year's Annual Report. New activities in Education have been largely in the nature of symposia designed to extend the impact of area studies teaching to the primary and secondary schools, an impetus shared by Title VI and the Latin American Studies Association in collaboration with its institutional arm, CLASP (the Consortium of Latin American Studies Programs. The UNM Center Director (Nason) was elected member of the CLASP steering Committee and, at the San Francisco meetings and elsewhere, has taken part in policy discussions concerning the new offorts. He also reported to the national meetings of LASA on outreach progress at the University of New Mexico.

Under the direction of Dr. Ambrosio Ortega, the Latin American Center's coordinator for programs in the College of Education, an initial symposium was held, largely for the benefit of New Mexico public school people, on November 7th and 8th, 1974, the object being to initiate the process of providing school teachers the skills and materials needed to intensify Latin American coverage in the social science and language areas. The ultimate aim is to identify and subsequently legitimize such materials as a recognized component of public school instruction.

On the strength of a statewide survey, which elicited a tentative data-base concerning the current status of such instruction and the attitudes of teachers towards the relevance of Latin American studies a roster of clientele was developed for the symposium and other operations germane to area study in the public schools. The symposium, attended by some fifty teachers from New Mexico schools, explored the possible incorporation of Latin American Studies into the New Mexico school curriculum as a natural complement to multi-cultural and bilingual education. Out-of-state speakers included Dr. John Hawkins of UCLA, Dr. Carlos Cortés of the University of California, Riverside, and Prof. Felicity Trueblood of the University of Florida and Executive Secretary of the Latin American Studies Association. Program contributions were made by the following UNM faculty: Profs. John Aragón, Martin C. Needler, Mari-Luci Jaramillo, Roberto Esparza, Raúl Ruipérez, and Marshall R. Nason.

One of the by-products of the symposium has been a modest newsletter entitled "New Dimensions", whose purpose it is to keep New Mexico teachers informed of developments in teaching techniques, materials and bibliography. Ultimately it is hoped that the University may serve as a regional center for public and private school personnel concerned with Latin American Studies as a curriculum component.

The Latin American Center also committed itself to hosting the First National Seminar on the Teaching of Latin American Studies in the Public Schools sponsored by the Consortium of Latin American Studies Programs (CLASP), the institutional arm of the Latin American Studies Association and funded largely by the Tinker Foundation. Preliminary work is underway for these meetings which will be held on the UNM campus at the end of July and beginning of August, and hence will be written up in the 1975-76 Annual Report.

In the field of Business Administration, and under the energetic direction of Dr. Robert Lenberg, those programs projected in last year's report have been implemented and have brought to the campus a number of Latin American and North American specialists as "Visiting Distinguished Lecturers" contributing to an ongoing symposium in the field of International Management. The innovative thrust during the current year has consisted of preliminary travel, consultations and program projections leading to the formation of the Inter-American Management Center at the University. In this connection a concerned effort has been made to develop relationships with several established world trade centers both in the U.S. and Latin America and to arrange for student internships in world trade operations. In the same connection, cooperative relationships are being sought with Latin American institutions and foundations, principally in Venezuela and Brazil, leading towards (1) involvement of students in on-site training programs (2) establishing exchange programs with Latin American Institutions, and (3) developing a small consortium of selected U.S. and Latin American universities to cooperate in the implementation of inter-disciplinary Latin American international management programs. To this end the Latin American Center, under its federal funding, has provided the necessary staff travel to Latin America for the program coordinator. It has also provided partial salary support for other members of the College of Business and Administrative Sciences, as well as support for specialized instructional materials and library resources in excess of two thousand dollars.

In view of the University Library's acquisitive power under the terms of the recently passed bond issue, fewer funds have been allocated to purchases of books and serials and greater attention has been given the matter of much needed technical services. In order to assure retention of Dr. Alicia Vidaurreta de Tjarks as Ibero-American bibliographer, Latin American Center funds were provided to supplement her salary and bring it to a competitive level. This salary support will be continued during the forthcoming fiscal year to the extent of one fourth of her annual figure. A portion of a salary for one Latin American cataloguer will also be provided. Book purchases per se have been limited largely to specialized items related to expansion, or "outreach" fields such as education and business and administrative sciences.

In the second year of Phase II operations, the Center concluded its program of formal instruction entitled "Spanish 110-111, Spanish for Professionals ", i.e. those faculty concerned with the newer dimensions of Latin American area studies. During the 1974-75 academic year, this program had been conducted by Prof. León Márquez with the assistance of Dr. Alicia Alarcón. Considerable difficulty was experienced in scheduling class meetings at hours suitable to faculty and the problem was further complicated by the disparity in levels of linguistic proficiency among the enrollees. For the ensuing year it has been decided to essay a tutorial system under the direction of Dr. Alarcón in the hope that some continuity may be provided for interested faculty through individual attention.

During the month of November the Latin American Center was the object of a site-visit and evaluation by Dr. Ann Schneider, Chief, Language and Area Centers Section, Institute of International Studies, U.S. Office of Education, HEW. The evaluation rendered showed our concept of "internationalizing the student experience" to be somewhat at variance with that held in Washington, the principal point of difference being the latter's reluctance to view overseas study and research experience as a valid strategem, at least where expenditures of federal funds are concerned. The Latin American Center, on the other hand, had been operating on what seemed the very plausible theory that immersion of the student in the target culture was progably the most effective approach. In view of the Washington reservations, it has been found necessary to reduce the level of disbursement in support of activities at the Andean Center. Lecturer Oswaldo Miño will replace Prof. Kessler in the Urban Planning work attached to the Quito Center, but will only operate at three quarters time. Support of the Anthropological field work from federal sources, regrettably, has had to be discontinued. Washington's analysis pointed also to gaps in area course offerings (notably in Latin American economics), a need for more attention to interdisciplinary courses open to non-majors, particularly at the under graduate level, and a certain inflexibility in program requirements for students. One response to the latter criticism is a proposed course entitled "Latin America in Films" to be directed by Dr. Karen Remmer of the Political Science Department, aided by graduate assistants provided by the Latin American Center budget. The Center budget will also supply the major portion of cost for film rentals, etc.

Program components thus far discussed have been those depending to a large extent on HEW funding. Other activities, supported by other outside sources or by State appropriations, will be discussed in the ensuing paragraphs.

1. The Andean Study and Research Center, Quito, Ecuador. The Andean Center is virtually unique in that overseas programs are generally summer short-courses emphasizing language study or "junior years abroad". The UNM program, which has just concluded its seventh year of successful operation, is a year-long academic program open to both advanced undergraduates and graduates and offering a reasonably broad spectrum of courses in the humanities and social sciences with emphasis on those catalogue listings germane to Latin American area studies. Student enrollments for the current year have stood at slightly over fifty per semester, which is the highest level of attendance achieved thus far. Whether this rate can be maintained in the face of increased travel costs and declining college enrollments, remains to be seen. The cooperative arrangement with Northern Illinois University remains in force; revenue from that source helped reduce expenditures by some $10,500.00.

In past years on-site evaluations have been carried out by Deans, Directors and Department chairmen whose interests are in some way served by the program. Those assessments have been highly valuable in setting academic goals and standards, as well as in assuring that the Center received adequate fiscal support. Varying the procedure, the Latin American Center director himself made a brief visit in June of 1974 in order to study certain administrative personnel problems and to assist in the selection of a new rental for the facility.

Dr. Nick Dean Mills, Jr. has served as Resident Director of the Quito facility and will continue to serve in that capacity for at least another academic year. Under his administration academic standards and grading procedures have been subjected to stringent scrutiny with a view towards raising standards. Recent statistical studies completed by Dr. Mills point to considerable improvement over the preceding five year period. Dr. Mills has also taken certain initiatives to foster individual interdisciplinary problems such as will enable the student to make maximum use of his overseas experience.

At the institutional level the Center administration is moving in the direction of closer cooperation with Ecuadorean cultural and intellectual organizations. At the student level, an attempt is being made to work the learner into cooperative programs or internships with public and/or private agencies in the host country.

2. <u>The Ibero-American Studies Doctoral Program:</u> The inter-departmental Ibero-American Studies doctoral program was instituted in 1959 under the joint auspices of the departments of History and Modern and Classical Languages. It draws for its instructional strength on the staffs of the sponsoring departments as well as others in the social sciences and fine arts. For the past nine years it has been directed by Dr. Marshall R. Nason and domiciled in the Latin American Center; Dr. Edwin Lieuwen has continued to serve as principal coordinator for the Department of History. As an inter-departmental program it has no budget or faculty of its own, but some considerable student support has been forthcoming from the Title VI, NDFL grants under HEW.

Thirty-three candidates have been awarded the Ph.D. degree in Ibero American Studies since the inception of the program; of these all but four are engaged in college teaching, a situation in keeping with originally postulated objectives. At the May commencement, 1975, only one new doctorate was awarded. This is the first year that dropping enrollments have been reflected in the number of degrees awarded, but it is anticipated that such may be the case for some time to come. Decreases in Title VI fellowship quotas, together with diminishing perspectives for professional employment seem almost surely to affect program strength.

On the other hand, materials and resources continue to improve, especially in the light of blanket purchase order plans recently instituted with principal Latin American nations, by means of which all new issues of books and serial in certain specified fields are delivered to the UNM library as they come from the presses.

Faculty participating in the instructional program and direction of doctoral dissertations were as follows: for the Department of Modern and Classical Languages, professors Nason, Roberts, Holzapfel, Cvitanovic and Tomlins; for the Department of History, Professors Lieuwen, Cutter (on sabbatical), Marzhal, and Slenes. New faculty for the ensuing academic year have been appointed as follows: in Modern and Classical Languages, Dick C. Gerdes (Spanish American Literature) and Jon Tolman (Portuguese and Brazilian literature). Dr. Tolman replaces Prof. Kenneth Jackson who resigned to accept an appointment at the University of Texas; Prof. Gerdes fills a slot which for several years had been occupied by visiting staff. In History, Prof. Michael Conniff replaces Dr. Robert Slenes as a Brazilianist, Dr. Peter Blakewell replaces Dr. Troy Floyd in the area of colonial Mexico, and Dr. Manuel Servín assumes direction of the Historical Review and concerns himself with the border zone.

All administrative and clerical functions of the Ibero-American Studies program are performed by the

Latin American Center staff, and much of the cost is borne by the Center budget.

3. The XV Seminar on Higher Education in the Americas For the ninth successive year the Latin American Center has assumed host functions for the Seminars on Higher Education in the Americas. This year, as in 1973, the Center director served also as international director for the sessions which were held, respectively, at the Universidad Nacional de Trujillo, Perú, at the Consejo Nacional de la Universidad Peruana, Lima, the University of New Mexico, the University of Kansas and the National Science Foundation of Washington, D.C.

Following the inaugural sessions in Perú, and prior to the Kansas and Washington phases, the group of 22 Latin American university presidents, deans, and other policy-level administrators spent ten days on the UNM campus dealing largely with problems of graduate education. Dr. Nason also served as coordinator of the New Mexico sessions, assisted by Dr. Jaysuño Abramovich, visiting assistant professor of sociology from Perú, and a coordinating committee consisting of the above named and: Dr. Chester C. Travelstead, Dr. Paul Silverman, Dr. Bernard Spolsky, Dr. Peter Gregory, and Dr. Tamara Holzapfel.

University faculty and administrators made a particularly vital contribution to the dialogue. After dealing with certain topics related to the professionalization of the university career, a number of persons previously associated with the graduate school evaluation gave papers illuminating various aspects of the process. Those making formal presentations were as follows: Dr. Ferrel Heady, Dr. Chester C. Travelstead, Dr. Gilbert Merkx, Dr. James L. Thorson, Dr. Jaysuño Abramovich, Dr. Bernard Spolsky, Dr. Jorge Huaco, Dr. Alicia Tjarks, Dean Paul Vasallo, Dr. David Benedetti, Dr. Samuel Roll, Dr. John Rhodes, Dr. Roy L. Johnson, and Dr. Mari-Luci Jaramillo. Visiting speakers were Dr. William Brisk, Director of LASPAU program, and Dr. David Deener, Chancellor and Dean of Graduate Studies of the Tulane University. Professors Lamadrid, Abramovich, Mares, Ulibarrí, Rodríguez, Cvitanovic and Márquez assisted with the translation and Spanish-language presentation of papers, and an additional twenty-three UNM faculty served as discussants. Four graduate students also presented a panel discussion, including Mr. Stanley Read, President of the Graduate Student Association.

Dr. Nason travelled to Perú in October to make arrangements for the sessions in Trujillo and Lima, and again in March and April for the opening sessions. He also presided over the closing sessions at the National Academy of Sciences, Washington, D.C. at the conclusion of the month-long seminar.

The Latin American Center also accommodates certain protocolary activities related to the visitation of foreign specialists and dignitaries.

Principal among these during the year just concluded was the official visit of the Argentine Ambassador, Dr. Alejandro Orfila. At his recommendation the Argentine government has sought closer ties with the two principal Spanish-speaking states of the U.S., namely, Arizona and New Mexico. The Director of the Latin American Center, in conjunction with the Department of Development of the State of New Mexico and the Governor's Office, as well as municipal authorities in Albuquerque and Santa Fe, organized the two day visitation, including Chamber of Commerce luncheons in both cities, receptions at the Governor's mansion and President and Mrs. Heady's home, speaking engagements, visits to municipal offices and leading newspapers, and other activities.

4. Other Activities and Services:

a. Lectures and programs. In addition to the seminars and symposia to which reference has already been made, certain federal and state funds are made available for lectures and programs. Notable among these during the year just concluded were those of the distinguished Argentine historian and Woodrow Wilson Fellow, Dr. Roberto Etchepareborda, who spoke on "Argentina: de Yrigoyen a Perón", and the young Brazilian playwright, Augusto Boal whose lecture topic was: "New Trends in Latin American Theatre.

b. Faculty Travel and Participation in National Meetings: In many instances Federal funds have been used to supply needs where State resources are lacking, making possible wider UNM representation in regional and national professional meetings than would otherwise be the case. By combining both (with a preponderance of federal monies) it has been possible to provide both foreign and domestic travel. Principal beneficiary of foreign travel has been Dr. Robert Lenberg of Business and Administrative Sciences for the purposes described above. Other utilization of Center travel funds has been as follows: Marshall R. Nason to the National Meetings of the Latin American Studies Association; Robert Kern to the Southeastern Labor and Historial Association and CLASP at San Francisco; Martin C. Needler to the Midwest Sociological Association; Peter

Marzahl to the American Historial Association; Robert Kern to the Southeastern Labor and History Conference; Robert Lenberg to the Academy of International Business and American Economists; Jack E. Tomlins to the Executive Board Meetings of the Rocky Mountain Modern Language Association; and Gerald Theisen and Alicia Alarcón to the Rocky Mountain Council for Latin American Studies. In virtually every case the traveller read a paper or presided over a session.

B. Plans and Recommendations for the Near Future.

Given the uncertainty of funding beyond the academic year 1975-76, the Center finds itself in something of a "holding pattern" wherein activities for the year immediately forthcoming are fairly well circumscribed by the fact of our operating in the third year of a three-year funding cycle for which activities were projected at the outset. As hitherto stated, certain modifications have been introduced on the strength of program review and identifiable needs for change; the basic objectives and design of the Phase II operations remain, however, essentially as postulated.

As pointed out last year, all of the fiscal stringencies are not attributable to the vagaries of the federal funding; restraints induced by insufficient state legislative appropriations (reductions in FTE's, new and prejudicial hiring policies, and resignation of faculty convinced that prospects are better elsewere) have accounted for some rather serious faculty losses. Not only senior staff but also highly promising junior faculty have joined the outflow (the Department of History has been particularly hard hit), and in many cases "visitors", who might have been likely prospects for permanent appointment, have been obliged to move on. Fortunately, a few new appointments have been possible, though obviously it will be some time before beginning scholars, should they achieve tenure, can make their mark in teaching and research. When staff strength is reduced, the routine burdens tend to fall more heavily and innovation is more difficult.

For academic year 1975-76 the principal changes will be in decreased support to "outreach activities" in the field of education, though in-state workshops are planned for Portales, Silver City (or Las Cruces) and Española. These will be aimed at assisting teachers interested in intensifying instruction on Latin America and to disseminate materials produced by the National Seminar. In the field of Business and Administrative Sciences all possible support will be given the development of the proposed International Management Center.

C. Appointments to Staff:

Though some salary support is provided by the Latin American Center to certain departments, the actual appointments are made by the department in question. Thus, Mr. Oswaldo Miño, who will replace Earl Kessler as Lecturer in architecture and urban planning at the Andean Center, will be appointed by the academic department in question, while his salary will be charged to the Latin American Center budget. The Center will be forced to discontinue support for work in anthropology, partly because of federal reservations and partly due to staff losses within the Department of Anthropology. Support of the faculty intensive Spanish language program will be cut by fifty percent and the work will be undertaken by Dr. Alarcón only. Other Faculty partially supported by the Center will be as follows: Dr. Robert Lenberg, Business and Administrative Sciences; Dr. Ambrosio Ortega, Education; whereas two discussion leaders will be provided for the Latin America in Films course.

Two half-time graduate assistants, Miss Susan Tritten and Mrs. María del Rosario Casellas de Kelly have been appointed as graduate assistants to the Center Director.

D. Conclusions

Since the Latin American Center is not an academic department in the usual sense, it deals largely in inter-departmental and inter-college programs; it does not have its own faculty but merely contributes support to those who are identified with Latin American area concerns. Thus, biobibliographical data on faculty are to be found in the Annual Reports of the parent department with which each is affiliated.

As a kind of planning and coordinating superstructure, and one which allocates soft monies internally, the Latin American Center has been moderately successful, although it has not always been possible to cut through disciplinary insularities and traditional resistance to the interdisciplinary area studies approach; e.g. the comment by the federal evaluator relative to program deficiencies in Latin American economics.

It is hoped that the program can offer a sufficiently persuasive appearance of balance and quality to qualify it for additional funding when Phase III guidelines are announced.

THE ROBERT O. ANDERSON
SCHOOL OF BUSINESS AND ADMINISTRATIVE SCIENCES

ANNUAL REPORT FOR THE FISCAL YEAR ENDING

June 30, 1975

Robert R. Rehder, Dean

I. General Information

A. 1974-75 Academic Year: New Programs and Achievements

1. Accreditation of the Bachelors and Masters Levels Programs by the American Assembly of Collegiate Schools of Business.

The Robert O. Anderson School of Business and Administrative Sciences was accredited by the American Assembly of Collegiate Schools of Business in the spring of 1975 at both the graduate and undergraduate levels simultaneously. This was a dual honor for the School, inasmuch as it is the first school to be accredited at both levels in the State of New Mexico (New Mexico State is accredited at the undergraduate level) and the third school in the 60-year history of the American Assembly to be accredited at both levels simultaneously. This indeed is significant national recognition of the strong faculty and programs in the Anderson School.

The Anderson School faculty and programs were made possible in a large measure by the strong support of the UNM Central Administration and the business community.

2. New Program Directors

The School's new MBA and BBA program directors are particularly concerned with the total experience of the students while in our programs. The directors are also responsible for the caliber of incoming students and their placement. Since the Anderson School purposely does not have department heads, its program directors take their place in focusing the School's major efforts on its professional programs. As can be seen from the enrollments and degree statistics in Tables I, II, and III, the Anderson School's numbers of students and total student enrollment and credit hours at both the graduate and undergraduate levels are again increasing. The latter is true despite the fact that we have had to cut back on the number of sections of courses at the introductory level of our School, as well as to temporarily postpone Business and Administrative Sciences 100 which was an introduction to the management field. In both cases this was necessitated by the fact that inadequate funds were available to man these sections even with part-time faculty. As I am certain is true with several other schools in the University, the Anderson School could greatly increase its enrollment if it had the resources to man additional courses.

3. Ph.D. Program

Last year the faculty decided not to enroll Ph.D. candidates for the fall 1975 semester because of inadequate funds to properly staff the program. Instead the faculty has retained the director of the program in hopes that funds will be available for the fall of 1976, given the University's expectation of increased funding resulting from new differential funding formula. The Ph.D. program is a unique interdisciplinary design, utilizing the full Latin American Studies resources of the University as well as the Anderson School's full faculty. Its focus is on the international area with emphasis on Latin America. The program has already received wide recognition and the School is receiving applications each month. The Anderson School sincerely hopes there will be adequate funds to admit formally students a year from this fall, as it will in so many ways meet the needs of the State of New Mexico and its Spanish surname peoples.

4. New Dual MBA Masters Degree Program with the Computing Science Division

The Anderson School has recently received University approval to initiate a dual MBA/Master of Science degree program with the Computing Science Division. The program will be the first of its kind in New Mexico and will meet a strong need for people with this specialized training in the highly scientific greater Albuquerque area. This program is but one of a long line of already existing and planned dual programs between the Anderson School and major professional schools and divisions of the University of New Mexico.

5. Major New Faculty Research Program in the Anderson School

As the result of a $10,000 gift from Mr. Robert O. Anderson to the School's Foundation and a committed but as yet undesignated amount of monies from the University of New Mexico's appropriated research funds, the Anderson School has launched a major faculty research program. This program is very much needed to support the forthcoming doctoral program as well as its professional graduate programs.

6. The Management Systems Computing Center

The Robert O. Anderson School of Business and Administrative Sciences' Management Systems Computing Center was partially completed and put into service during the spring semester 1975. The Center has been funded with donations from the business community specifically earmarked for individual terminals, line printer and card reader. The agreement with the business community was as follows: They would pay a thousand or more dollars and the name of their corporation would be permanently placed on the terminal and the gift would be matched by University monies designated for this purpose up to $20,000. At the present time the School has funded half of the necessary equipment to complete the Computing Center, and it is hoped that in the 1975-76 academic year the necessary funds will be raised to complete this Center. Twenty thousand dollars provided to the Anderson School for one-time capital improvements by UNM was also voted by the Anderson School faculty to be used for the Computing Center. At the present time plans for a working relationship to tie in many of the School's terminals to the 360/67 in the University Computing Center is underway.

7. Executive Programs

The Anderson School was very fortunate to have Mr. Roger Lattanza join it as the Anderson School's first full-time Director of Executive Programs. Mr. Lattanza reports that the Executive Program is already all but filled four months before the third program will begin this fall. The second program will graduate approximately 20 executives this August. We are very fortunate to have Mr. Lattanza with us. Mr. Lattanza is past vice president of Albuquerque Gravel Products and a graduate of our first Executive Program. Mr. Lattanza has been most active for many years in Albuquerque community affairs and has served on the Board of Regents of the University of Albuquerque.

8. The Robert L. Tripp Seminar Room and Permanent Scholarship Fund

At the Spring 1975 Top Management Briefing the Anderson School's newly furnished seminar room addition to the Management Development Center was named in honor of Robert Tripp, the School's first Advisory Council Chairman and first recipient of the School's Distinguished Management Leadership Award. Mrs. Tripp and Albuquerque National Bank officers and board members were in attendance, and at that time Mr. Jory, President of the Albuquerque National Bank, awarded the School with a $1,000 permanent Robert L. Tripp Memorial Scholarship for a student demonstrating outstanding academic talent in the Anderson School.

9. The Arthur Maciszewski Faculty Symposium Room

The faculty voted unanimously last fall to name its Symposium Room after Arthur Maciszewski, one of the original founders and first vice president of our Advisory Council and participant in our Executive Program. Mr. Maciszewski, President of ARF Products in Raton, was also very generous to the School in giving monies to handsomely furnish the Faculty Symposium Room. Plans are now being made to dedicate the Faculty Symposium Room in the fall of 1975 at the October Top Management Briefing. The room is a very much needed addition to the School, inasmuch as it allows the faculty to have a facility where they can conduct their symposiums with visiting guests as well as faculty from other schools on the campus.

10. The New Mexico School of Banking

The New Mexico School of Banking met for the first time in May for one full week, and 46 enthusiastic students completed the first week of the program successfully. They will now complete several projects at home before they return for the second and final week of the Intermediate Banking School next spring.

The new school (as all other mid-career management programs within the Anderson School) is now being administered under the School's Executive Development Programs and is jointly sponsored by the Anderson School and the New Mexico Bankers' Association. The School was originally conceived by Regent Henry Jaramillo who was, during 1974-75, President of the New Mexico State Bankers' Association. Inasmuch as the Banking School brings outstanding young banking talent from throughout the State of New Mexico as well as surrounding states, it is believed by Mr. Jaramillo and our faculty that it will help the University of New Mexico attract a larger proportion of outstanding students from throughout the State. The Anderson School faculty and Mr. Jaramillo consider the New Mexico School of Banking to be a major addition to New Mexican higher education. Professor Simonson is the program's director and he did a remarkable job of developing a truly outstanding school.

11. Parish Memorial Library

Mrs. Neosha Mackey, the founding librarian of the Parish Memorial Library, has accepted a position as Assistant to the Dean of the University Library Services this spring. Mrs. Mackey played a large role in the development of the Library, and the School is very much indebted to her. A search committee is now underway attempting to locate a suitable replacement for Mrs. Mackey. Inasmuch as Parish Library plays such an important role in the professional programs of the Anderson School, her replacement should be of the highest caliber. The Parish Library continues to develop both in the number of volumes and the quality of its service.

12. Anderson School Community Relations

The Anderson School continues to develop its strong relationships with its professional constituency, the management community. The Advisory Council has added many fine new members including Mr. Robert O. Anderson, for whom the School is named.

The Anderson School's Affiliate Program also continues to grow with new companies and individuals supporting the School through its own Foundation. The President of the Alumni Club, the Chairman of the Advisory Council, and the Chairman of the Foundation Board are actively engaging in a fund raising effort for 1975-76 for the Anderson School.

The Anderson School has expanded its Executive-in-Residence Program. The Executive-in-Residence Program invites outstanding business leaders from New Mexico and from throughout the United States to reside in the School as a member of the faculty for a period of several days to several weeks. During this period of time the public or private sector executive meets with classes and faculty and discusses his corporate or public organization problems and viewpoints. The Executive-in-Residence program has been most successful and is adding a great deal to our academic programs, as well as building a strong base of support for the School.

The Anderson School is expanding its Newsletter and is now sending it semiannually to some 3,000 alumni and friends of the School throughout the United States. The Newsletter has greatly improved in quality and is a vital link with our alumni and professional constituency. A recent edition is attached.

The Anderson School, in addition, continues to invite distinguished guest lecturers to meet with the business community as well as the faculty. Last year the School had four truly distinguished guest lecturers. The Guest Lecture Series is completely funded by grants from the private sector through the School's Foundation, as are the Alumni Newsletter, Top Management Briefings and other programs of this kind.

B. Strategic Plans for 1975-76 Academic Year

1. The Anderson School faculty is actively working on the development of a compelling set of objectives. The faculty is concentrating on identifying the School's special missions during 1975-76 academic year. Essentially, then, during this next academic year the faculty will be reaching for excellence in select areas where it believes it has a comparative advantage to develop innovative new programs.

During the last several years the quality of the incoming MBA and BBA students has increased dramatically, and the faculty program directors are now most anxious to learn more about the experience of the students as they move through these programs so that they might enrich their total experience.

2. The Proposed Robert O. Anderson Graduate School of Business and Administrative Sciences

Attached are two memos presenting in detail the rationale for The Robert O. Anderson Graduate School of Business and Administrative Sciences. The papers are quite comprehensive and need little further amplification here. Suffice it to say that the business community and Mr. Anderson, himself, strongly support this Anderson School faculty proposal. It is planned that this proposal will be brought to the University faculty at a meeting early in the fall and then to the Board of Regents. The proposal has already been reviewed by the Academic Deans' Council, the UNM Policy Committee, and the Graduate Committee.

3. Advanced Management Program

The Anderson School's Executive Programs will offer a new program in the fall of 1976 entitled "The Advanced Management Program." The Advanced Management Program will be designed for the key public and private executives in New Mexico. It will meet but once a week and will not be degree oriented.

4. New Dual Programs

The Anderson School is considering the development of additional dual degree programs with the School of Medicine and possibly other other professional programs as well.

5. Alumni Program

The new president of the Alumni Club, Robert Goodman, is very anxious to expand the alumni program and to develop a new alumni symposium in the fall. The Alumni Symposium would bring an outstanding speaker to meet with the School's alumni in the fall of each year.

C. Appointments to the Staff

Professor Allen Parkman will be joining the faculty as an Assistant Professor this fall in the area of Organizational Economics and Environment. Professor Parkman received his Ph.D. degree from UCLA.

Sion Raveed will receive his Ph.D. degree from Indiana University in International Business and Marketing this fall. Professor Raveed will teach in the International Business and Marketing areas.

D. Separations from Staff

Assistant Professor Cheukuen Kwan has resigned effective Fall 1975 to take a position at California State University, Northridge.

E. Enrollment and Degree Statistics (see attached Tables I, II, and III)

Enrollment and Degree Statistics

TABLE I

Students Enrolled in The Robert O. Anderson School of Business and Graduate School

(Fall Semester)

	1968-1696	1969-1970	1970-1971	1971-1972	1972-1973	1973-1974	1974-1975
Undergraduate	402	430	538	531	310	204	223
Graduate	114	107	117	112	155	167	181

TABLE II

Total Student Enrollment and Credit Hours in SBAS Courses

	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973	1973-1974	1974-1975
Student Enrollment	1958	2250	2764	2720	2333	2251	2378
Credit Hours	6208	7103	8727	7923	7140	6323	6783

TABLE III

BBA and Master's Graduates

	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973	1973-1974	1974-1975
BBA	117	73	131	161	141	97	88
Master's (MBA & MIA)	21	27	29	26	28	45	52

THE REPORT OF THE DEPARTMENT OF ART EDUCATION
July 1, 1974 - June 30, 1975
Howard McConeghey, Chairman

The Department of Art Education continues to contribute to the College of Education and to the University in diverse ways. Our concern with the value of art experiences for all children (not just the talented few) distinguishes our program from that of the Art Department, and emphasizes the fact that these are two different professions.

At the same time, this department initiated negotiations with the Art Department for a new agreement regarding the two programs and their interrelation. An agreement was reached after several meetings between committees and representatives of both departments. (See details under General Department Information.)

It was with a sense of real loss and sincere regret that we accepted the resignation of Don McIntosh at the very end of the summer session last year. It was he who chaired the department during the crucial years of development from 1969 to 1973. The entire staff was dedicated to Don and we all appreciate his leadership in building the department. We were fortunate in being able to obtain the services of Anne Taylor to complete our staff this past year. Anne has now been issued a continuing contract. However, she has also been granted 2/3 leave to serve as an associate dean in the Graduate School next year.

The problems and worries regarding tenure which were of considerable importance last year have been completely overcome by the granting of tenure to Beverly Vogel, Jim Srubek and myself last spring, and to Phil Peterson this spring. (I have already mentioned the granting of of continuing status to Anne Taylor.) In addition it has been helpful to have Nadene Kindel as a new secretary who also looks upon her position as continuing.

The sudden loss of Don McIntosh and the addition of a new staff member, along with my relatively recent arrival as the new chairman, and with my personal philosophy of not assuming strong, directive leadership, have resulted in a year of reconnoitering and personal searching on the part of the various staff members in regard to their future contribution to the program of the department. This has been a valuable step in the maturation of the staff as a democratic functioning unit even though it has slowed down our long range planning. With new staff members and new ideas it seemed necessary to take this time for adjustment before making long term committments which might later have to be reorganized. A department the size of ours needs to build upon the clearly understood goals of each staff member to incorporate the combined strengths in a program consistant with individual and collective goals. This seems to be a firm foundation for working together democratically to develop long range goals.

With this in mind, we have strengthened the organization along lines already established, and have given each staff member a specific area of responsibility. The department chairman remains the central administrator while each staff member is basically in charge of program in his particular area of supervision. Following is a list of the areas with the staff member in charge of each:

Graduate program - Jim Srubek
Secondary program - Neal Townsend
Elementary program - Beverly Vogel
Non-Major program - Anne Taylor
Workshops and Topics - Howard McConeghey
Community Arts program - Phil Peterson

With this plan of organization firmly established during previous years, and staff positions fairly set, it is expected that next year will see important advances in over-all program planning and development. We have, in fact, already began to look at our goals - partly as a result of the graduate program review and partly because we now have a more permanent secretary who is interested and willing to keep records. We consider the report of the graduate school and its evaluation committee to be not only unfair and biased but also pointedly antagonistic and statistically inexact.

Nonetheless, the main priority for next year will be long range goals and curriculum development. We can point with pride to the Federal grant for an Interdisciplinary Arts Project in cooperation with the Albuquerque Public Schools with Beverly Vogel as Director next year. (See description under the heading Elementary Student Teaching Program.) and to the firming up and clarification of our graduate admissions and screening policy. (See description under the heading Graduate Program.)

I. General Department Information

A. Significant Achievements During the Year.

An important development this past year was the following agreement between the Department of Art Education and the Art Department regarding the pre-professional (under-graduate) program in the preparation for certification to teach art in the public schools. We point with pride to the fact that negotiations for this agreement were initiated by this department.

Agreement between the Colleges of Fine Arts and Education with respect to the undergraduate curricula in Art Education*.

In order to promote cooperation between the College of Fine Arts and the College of Education, and to assure progress toward development of a superior program in art education for public school teachers, the two colleges have agreed upon and request your endorsement of the following policies:

1. The College of Education will offer an art education curriculum leading to the degree of bachelor of Arts in Education, with teacher certification for the elementary and secondary levels (grades K-12). The College of Fine Arts will offer an art education curriculum leading to the degree of Bachelor of Fine Arts, with teacher certification at the secondary level. Each College will thus offer a distinct program, and the student will be provided with a choice between them. The advisement sheets of each department will reflect accurately these agreed upon curricula.

2. Students pursuing a degree offered by the College of Education will enroll in that college. Students pursuing a degree offered by the College of Fine arts will enroll in that college. Students whose objectives change from the B.A. Ed. to the B.F.A. (or vice versa) would be expected to transfer from one college to the other and to meet requirements of that college.

3. Students enrolled in the College of Education will be counselled by advisors from the Department of Art Education. Students enrolled in the College of Fine Arts will be counselled by advisors from that College. Certification credits will be checked by the College of Education. Close communications between departments will be maintained to deal with problems which require cross-departmental advising.

4. Transfer credits will be evaluated by the college expected to confer the degree.

5. Changes in the studio offerings of the Art Department required for Art Education majors (at the first and second levels) will be made only after effective consultation between the two departments; similarly, changes in Art Education courses or programs required for certification will be made only after effective consultation with the Art Department. To be effective, consultation must begin sufficiently in advance of catalog deadlines to permit review by both departments, both colleges, and, if necessary, the Curricula Committee and the Office of the Academic Vice President.

* This agreement does not deal with Art Education programs at the graduate level. These programs will be a subject for further discussion between the two colleges.

6. In order to streamline access to its one and two level studio courses, the Art Department will endeavor (within the limitations of the University's registration system) to implement a system by which any student closed out of such a course for lack of space will be placed on a priority list for admission to that course the next time it is offered.

7. Access to third and advanced level studio art courses will be based on the competence of the student, without regard for his or her major.

8. Courses in art or art education must be listed in the University catalogue in order that they may be used in satisfaction of requirements in either art education curriculum. It is agreed that there will be prior consultation and written consent by both colleges before any course not listed in the University catalogue including courses offered under workshop numbers may be used in satisfaction of such requirements.

9. If in the judgment of Art Education faculty, it should be desirable that the University offer studio courses not already offered by the Art Department, there should be consultation between the two departments to determine whether (1) the Art Department is willing to add such courses or, alternatively, whether (2) the Art Department agrees such studio courses might be offered by the Department of Art Education. If the Art Department does not agree that such courses should be offered, the Department of Art Education is still free to initiate a course proposal, provided that the objections of the Art Department are included in the file as it moves forward for consideration by the college faculty, the Dean, the Curricula Committee and the Academic Vice President.

The agreement outlined in this document is binding upon both departments. The agreement is based on mutual trust, respect and acknowlegment of the goals both departments hold in common. All catalogue copy will be revised to reflect the agreements outlined above. The departments will initiate such administrative changes as are necessary to fulfill this agreement.

* * * * * *

Other inter-departmental and inter-collegiate relations include consideration and negotiations with the following departments regarding our proposal for an Art Therapy Program. (Plans for this program have been tabled pending consideration of the broader, University-wide implications and the possibility of special funding or the receiving of a grant.

The Department of Psychiatry - College of Medicine
The Department of Allied Health Services - College of Medicine
The Department of Psychology - College of Arts & Sciences
The Department of Art - College of Fine Arts
The Department of Special Education - College of Education
The Department of Guidance and Counseling - College of Education

Internationally outstanding speakers and workshop leaders were brought to the campus by the Department of Art Education this year. These include the following:

Charity James - British Educator, former Director of the Curriculum Laboratory of Goldsmyth College of the University of London, author of Young Live's at Stake, Beyond Customs, recipient of a Ford Foundation to Study Secondary education in the United States and Curriculum Consultant who has taught and given workshops in this country for the past two years.

Paulus Bernsohn - Potter and educator and author of the book Finding One's Way With Clay, who has given numerous workshops in this country and Canada.

Carolyn Bilderback- New York dancer and educator who is editor of the film "From the Inside Out."

Seonaid Robertson - International Art Educator, author of Creative Crafts in Education, Rosegarden and Labyrinth: A Study in Art Education, Dyes from Plants, Beginning at the Beginning with Clay and the UNESCO book Craft in Contemporary Culture. Dr. Robertson has taught in Scotland, England, Denmark, Holland, Germany, Brazil Canada and the United States.

James Hillman - Former Director of Studies at the C. G. Jung Institute in Zurich, Switzerland, author of Emotions, Suicide and the Soul, Insearch, The Myth of Analysis, Revisioning Psychology, and numerous other books and articles. Editor of Spring Publications, Dr. Hillman delivered the Terry Lectures in Psychology at Yale University in 1972.

Nicholas Johnson - Federal Communications Commissioner from 1966-73.

Calvin Watson - T.V. Activities Director for Corporate Publications Board.

John Lidstone - Filmmaker/teacher, Queens College, N.Y.

Jim Mulholland - Affiliate of Canadian National Film Board.

The Title III Grant received by the Department of Art Education and the Albuquerque Public Schools is described under the heading, Elementary Student Teaching Program.

The Department's Non-Teaching minor was approved last year and is ready to be put into operation. Recreation majors who may be expected to minor in Art Education are signing up for our new course "Recreation Arts and Crafts" (Art Ed. 285) which will be offered this fall.

B. Non-Teaching Minor in Education

Non-teaching Minor in Education since 1972 service courses designed to meet the needs of the University community have been taught under the following course offerings:

Art Ed. 120-121 - Techniques of Craft Education
Art Ed. 285 - (formerly Art Ed. 247/447 Topics) - Recreation Arts and Crafts.

In 1974 a non-teaching minor (non-certifiable would probably better describe the program) was officially approved and became a permanent addition to the Art Education Department's offerings.

The non-teaching minor has built into it a flexibility which allows interested students to take a nucleus of required courses, yet exercise some options within the minor. The typical model(s) follow:

Art St. 123 - Studio Fundamentals	(6)	
Art St. 200 level - Beginning Art Area	(3)	
Art Ed. 120 - Techniques of Craft Education	(3)	or
(Art Ed. 115 - Special Education Concentration)	(3)	
Art Ed. 285 - Recreation Arts and Crafts	(3)	
Art Ed. 400 level	(3)	
Total	18 Hrs.	

Although open to all non-majors, undergraduate interest has been limited primarily to participation in Art Ed. 120 and Art Ed. 285 by Recreation majors. Only two declared undergraduate minors have surfaced (both in Recreation). Course enrollment enrollment runs from 20 to 30 students per semester. The majority of students have come from the recreation phase of HPER at both graduate and undergraduate levels.

Art Ed. 120 was offered during Semester 1, 1974-75 with an enrollment of 22. Due to faculty overload and inability to schedule, Art Ed. 285 was not taught during Semester 11. It will, however, be offered during Semester 1, 1975-76, and has a pre-enrollment estimate of near 30 students.

At the graduate level, two Art Education minors were declared and subsequently received their degrees in recreation during Semester 11 1974-75.

The minor at this level does not follow the model, but rather consists of 12 hours in graduate level Art Ed. courses, selected to enhance the student's program.

In summation, the undergraduate and graduate interest in an Art Education minor has been excellent, and promises to be even better in the near future.

C. Elementary Student Teaching Program

The elementary student teaching program in the Department was improved during 1975-76 by expanded departmental support. Each center not only had a faculty member as supervisor in the heavily enrolled fall semester but in the Spring Semester as well. In addition a classroom teacher was recruited at Monte Vista Elementary this Spring to act as an on-site supervisor and liason between the school and University. This arrangement worked so well it will be expanded into the other elementary art centers next fall.

In addition two other changes are forecast for next year which promise more efficiency in this program. The Department has committed one of its graduate assistants to supervisory duties in elementary art centers rather than teaching duties on campus. This provides closer supervision for two of the three centers than they have had since funds for center coordinators were cut-off two years ago. The third center will be supervised under a federal grant program described below.

The second change involves opening up the student teaching schedule to allow undergraduates to do their elementary student teaching in either the fall or spring semesters. This should alleviate the present boom/bust situation in which the centers are overcrowded with undergraduate student teachers in the fall and understaffed with a few graduate students in the spring. This change was made possible only by the Department's increased committment in supervisory personnel.

The third art center, located at Cochiti Elementary School, will be the site of a Title 111 ESEA project. The program director, Beverly Vogel, is a member of the Art Education faculty. She will be on leave 3/4 time to supervise this project. The Integrated Arts project, funded for $25,500 for 1975-76, is designed to train elementary teachers to both teach their own arts and to integrate the arts with other elementary school curricula. It is hypothesized, based on the experience of similar projects, that the involvement of the arts will not only improve the children's acquaintance and skills in the arts, but will also improve their attitude toward other curricular areas where the arts are involved. Professor Vogel will also supervise the student teacher at the school art center. If successful, this program may serve as the model by which Albuquerque Public Schools integrates the arts into its elementary curriculum.

In the partial absence of Professor Vogel, Dr. Anne Taylor will assume supervision of the elementary student teaching program in the

Department for 1975-76.

This year the elementary art centers were located at Monte Vista, Cochiti and Stronghurst Elementary schools. Thirty-four student teachers completed their elementary student teaching in these centers. In 1975-76 Stronghurst elementary will close, freeing the Department to open a new East Area center at Mark Twain Elementary. Cochiti and Monte Vista will continue as the North and South Area centers respectively.

Further revision of the elementary student teaching program is underway. Attempts are being made to integrate it more fully with the secondary program and the evolving Middle school program in the Department. In addition lines of communication are being opened up with the Elementary Education Department in order to better serve their needs, coordinate inter-department programs and develop new responses to educational needs in New Mexico.

D. Secondary Art Student Teaching Program 1974-75

Historical Overview - In the Spring of 1970 the first secondary "Art Center" sponsored by the Department of Art Education was established at Highland High School of the Albuquerque Public Schools (APS) with six selected student teachers being assigned to Frank McCulloch, Art Department Chairman at Highland. This center was a direct out-growth of the center at Comanche Elementary.

Professor James Srubek was hired to direct the Secondary Art Student Teaching Program, Semester 1, 1971-72.

Three additional Art centers (Sandia High and Del Norte High in Albuquerque, and the Institute of American Indian Art in Santa Fe) joined Highland High during 1971-72. Each center was assigned six to eight student teachers.

During Semester 1, 1972-73, a unique one year agreement was arrived at between the Art Education Department and the Albuquerque Public Schools; whereby one full time Art Education faculty position ($12,000.00 salary) was divided into four, equal $3,000.00) graduate coordinators positions. Two coordinators were assigned to supervise programs at secondary centers (Del Norte High and Highland High). Richard Johnson of Del Norte and Frank McCulloch of Highland were then appointed to the Art Education faculty as Adjunct Assistant Professors and each taught two Art Education courses (Art Ed. 110 - Creative Art in Elementary School and Art Ed. 115 - Creative Crafts in Elementary School). In addition, the agreement included half-time assignments for each to teach in his own High School.

The 1972-73 academic year program was augmented by utilizing the four coordinator positions in such a manner as to allow three graduates to be placed in elementary centers and the remaining one to be assigned to Del Norte High for the fall semester, replacing Richard Johnson, half-time. At this time emphasis was placed on Junior High schools and Middle schools with subsequent contracts being made with Kennedy Junior High, Monroe Junior High, Hoover Middle School and Harrison Junior High. Additionally, Rio Grande High School was contracted for a three year involvement.

The 1973-74 academic year saw the replacement of Del Norte and Hoover with Valley High School in Albuquerque, and a continuation of the basic program as previously outlined.

Professor Neal Townsend replaced Professor Srubek as Director of the program commencing fall Semester 1974-75. At this time some modification of the existing "Center" structure, as well as some basic program changes occured as a result of differing philosophical views on what constitutes a viable secondary art student teaching program. The primary change in the structure was to move from the "pool" concept to a more traditional "one to one" student teacher-cooperating teacher structure. A group of student teachers might still be assigned a given teacher, but without overlapping time/class schedules. This important change was the result of cooperating teacher and principal dissatisfaction with the program. The present system seems to satisfy the need for more manageability, direct supervision and closer contact with each individual student teacher. An additional change within the structure was to move away from student teachers teaching from a reserve of collective "knowledge" and art experience (which often was lacking) to a more traditional <u>master</u> teacher-student teacher arrangement. Cooperating teachers were chosen on the basis of being considered of "<u>master-teacher</u>" quality, plus having a genuine interest and desire to become a part of the training program. Pre-requisite course structures have been changed to include more emphasis on design for all levels of secondary teaching, as well as a modicum of "survival skills" necessary to perform effectively in a classroom, while still placing a great deal of value on art studio skills.

<u>Report - 1974-75 Secondary Art Student Teaching Program at Albuquerque School, Valley High School, Highland High School and Kennedy Jr. High School</u>.

Under the direction of Professor Neal Townsend the 1974-75 academic year saw the establishment of a contract with Albuquerque High School in its new quarters at 800 Odelia St., N.E., four (4) co-operating art teachers (Lynn Johnson, Phyllis Benia, Barbara Schwyzer and Margaret Lutz) assisted in making the program one of the best education experiences available to our student teachers since the program's inception.

Valley High School (James Beasley and Betsy Townsend) continued in the program for its second contract year with equally positive results.

Kennedy Junior High (Pat Becker, Suzann Shrubsall and Lauri Jack) for its third and final contract year did yeoman service for the program, affording a wide spectrum of teaching styles, philosophies and art activities for student teachers at Junior High level.

Highland High School (Frank McCulloch, Larry Smith and Jeannette Williams), as in previous years offered its student teachers a unique glimpse of a well organized and equally well funded program in art. Since the beginning of the student teaching program Highland has been the mainstay and one of the leaders in the Art Education program. After five years of direct involvement, Highland was discontinued as an art center. This in part was due to a marked decrease in student teacher enrollment plus a desire by both APS and Art Education to become involved with other secondary schools and to fulfill the 1975-76 contracts with the more recently contracted schools.

As a direct result of the lesser number of student teachers involved in the 1974-75 program, all direct UNM supervision for the year was personally conducted by Professor Townsend in the four centers.

The student teaching assignments by school and cooperating teacher were as follows:

Semester 1

School/Coop-teacher	Student Teacher	Credit	Status
Highland High School - (Frank McCulloch)	Carmilla Montez Kitty Colburn	6 6	Non-degree Under-grad
Valley High School - (James Beasley)	Wilder Dominick	6	Graduate
Albuquerque High School - (Lynn Johnson)	Trudy Thompson	6	Graduate
Kennedy Jr. High School - (Pat Becker	Leslie Levitt	6	Graduate

Semester 11

Albuquerque High:			
Lynn Johnson	Donald Powell	6	Under-grad
Barbara Schwyzer	R. Spivak	6	"
" "	B. Perkins	6	"
Phyllis Benia	J. Halliday	3	"
Margaret Lutz	A. Miles	3	"
Margaret Lutz	E. Jacobs	6	"
Highland High:			
Frank McCulloch	B. Loewenhertz	6	"
Jeannette Williams	B. Curtis	6	"
Larry Smith	R. Doran	3	Non-degree
Kennedy Jr. High:			
Pat Becker	A. Riner *	6	Graduate
" "	E. Lake	6	Under-grad
Suzanne Shrubsall	J. Bohannan	6	"
" "	D. Chervick	3	"
	*Graduate Intern		
Valley High:			
James Beasley	R. Edmister	6	Under-grad
" "	J. Buck	6	"
Betsy Townsend	T. Thomas	6	"
" "	J. Jennings	6	"

In an effort to further enhance the secondary student teaching program some basic changes were made in both the prerequisite course (Art Ed. 210 - Teaching Art in Secondary Schools) and in the enforcement of sequential course and student teaching experiences leading to the secondary level. As one means of increasing student effectiveness in preparing for the teaching block, Art Ed. 210 was utilized to include an in depth segment on teaching design concepts. More emphasis was placed on Middle school and Junior High methodology through a seminar approach, and a twelve hour practicum in the preselected secondary schools (grades 6 through 12) was included as an integral part of the curriculum. Student record screening was accomplished to insure that only upper division students who had properly followed the required program of studies were admitted. This particular task may be partly responsible for reduced enrollment. It assuredly is a factor in upgrading the quality of student teaching during the semester.

The seminar required as part of the secondary student teaching block was designed to include exposure to multi-cultural education, museum activities, the job market, sensory awareness, current Art Education theories and problems, and considerable discussion of art/art education philosophies of numerous art teachers in APS, as well as mutual problem resolution and reinforcement. The cooperating teachers and experts in the various fields covered were invited to speak and discuss their views. One important visitor was Mr. Frank Walker, Secondary Art Coordinator for APS, through whom a closer working relationship with APS is being achieved.

The following represents the general outside assignment for all secondary student teachers for 1974-75:

ART EDUCATION 434 - Teaching Art in Secondary School

In addition to ten hours of observation time in the Public Schools, the following outside assignment must be completed by all Secondary Student teachers, regardless of your status as undergraduates or graduates:

Week	Assignment
1.	Statement of your personal Art philosophy
2.	Statement of cooperating teacher's Art/teaching philosophy.
3.	Description of entire Art Program at your cooperating school (for all courses and teachers at your school).
6.	Concise scale drawing of Art room floor plan(s) and complete tool, equipment and supply inventory of school.
9.	Plan a budget for one year for your school which fits realistically into the existing situation (use the projected dollar figure for the school).
10.	Plan curriculum for one grade level for one year, outlining specific areas to be covered and method(s) to be used in doing so. Include objectives where applicable.
14.	Summary of your student teaching experience, including your personal observations of the courses, teaching methods, discipline problems, ethnic or other problems which exist, and a constructive criticism of the program with suggestions for its improvement.

Graduate students may wish to use this collective assignment as one of the documents used by your Master's study committee.

In summation, the program worked well, and provided much needed experience in teaching, plus exposure to the myriad problems which must be dealt with in order to become an effective art teacher. The attached proposal for 1975-76 reflects the changes for next year's contract.

THE UNIVERSITY OF NEW MEXICO
COLLEGE OF EDUCATION
DEPARTMENT OF ART EDUCATION

PROPOSAL FOR SECONDARY STUDENT TEACHING BETWEEN THE ART EDUCATION DEPARTMENT AT THE UNIVERSITY OF NEW MEXICO AND THE ALBUQUERQUE PUBLIC SCHOOL SYSTEM - 1975-76

PROFESSOR NEAL TOWNSEND, DIRECTOR
SECONDARY STUDENT TEACHING IN ART

INTRODUCTION

Since 1970 the Department of Art Education and the Albuquerque Public School System have been working co-operatively to explore means with which to make the secondary student teaching efforts of both institutions a more viable educational experience. The original model called for a "pool" of from five (5) to ten (10) art education student teachers to be assigned to a particular school for a sixteen week period (corresponding to UNM's semester), under the supervision of one art education professor and the full time art faculty in the school. This obvious departure from more the traditional one-teacher-one-student teacher concept has been generally beneficial; however some problems have arisen. Specifically, scheduling of several student teachers in a classroom at one time has proven to be an unwieldy arrangement and has through necessity moved back to a situation of one to one at any given time. Additionally the practice of contracting with a specific school and <u>all</u> of its art faculty has also become somewhat unmanageable due to the occasional placement of relatively inexperienced teachers and/or teachers either unwilling or incapable of dealing with the burden of a group of student teachers in addition to teaching duties.

Professor Neal Townsend replaced Professor James Srubek in 1974 as the Director of the Art Education Secondary Student Teaching Program at U.N.M. As in most such changes, some basic philosophical differences have manifested themselves in the administration of the program, however, the major thrust of the program will remain the same, with some minor changes being made.

PROPOSAL FOR SECONDARY STUDENT TEACHING BETWEEN THE ART EDUCATION DEPARTMENT AT THE UNIVERSITY OF NEW MEXICO AND THE ALBUQUERQUE PUBLIC SCHOOLS 1975-76

1. Due to the current decrease in enrollment of secondary student teachers in the Art Education Department, art centers will be concentrated in Albuquerque High School, Valley High School and Grant Junior High School, with the possibility of placing overflow at one additional school should more students materialize. Selected cooperating art teachers and administrative officials of the above schools have been contacted and are in agreement with the Art Education Department concerning the 1975-76 contract.
2. As in the previous years, the fall semester's placements of student teaching will rely heavily on graduate interns and graduate students enrolled in advanced field service courses. Normally this means that from one to three students will be assigned per center. During the spring semester emphasis is placed on undergraduate student teaching, and heavier enrollment and subsequent placements are reflected. Contrary to previous arrangements, student teaching scheduling will be done in such a manner as to avoid placing more than one student teacher in a classroom at any given time, although a specific co-operating teacher usually is assigned more than one student teacher during a semester.
3. Contracts with chosen secondary schools will be on a year to year basis, not to exceed three years in most instances.
4. Teachers within a specific school are chosen on the basis of background, expertise, maturity and genuine interest in the student teaching program, and are mutually acceptable to the Director of Secondary Art Education Student Teaching, the principal of the

school, the area supervisor and the Albuquerque Public Schools Secondary Art Co-ordinator. This important change will serve to eliminate first year teachers, the inexperienced, unprepared and/or uninterested from the program, and afford a healthier climate for all parties concerned.

5. Student teaching assignments are predicated on the University of New Mexico's semester system, for a total of sixteen weeks in a particular school plus twenty (20) hours of observation and/or teaching in another pre-selected secondary school. As a rule, those assigned to student teach in a High School will spend the twenty (20) hours in a Middle school or Junior High and vice versa. During the assigned period, student teachers will follow the APS schedule. Student teachers will arrange their specific work schedules with their cooperating teachers and the UNM supervisor for maximum benefit to the schools served.
6. As in the past (barring unforeseen budget reductions or changes in UNM policies), a stipend of $35 will be paid to the cooperating teacher for supervising three credit hours of undergraduate student teaching, or $50 for six credit hours. No such monetary arrangement exists for graduate student teaching, however, due to the advanced training and maturity of most graduate students involved in the program, considerably more utilization of these individuals is expected, and should well offset the lack of a stipend.
7. Utilization of the teaching skills of student teachers within individual classrooms is at the discretion of the cooperating teacher, and may include working with an entire class, small groups or individuals and other teaching related duties as the situation presents itself.

8. Supervision and coordination of each art center will be conducted by an assigned professor or his appointed representative from the Art Education Department. The usual practice is the assignment of a quarter-time of an individual's teaching load to the task. This assignment includes conducting a scheduled seminar with student teachers for the purpose of reinforcement and mutual problem resolution.
9. This proposal is subject to review and renewal for the 1976-77 school year by all concerned parties.
10. As a rule, centers are chosen to best represent the character of the communities they serve, thereby exposing prospective teachers to the "realities" they will be dealing with. Additionally, every effort will be made now and in future site selection to effectively serve the various APS areas.
11. Upon approval of this proposal, letters of agreement will be written for each school involved.

* * * *

E. Workshops and Topics

The following workshops were offered during this past year:

Art, Therapy, Myth and Symbol	- Summer 1974
Raku Ceramics in the Classroom	- Summer 1974
Jewelry-making for Secondary Teachers	- Fall semester
Non-metal Jewelry in the Classroom	- Spring semester
Teaching Clay in the Classroom	- Spring semester

Recreation Arts and Crafts was taught a second time this year and has now been given a permanent number, Art Education 285.

Art for Teachers of Young Children, was taught a second time this year and is now being presented for approval by the curricula committees.

Other topics courses which were presented for the first time this year are as follows:

Teaching Super 8 and 16 mm. Filmmaking in the Schools	- Summer 1974
Teaching Photography Video and Media in Schools	- Summer 1974
Filmmaking in the Public Schools	- Fall Semester
Curriculum Development in Art Education	- Fall Semester
Theory and Technique in Art Therapy	- Fall Semester
Survey of Art Therapy	- Spring Semester
Cultural Roots of Expression in Art	- " "
Image and the Imaginal in Art and Art Therapy	- " "
An Approach to Filmmaking	- " "

Of these, Filmmaking in the Public Schools and Theory and Technique in Art Therapy will be offered again in the fall of 1975, and Curriculum Development in Art Education, Survey of Art Therapy and Cultural Roots of Expression in Art will be offered for a second time next spring. Image and The Imaginal in Art and Art Therapy as well as additional course in filmmaking are expected to be repeated in the near future with the expectation of gaining permanent course numbers for them.

F. 110 - 115 Art Education Classes

Art Ed. 110 -"Art Education for the Elementary School" and "Art Ed. 115 - Crafts for the Elementary School" were taught as a 3 and 2 hour courses respectively by Anne Taylor, James Srubek, Jo Ann Warfield and Gustav Ntiforo.

Some attempts have been made to find a way to integrate the content of these courses in the elementary education's Junior or Senior block, thereby requiring 3-6 hours of creative arts for teacher certification. Conversations with elementary education personnel have been at the preliminary level. It is hoped that in 1975-76 a collaborative solution will be found to envolve more elementary education majors in the content of 110 and 115, perhaps in an interdisciplinary context.

Conversations with Albuquerque Public School teachers and principals demonstrate their enthusiastic support for "loaning" children to the Art Education classes in order for college students to experience participatory studio learning. Future plans for 110 - 115 might include consistent attendance by children to these classes once a week to better involve Art Education students in practical application of media and motivational experience with children. Further such contact would help the college student better understand developmental levels of children, creative growth and classroom management for art experiences.

G. Community Arts Program

The planned cooperative venture with the Museum of Albuquerque did not result in any program because registration did not materialize. However, the museum retains an interest in education and is continuing to look into future educational possibilities.

The Fall Art for Kids initiated an afternoon program for Junior and Senior high age youngsters. Jewelery, painting and drawing were continued for both semesters.

The Saturday Art for Kids morning program continued to offer art for young children ages 4-6, 7-9 and 10-12 years old. The two semesters of Saturday art programs resulted in a total of thirty (30) 220 students having gained this type of experience in art teaching. A total 150 children were enrolled in the program. Both semesters ended with a final art show and demonstration.

1974-75 Art for Kids

Fall Semester	Spring Semester
A.M.	A.M.
K-1st grades	K-1st grade class
Primary grades	Primary grade class
Upper elementary grades	Upper elementary class
Photography	Photography
Ceramics	Ceramics
	Parents group art class
P.M.	P.M.
Commercial Art	Brass Jewelery class
Drawing and painting	Acrylic painting class
Music and Art for Younger Children	Drama and Video production
	Puppets
	Life drawing for parents and their children.

H. Graduate Program

Important to our graduate program is the fact that Jim Srubek has passed the oral defense of his dissertation and is expected to have his Ph.D. degree by the fall of 1975. Also Phil Peterson has revised his dissertation topic and received the go-ahead from his committee. He expects to complete his degree within the next year or so.

This year we have revised the procedures for admission to the graduate program and for progression to the M.A. degree in art education.

The Department offers work leading to a Master of Arts Degree in Art Education under Plan I and Plan II. The Department also offers an extended program leading to both certification to teach art and a Master's Degree. All students pursuing a Master's Degree in Art Education must either have initial certification to teach art or work toward certification along with their Master's. Although the Department does not offer a Doctorate in Art Education, a student may concentrate doctoral work in Art Education uder Curriculum and Instruction. For doctoral programs and dissertation, students are referred to appropriate sections of this <u>Bulletin</u>.

Master's Degree applicants must fulfill the general admission requirements stated in the Graduate Bulletin. Also, in order to be considered for regular status in the Department's Master's Degree program, the student must have fulfilled one of the following four conditions: one, a Bachelor's Degree in Art Education with at least a 3.0 combined grade point average (4.0 system) in art education and art courses; or, two, a Bachelor's degree with certification to teach art and at least a combined 3.0 grade point average (4.0 system) in art education and art courses; or, three, a Bachelor's degree with a major in art and at least a 3.0 grade point average in art courses; or, four, a Bachelor's degree with at least 18 credits of work in art and at least a 3.0 grade point average (4.0 system) in art courses.

Students who are not eligible for regular status, as described above, in the Department's Master's Degree program may be admitted on provisional status by special permission from the Department. Students admitted on provisional status in the Department are reviewed for advancement to regular status by the Department after the equivalent of one full-time semester of graduate work.

Student's applying must follow the general admission procedures of the Graduate School as stated in this <u>Bulletin</u>. At the same time, students must also send to the Chairperson of the Art Education Department the following materials.

1. A letter of application, including a statement of professional objectives (or major and minor goals or interests) for pursuing a Master's Degree in Art Education, and a brief statement about their current beliefs about art education;

2. A resume including
    a. relevant personal information (name, address, phone, etc.);
    b. education (colleges and universities attended, dates enrolled, degree, graduation date, major and minor fields;
    c. teaching certification (including subject matter grade levels, state(s), current status;
    d. professional experience (teaching experience, position held, institution location dates of teaching brief description of responsibilities;

    e. studio exhibition record;

    f. scholarships awards honors, etc.;

3. A selection of ten color slides or photographs of their art work;

4. Three letters of recommendation.

The above materials must be received by the application deadline dates published in this <u>Bulletin</u>. When the above materials are received, they will be reviewed by the Department. Students will be notified about admission by the Graduate School and the Art Education Department. A letter from the Department will include Departmental admission status, general suggestions the student's Master's Degree program, a Faculty advisor and any other pertinent information.

Candidates for a Master's Degree in Art Education must comply with the general requirements for the Master's degree under either Plan I or Plan II as set forth in this <u>Bulletin</u>. Other specific Departmental requirements for all candidates include Art Ed. 500, Art Ed. 585, Art Ed. 590; a program of studies designed by the student in consultation his or her advisor - committee chairperson (approved by the advisor - committee chairperson, the Department chairperson and the Graduate School), and a written comprehensive examination.

402. Teaching Art in Elementary School (3)
Corequisite: 400.

429. Workshop (1-4)
Carries graduate credit when specifically approved by the Graduate Committee.

434. Teaching Art in Secondary School. (3) Corequisite: 461

447. Topics. (1-3)

465. Art & the Exceptional Child. (3)
(Also offered as Spec. Ed. 465)

500. Seminar. (1-3)

529. Workshop. (1-3)

547. Topics. (1-3)

551-552. Problems. (1-3 hrs. each semester)

558-559. Advanced Field Experiences I & II. (3-6, 3-6)
Also offered as Bus. Ed., C&I, Ed.Ad., Ed Fdns, Health Ed., Hom Ec, Ind. Ed., Phys. Ed., Rec., Sec. Ed., Spec. Ed., 558-559). Prerequisite: Acceptance into a graduate program and permission of instructor.

561. Practicum and Supervision of Instruction
(See C&I 561) (3)

585. Research Applications to Education (3)
(Also offered on Ed. Fdn. 500)

590. Current Trends & Issues in Art Education. (3)
Suggested Prerequisite 500.

599. Master's Thesis. (1-6 per semester)

610-611. Internship I and II (3-6, 3-6)

699. Doctoral Dissertation. (3-9 per semester)

* * * * *

As mentioned earlier in this report, the proposed concentration in Art Therapy has been tabled pending possible special funding.

The Department of Education continues to work closely with the Albuquerque Public Schools. Our filmmaking program and various adult education courses through continuing education are approved and staffed by the department. Examples are the courses in photography, art for elementary schools, leather crafts etc. Also the Title III Grant described under the heading Elementary Student Teaching above, includes in-service classes for teachers.

I. Extension Programs.

Courses offered this year through Continuing Education, through the Northern and Gallup branches and at Acomita and Jemez Pueblos for the Allied Inter-Pueblo Council include Art Education 110, 115, 247, 429 and 447 as well as courses in Weaving and in Photography.

J. The New Mexico Filmmaking in the Schools Program 1974-75 - Annual Report by Mary Dexter

The following is a sequential account of the third and final year of the federally funded film program housed in the Art Education Department at the University of New Mexico. Overall, this year has been a period of transition for the New Mexico Filmmaking in the Schools Program. Since September we have operated on a $10,000 budget which broke down to roughly $2,000 in materials and equipment maintenance, $6,000 for filmmaker contracts and approximately $2,000 remaining, at this time, for this summer's activities. I will discuss the years accomplishments and problems as I see them and make suggestions for the 1975-76 program.

Fall 1974

We prefaced the fall term with a festival of selected films from the previous year's program. The showing was held at the UNM Student Union Theatre, September 27th and 28th, the first week of University fall classes. Over the summer, a group of six University students and filmmaker-teachers solicited films from the 1973-74 workshops in the schools and composed a two hour program of films by students ages 6-18. We had, I thought, a very fine program with a fair turnout. There were, however, a few minor problems on which we will have some foresight in planning this summers festival.

In August the Art Education Department contracted Ivan Wright to teach 447 Topics: Teaching Super 8 Filmmaking in the Schools. Don McIntosh designed this course two years ago to develop an understanding of filmmaking as a means of personal expression to facilitate field work in teaching filmmaking in a school situation. Each student over the 18 week sesson (1) creates at least one super 8 film and (2) assists an experienced filmmaker teaching a 9 week workshop in the public schools.

Our Fall school workshops included:

Navajo Elementary School (5th grade class of 25 students),
Truman Middle School (3 art classes, 75 students),
McKinley Junior High School (a photofilm class of 35 students,
Valley High School (English class with 25 students),
Albuquerque High School (2 art classes, 60 students).

Perhaps the most exciting of the workshops was Truman, where Leanora Bobroff worked almost exclusively in animation with a large number of students. The faculty was so pleased with student enthusiasm that the school arranged for a staff workshop in hopes of working filmmaking into the different disciplines.

Spring 1975:

Our Spring Topics course 447, has 16 students. I was quite pleased with this semester's work, as many of the students made second films in addition to putting in many more field work hours than we had required.

Our Spring workshops were held at:

Commanche Elementary School (12 - 5th & 6th graders)
Monte Vista Elementary School (20 - 5th and 6th graders working in animation)
Navajo Elementary School (a continuation of the Fall workshop)
Truman Middle School (also a continuation to the fall workshop)
Eisenhour Middle School (20 Art students)
Kennedy Junior High School (assistance to an ongoing school program through the art department)
Cibola High School (25 students in a communications class).

In addition, Roger Alink taught filmmaking to four of his students in the Valley High School mountaineering club and Joe Lavandoski's Biology classes at Sandia High School made a series of films on the dissection of various organisms.

March 27-31, the New Mexico Filmmaking the Schools Program sponsored a state-wide media conference in Santa Fe. We worked closely with the Media Group and the Rising Sun Corporation of Santa Fe to organize a four day meetingof professionals and educators in the field of media. Our guest speakers included: Don McIntosh, former grantee and director of the New Mexico Filmmaking in the Schools Program; John Lidstone, noted filmmaker-teacher from Collegiate school and Queens College in New York; Jan Hardwick former doctoral candidate from the University of New Mexico with research background in national filmmaking in the schools Programs; Jim Mulholland, of the Canadian Film Board and on the staff in the Instructional Media Department at the Berkley, California; and Nicholas Johnson, noted consumer advocate and critic of corporate media systems. The Art Education Department offered a one (1) credit problems course in conjunction with the conference in which we enrolled 9 students. (Two students from the 447 Topics course are now finishing the documentation of the conference in the form of a Super 8 film which will be available within the month).

Jim Mulholland arrived a few days before the conference on contract as a visiting filmmaker for the school workshops. He visited all six sites in our spring program. He discussed with the students the possibilities of film as an art form and a means of personal expression, viewed films completed in the workshops and showed an inspiring selection of films from the Canadian Film Board.

In mid-April our program, in cooperation with the Instructional Media Department at the University of British Columbia and the Ft. Defiance High School Art Department, held a two day hands-on workshop with the entire Hogewilla-Bacavi Community School on the Zuni Reservation in Arizona.

As part of my MA course work this semester I am documenting the Spring'75 program on film, slides and tape. With the help of the cooperating teachers and the filmmakers working in the schools I hope to have the presentation completed by July 1, at which time it will be available for the Art Education Department's records and the Center for Understanding Media.

Summer 1975:

This summer's activities will include:

(1) a workshop at Laguna Pueblo school during the month of June
(2) the 447 Topics course on Teaching Super 8 filmmaking in the schools during the month of July,
(3) the annual film festival to be held the last week of August.

(There are three University students working all summer toward this end.)

I hope to bring in a visiting filmmaker for the summer program.... perhaps a three day contract in July to offer the 447 class additional expertise.

Projections for the 1975-76 Program.

At this time it appears that the New Mexico Filmmaking in the Schools Program will have a director for next year and a $7,000 budget with which to work. (Possibly an additional $3,000 from ESAA for an out-station project in Jemez and Cuba.) I see next year's program expanding in the following areas:

(1) contact with other film sites (i.e. Colorado, Arizona, California, Vancouver, B.C., etc.) in the form of an exchange of students filmmakers and their work,

(2) operation of the mini-workshop concept along the lines of the Hotevilla- acavi episode,

(3) cooperation with outside sources - professionals, the community.

It is time to work toward airing childrens and student's films on local educational and commercial television.

11. Composite of Information Requested on Individual Biographical Supplements.

1. Advanced Study:

Howard McConeghey: Howard took a course, Secondary Education 507 - Curriculum Development for Middle Schools at the University of New Mexico - Fall Semester 1974-75.

James Srubek: Jim finished doing revisions on his Ph.D. dissertation. He will have his Doctorate conferred upon him in August, 1975, from Pennsylvania State University.

Philip Peterson: Phil is completing his Ed.D. degree from Teachers College, Columbia,Ohio - expected in 1975.

2. Sabbaticals, Leaves of Absences, Summer Teaching Elsewhere, Travel:

Howard McConeghey visited Jefferson County Colorado Schools to study Aesthetic Education Program. He also attended the American Art Therapy Conference in New York City, November 1-5, 1974.

Beverly Vogel visited Jefferson County Colorado Schools to study the Aesthetic Education Program which serves as model for program in developing.

Neal Townsend taught a four week Raku-ceramic workshop - University of New Mexico, Art Education Dept., Summer 1974.

Anne Taylor had consultations in Wyoming, Colorado, St. Louis, Mo., New York, and Illinois, - 1974.

3. New Scholastic Honors, Fellowships etc.:

None

4. Publications:

Anne Taylor is having published School Zone, Learning Environment for Children - Van Nostrand Reinhold '75; Math & Art, Activity Resources inc., Hayward, California, 1975.

Beverly Vogel was illustrator and consultant for the N.M. State Guide for Teachers and the Educably Handicapped at the N.M. State Department for Education, 1974.

Neal Townsend had a critical review of his work by Jane Linderman included in "Craft Horizons Magazine,", August 1974.

James Srubek had published "On the Way I'm in Art Education Now" - The Post House Review, #2, February, 1974.

5. Other Research Projects:

Howard McConeghey is working on text book for Art Education and is continuing to do experimental work in his own painting. He is also doing research in Art Therapy and origin of the image.

5. Other Research Projects (continued):

Anne Taylor is making a final report in the Effects of a Prototype Environment on the Behavior and Learning of Children" which is sponsored by NIE and the Albuquerque Public Schools. 1973-74. She is also surveying the Status of Arts Education in New Mexico, 1973-75, which is sponsored by the Arts Commission of New Mexico and the State Department of Education.

Beverly Vogel had a Letter of Intent approved, proposal in progress for a Title III grant ($24,500) for 1975-76 to develop and implement a pilot program to integrate the arts in the general elementary school curriculum. She was also consultant for N.M. Arts Council grant and Title III needs assessment grant to study state of the arts and art education in New Mexico ($6,500) - 1974-75.

Neal Townsend is currently preparing for three man painting, drawing and sculpture exhibitions at the F. JonNorman Roberts Gallery, Albuquerque, N.M. 1974.

Philip Peterson won the purchase award, Intro-74, Albuquerque Arts Council for painting Electric Mesa, Fall, 1974. He also participated in other local gallery exhibits.

6. Activities in Learned and Professional Societies.

Howard McConeghey was Secretary, New Mexico Art Education Association.

Beverly Vogel attended the New Mexico Art Education Convention and assisted with the membership and registration, Albuquerque, N.M. 1974 and was elected membership chairman.

Anne Taylor is President for New Mexico Arts Education Association for 1974-75. She is a member of the National Art Education Assoc., Colorado Art Education Assoc. and the Arizona Art Education Assoc.

Neal Townsend was the chairman for the New Mexico Art Education Association Fall Convention, Albuquerque, N.M., 1974.

Philip Peterson was representative for "Higher Education," New Mexico Art Education Assoc. and the workshop in Art Programs for Young children at the recent NEA Convention in Albuquerque. He also attended the In-service Art Programs for Aides and Teachers at Jemez Pueblo, 1974.

7. Other Professional Activities.

Howard McConeghey was consultant for BCMHC in Gestalt Art Therapy. He was a participant in a panel on Art Therapy on Channel 5 and also a consultant to Art Specialists, Albuquerque Public Schools. 1974.

Beverly Vogel exhibited paintings, April and May 1974, in a group show at the Museum of Albuquerque and Consultant on the Title III Grant. She participated in a workshop at the Presbyterian Preschool for Preschoolers, Oct. 1974.

7. Other Professional Activities.(continued).

Anne Taylor did consultant work and talks to parent groups in Albuquerque, Los Alamos, Alaska, Miami (National Convention), Kansas EDRA Convention) Kansas (Topeka). Had a copyright for Taylor Helmstadter Pair Comparison Test and patented Space Frame Table and other School Zone products.

Neal Townsend had a comtemporary Jewelry show by himself, Tom Thomason, Tony Armijo at the Studio Gallery, Albuquerque. He also had his works represented at the Annual Art Education Faculty Exhibition, Museum of Albuquerque; a joint show with Judith Carr (weaving), Neals (ceramics) at the Mariposa Gallery Albuquerque, N.M.; and invitational show of Masks, at the Mariposa Gallery, Albuquerque; represented in the F. JonNorman Roberts Gallery, Albuquerque, N.M. 1974

James Srubek was editor of Issue No. 2 of the Post House Review, a publication dealing with issues in and related to art education. He also exhibited photographs at the Faculty show, Department of Art Education, University of New Mexico, Museum of Albuquerque. 1974.

Philip Peterson talked on KZIA Radio about "The Community Arts Program with Peter Bilam from the Museum of Albuquerque. He also attended the In-Service Art Program for Aides only at San Felipe Pueblo, 1974. He also was Director for "Saturday Art for Kids (the only program that regularly invites children of the community to the College of Education for classes.

8. Non-Teaching University Service.

Howard McConeghey is the chairman for the Three Masters Committees and co-chairman for one doctoral committee.

Beverly Vogel is the Director of the Art Education Elementary Student Teaching Program; She is on the undergraduate Curriculum Committee (COE) and the Continuing Education Committee.

Anne Taylor advises doctoral students and is faculty advisor to the Design Center in the College of Architecture and Vista.

Neal Townsend is a member of the COE Multi-cultural Education Committee (chairman of the subcommittee on Curricula and Programs.)

Jim Srubek is the Supervisor of Graduate Program in Art Education; member of College of Education Graduate Curriculum Committee; Undergraduate and Graduate Advisor for students in Art Education; Chairman and Member of Various Master's Degree Study Committees. (Semester II, 1974 - Director, Secondary Student Teaching Program in Art).

Philip Peterson is the advisor for the Pre-student Teaching Program plus other department advising and is on two College of Education committees and the department reports.

9. Public Service.

Beverly Vogel gave much time to the political campaigns of Herb Smith and Jerry Apodaca.

Anne Taylor legislated for arts programs for elementary children of New Mexico now non-existent.

Philip Peterson participated in the In-Service Art Teaching as part of the Public Schools program with Albuquerque Arts Council. He also begun work in the Fall of 1974 with the Los Lunas Prison Farm Art Center.

THE REPORT OF THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION
July 1, 1974 - June 30, 1975
Paul A. Pohland, Chairman

I. General Departmental Information

A. Significant achievement during the academic year 1974-1975.

1. Throughout the 1974-1975 academic year the Department of Educational Administration engaged in significant internal and external activities. Internally, the Department made a concerted effort to establish administrative structure to its programs. More specifically, the Department:

1. Substantially revised its procedures for admissions to programs (M.A., Ed.S., and Ph.D);
2. In collaboration with the Departments of Elementary Education and Secondary Education discontinued the Joint Master's Program;
3. Initiated a revised Master's Program in Educational Administration;
4. Adopted formal policies governing:
    a. the bases for departmentally recommending individuals for administrative certification (primarily at the Ed.S. level);
    b. doctoral proposal hearings;
    c. the structure of doctoral programs and limitations thereon; and
    d. acceptable alternative for certifying foreign language competence in those cases where that option is exercised as part of the inquiry skills requirement.

In brief, substantial energies were expended on re-examining, modifying and formalizing program related procedures. Given the high degree of autonomy of university professors, it is felt that an unusually productive year was experienced. Copies of the aforementioned documents and/or policy statements are available from the department on request.

Secondly, the department continued to make available to the university at large outstanding experts in the field of administration. On March 10, the department sponsored an open address by Dr. Tom Johns of U.S.O.E. on the subject of educational finance.

Programmatically the department enriched its course offerings through offering a seminar in Comparative Administration, a seminar in Socialization and Value Orientation, and the first of a planned two-course sequence in Computer-based Management Systems. The courses were taught by Dr. Holemon, Dr. Blood, and Dr. Pogrow, respectively. The first two were geared primarily to doctoral students while the latter had a high field orientation. Offered in part at Santo Domingo Pueblo, the course attracted wide media coverage.

In a related area, the department participated in the Graduate Unit Evaluation conducted by the Graduate School.

Externally the department continued to display its concern along several dimensions. First, the department participated actively in the establishment of the Graduate Center at Santa Fe.

Two courses were offered in Santa Fe during the academic year, Introduction to Educational Administration and Public Education in New Mexico. The courses were taught by Dr. Pohland and Dr. Cordova, respectively.

The department's relations with the Latin American Projects in Education were also maintained. Several department members served as consultants to various projects. Collectively the department in collaboration with the Department of Guidance and Counseling developed a Master's program for the Columbian government. That proposal is still waiting final action. Similar undertakings during the year met with more limited success.

A major external undertaking was in the successful planning and initiating of a program to train 20 Navajos for positions of responsibility in Navajo schools. The program under the joint sponsorship of the Navajo Division of Education and the Department of Educational Administration is designed to terminate in August, 1976. Participants successfully completing the program will be awarded a Master's degree in Administration and Supervision. The program is funded by the Carnegie Corporation of New York with the Navajo Tribe the prime grant recipient and the university a sub-contractor. The program has been fully approved by the Graduate School. Campus director of the program is Dr. Richard Holemon.

The department's involvement in the above-mentioned activities express its continued commitment to multi-cultural education.

Other examples of the same which might be cited are its contributions to the Title 7 proposal submitted by the College of Education and a similar (but unfunded) proposal submitted by the National Task Force de la Raza.

Finally, the department continued to exert external influence through frequent interactions with and services performed for such agencies of state government as the State Department of Education, BEF, LSSC, and the Division of Finance and Administration, particularly the office of public school finance. Faculty vitas should detail this involvement.

B. Major plans for the 1975-76 academic year.

The primary internal emphasis planned for the 1975-76 academic years is on program content and articulation. This is a natural outgrowth of the 1974-75 activities which focused on structures and processes. Careful scrutiny is planned of all courses beginning with those offered at the Master's level. Externally the focus will be on maintaining and enhancing the gains made through expanded field services. The crucial variable in both undertakings will be staff resources.

C. Appointment to staff.

No new appointments were made in the 1974-1975 academic year. However, Dr. Richard Holemon returned to a full-time department position following a sabbatical and a four year term as Associate Dean of the College of Education.

D. Separations from staff.

No separations occurred during the 1974-1975 academic year.

II. Composite of Information Requested on Individual Biographical Supplements

1. Advanced Study.

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

   Richard F. Tonigan: Sabbatical: Studying the pluralistic culture of New Mexico and the Southwest. Dr. Tonigan traveled throughout the Southwest. His travels consisted of Colorado, New Mexico, Arizona, Texas through Atlanta, Georgia to Panama, and a great deal of the Navajo Nation. He helped to refine the design of a two-million dollar educational endowment program for the Navajo Tribe. In August and September of 1974, he advised the Council of Educational Facility Planners, International on the design and implementation of a seminar on international educational planning; and then, in the first week of October, he led the seminar at the Annual Meeting of CEFP in Atlanta Georgia. During October he helped analyze for a Farmington, New Mexico architectural firm the impact that the seven coal gasification plant personnel might have on the Farmington School District. He spent December in Panama working with a USAID educational sector team assessing the status of educational and socio-economic conditions in Panama. Most of Dr. Tonigan's time from January through June 1975 was spent working with the Navajo Tribe and the Bureau of Indian Affairs.

3. New Scholastic Honors, etc. - None

4. Publications.

   Ignacio R. Cordova: "Competency Based Teacher Education for Chicano Communities." AACTE, 1974.

   James A. Hale: "School Finance Reform in New Mexico, 1974," in Selected Papers in School Finance 1974, Esther O. Tron, Editor, Washington, D.C.: U.S. Office of Education, 1975. Also in Resources in Education, Eugene, Oregon: ERIC Clearinghouse on Educational Management.

   "Allocation of Indirect Costs and Allocation of Space and Equipment Costs," in Cost of Vocational and Adult Education Programs in Florida, Kern Alexander, editor, Gainesville, Fla.: Institute for Educational Finance, 1975, pp. 3-13.

   The Supply and Demand for Public Elementary and Secondary Teachers," forthcoming Chapter in Public Schools: Educational and Economic Needs, Kern Alexander, editor, approximately 25 pps.

4. Publications (continued)

Stanley Pogrow: School Finance Reform in New Mexico, Division of Government Research Review, Vol. 83, No. 2.

The Politics of School Finance Reform in New Mexico, Policy Institute, Syracuse University Research Corporation, 1975. Contract No. I 0033-42.

In preparation - A Chapter in a book on the school as a political system - A Case Study of Rio Grande High.

In preparation - A Chapter in a book on New Mexico Politics -- State Education Politics in New Mexico.

5. Other Research Projects of Creative Work, etc.

Ignacio R. Cordova: Evaluative Research on Taos ESAA Curriculum. Design New Program - Taos Public Schools, UTEP Teacher Corps -- Paper on Bilingual Needs for Mexican Americans.

James A. Hale: "Costs of Programs for Exceptional Children," Special Education Cost Study Project, State Department of Education, Phoenix, Arizona, June 1975.

"Cost Accounting for Vocational/Special Education Programs," Virginia Institute for School Finance, Harrisonburg, Virginia, January, 1975.

"Cost Differentials and State School Finance Programs," National School Finance Conference, New Orleans, March 1975.

6. Activities in Learned and Professional Societies.

Ignacio R. Cordova: Mexican American Research Association; Rocky Mountain Research Association.

Richard E. Holemon: Attended American Educational Research Association, Washington, D.C., March 1975.

Richard E. Lawrence: AACTE Board of Directors; Attended Annual Meetings of AACTE and ASCD.

Paul A. Pohland: Session Chairman, Rocky Mountain Educational Research Association, October, 1974; Attended Annual Meeting of the American Educational Research Association, Washington, D.C., April, 1975; Attended Regional Conference on Career Education, Salt Lake City, May 1975.

7. Other Professional Activities.

Ignacio R. Cordova: Taos Public Schools - Curriculum Development for Cultural Different Students; Tucumcari Public Schools - Evaluation of Title I Program.

James A. Hale: Advisory Council, The Virginia Institute for Educational Finance, 1975; Planning Committee, National School Finance Conference, 1975;
Editorial Board and Special Editor, Journal of Educational Finance, 1975; Board Member, American Educational Finance Association, 1976-77; Two Interviews, Current Issues, Virginia Public Broadcasting System, Madison College, January 1975; Educational Finance Consultant -- Texas Advisory Committee to the U. S. Civil Rights Commission, Two presentations to the Education Committee, Texas House of Representatives, March 1975; Special UNM Committee on Differential Funding of Higher Education, 1974-75.

Richard E. Lawrence: Consultant to: National Action Commission for Drug Education (Staff member for National Conference) Prison Education Conference, Santa Fe.

Paul A. Pohland: Consultant: Urban Observatory; Consultant: Navajo Division of Education (Program Development and Evaluation).

8. Non-teaching University Service.

Ignacio Cordova: Multicultural Committee (College of Education); Grants and Scholarship Committee (University of New Mexico).

James A. Hale: Research for Aurora Colorado Public Schools; University Committee on Differential Funding: Ad Hoc Committee on Censure; COE Policy Committee.

Richard E. Holemon: Director, Navajo Administrator Training Program.

Richard E. Lawrence: College of Education Faculty Policy Committee, Chairman.

Paul A. Pohland: College of Education, Administrative Committee.

9. Public Service (church activities, Community Chest, etc.)

Ignacio R. Cordova: Board of Trustees Menaul High School, Board of Directors, National LULAC Educational Service Centers.

Richard E. Lawrence: Religious Education Committee, First Unitarian Church; Executive Committee, Memorial Association of the Southwest Steering Committee; Albuquerque Common Cause.

Paul A. Pohland: President, Christ Lutheran Church.

ANNUAL REPORT
1974 - 1975

DEPARTMENT OF EDUCATIONAL FOUNDATIONS
COLLEGE OF EDUCATION
UNIVERSITY OF NEW MEXICO

The past year is characterized by a variety of clarifications of the Department's role in the College. This resulted in a final faculty retreat which was very successful. We see ourselves a graduate Department with some undergraduate responsibilities in teacher training programs. Additionally, we see our role as teachers of evaluation, and research skills. The latter is not fully shared by other departments. We will work with them to correct weaknesses, particularly at Ph.D. dissertation design levels.

Our Ph.D. and Ed.D. candidates have all been screened. The "dead-wood" has been cut out. Our standards have been sharpened. The numbers are reasonable to support.

The program in the Masters area is being carefully reviewed. By the Spring we will have completely overhauled and revised this area as we did the Ph.D. program. More clearly defined alternatives in the program is a major objective.

Our staff has stabilized and is now adequate to carry out our stated objectives.

EDUCATIONAL FOUNDATIONS
BIOGRAPHICAL INFORMATION
for
July 1, 1974 - June 30, 1975

David L. Bachelor

Other professional activities:

Session Chairman, Rocky Mountain Educational Research Association

Daniel B. Berch

Publications:

Berch, D. B. A theoretical analysis of the PAN ambiguous-cue problem. Learning and Motivation, 1974, 5, pp. 135-148.

Berch, D. B. and Israel, M. Conditional discrimination learning in children as a function of the number of conditional cues. Perceptual and Motor Skills, 1974, 38, pp. 717-718.

Berch, D. B. and Israel, M. The effects of setting similarity on children's learning of the transverse patterning problem. Journal of Experimental Child Psychology, 1974, 18, pp. 252-258.

Berch, D. B. and Maechtlen, A. D. Effects of stimulus dimensionality on short-term memory in low intelligent children. Child Development, 1974, 45, pp. 200-203.

Research projects or creative work in progress or completed:

Submitted Grant Proposal to NIMH "Response Biases in Children's Recognition Memory," $6169.00 for 8 months.

Activities in learned and professional societies:

Psychonomic Society, (elected to membership)
Developmental Psychology of American Psychological Association

Other professional activities:

Guest editorial reviewer for Child Development and Learning and Motivation, professional journals.

Talk on "How Children Learn" to Parents Without Partners.

Talk on "How Children Learn" to Optimist Club.

Talk on "Ethical Principles in Human Research" to NM State Psychological Assn.

Non-teaching University service:

Chairperson - Human Research Review Committee (COE)

Peggy J. Blackwell

Advanced study:

AERA Training Institute: New Models and Methods in Educational Evaluation.

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

Travel to: Egypt, India, Thailand, Hong Kong, Hawaii
Travel for Project: Washington, D.C., April 1974, August 1974
Philadelphia, PA, August 1974

Research projects or creative work in progress or completed:

National Institute of Education "Methodology for Assaying Goals in Education," July 1, 1973-June 30, 1975, $119,004.00

Activities in learned and professional societies:

American Educational Research Association, Chicago, Illinois, April 1974. Paper presented: Conflict and consensus among parents about goals for high school education.

Other professional activities:*

Speaker's Bureau
TV Appearance - Channel 7

Non-teaching University service:

Human Research and Review Committee
Chairman, four dissertation committees
Member, eleven dissertation committees

*Rocky Mountain Educational Research Association, Albuquerque, NM, October 1974 - Paper presented: Assessing community goals for secondary education.

Henry J. Casso

New scholastic honors, fellowships, etc.:

Citation: U.S. Commission on Civil Rights for 5 years service as Chairman of Mexican American Education Study.
Citation: State Supt. of Public Instruction, State of Arizona for contributions to quality education for that state.

Publications:

Education of the Poor-A Decade Ahead. Mediax Corp., 1975.

The Mexican American in Higher Education. UNM Press, 1975.

Activities in learned and professional societies:

Education Neglect Conference, NEA, Chairperson, national organizations, 1975.
White House Conference on Higher Education, February 1975.
Vice Chairperson, Curriculum Adoption Network, Bilingual Bicultural Educ.
Board member, Child Development Associates, Arlington, Virginia.

Other professional activities:

Presentation: Teacher Corps, Arizona State University, "Current Trends in Public Education," March 1975.

Participation in Lau V. Nichols Conference, Salem, OR, February 1975.

Non-teaching University service:

Faculty Advisor: Pupil Personnel Services - UNM

Dan D. Chavez

Activities in learned and professional societies:

Member, Board of Directors, Adult Education Assn. of the U.S.A.
Member, Executive Committee, N.M. Adult & Continuing Education Assn.
Member, New Mexico Advisory Committee on Adult Basic Education.

Non-teaching University service:

Director, College Enrichment Program

Public Service:

Member, Executive Committee, New Mexico Heart Association

James G. Cooper

Advanced study:

Seminar on multivariate research methods, University of Colorado, Boulder, 11/17-22, 1974.

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

Mexico - 1/74 and 8/74

New scholastic honors, fellowships, etc.:

Named "Researcher of Year" by New Mexico Phi Delta Kappa, 5/74.

Other research projects:

Continued study of New Mexico School Profile. Work is incomplete.

Utilized data from above in the teaching of research methods, EF 501.

Activities in learned and professional societies:

Co-chaired Rocky Mountain Educational Research Assn. annual meeting in Albuquerque, 10/30-31 and 11/1, 1974.

Other professional activities:

Consultant to Los Alamos Schools.

Several presentations to civic groups on self-concept across ethnic and national groups.

Chair, COE Associate Dean Search Committee.

Non-teaching University service:

Chaired UNM Bookstore Advisory Committee (a continuing function).
Directed Evaluation and Statistics Laboratory.
Member, Search Committee, Circulation Librarian.

Public Service:

Member and Chair, New Mexico State Apprenticeship Council.

Mary Harris

Sabbatical

Vera John-Steiner

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

Seminars at University of Georgia, City College of New York.
National meeting of NCTTIE
Mediax Conference
Conference on Educating Children of the Poor (Invitational).

New scholastic honors:

Professor of the Month - Las Campanas (UNM).
Editor for Vygotsky manuscript, Harvard University Press.

Publications:

The Structure of Failure - Urban Education, Fall 1974.

Chapter in Spolsky & Cooper's book: Educational Perspective on Bilingual Education, in press.

Other research projects or creative work:

NIE 1973-1975 ($99,628) "Learning Styles Among Pueblo Children."

Activities in learned and professional societies:

Speaker: Rocky Mountain Educational Research Association.
Board Member: ERIC Clearninghouse on Urban Education.
Lecturer: Multilingualism in the Southwest Series (UNM).

Other professional activities:

Speaker: Junior League of Albuquerque; Womens Center of Santa Fe; Lovelace-Bataan.
Clinic: Editorial Board, Urban Education.
Consultancies: Ford Foundation, New York State Department of Education.

Non-teaching University service:

ISRAD Executive Committee; Faculty Policy Committee, COE; Honors Council; Faculty Handbook Committee; Policy Committee, Linguistics Department; Search Committee, Linguistics Dept.

Public Service:

Speaker: Synagogue of Santa Fe; Santa Fe High School.

Wayne P. Moellenberg

Other research projects or creative work:

Achievement Motivation and Attitudes Toward Grading. (In progress)
Conceptual System Structure and the Processing of Stress. (In progress)

Activities in learned and professional societies:

Co-Chairman (conference co-ordinator) Rocky Mountain Educational Research Association Conference in Albuquerque, October 30-November 1, 1974.

Other professional activities:

Paper prepared for AACTE meeting in Chicago in January (delivered by Dr. Steiner).

Paper presented at Seminar on Higher Education in the Americas.

Non-teaching University service:

Academic Freedom and Tenure Committee.
Consultant to Department of Medicine.
Learning Materials Center Committee.

James Moore

Sabbatical

Ambrosio J. Ortega

Advanced study:

Ph.D., May 1974. Dissertation title: "Organizational Commitment and Organizational Control."

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

July, 1974 - Ecuador, Bolivia, Chile, Argentina, Paraguay.
November 1974 - Bolivia, Argentina, Paraguay and Ecuador.

Other research projects or creative work:

Designed and presented an educational technical assistance proposal for the Government of Bolivia, November 1974.

Directed a symposium for Social Studies teachers, "Traing Latin American Studies in the New Mexico Public Schools," November 1974.

Directed seminar on "Educational Organization and Planning" for 23 educators from 13 Latin American countries.

Other professional activities:

Attended the second year of the Command and General Staff College with the U.S. Army; completed 75% of an Ordnance Officer Course for Field Grade Officers; talked to a Valley High School class about LAPE; participated in a teachers' orientation meeting at McCurdy High School. The theme of my topic was "The Spanish-Speaking Student of Northern New Mexico."

Non-teaching University service:

Director: Latin American Projects in Education.
Member: Dissertation committee - Joe Gandert).
Member: Committee of studies - Esther Marquez.

Public service:

Ruling elder, Second Presbyterian Church.
Board of Directors for the Albuquerque March of Dimes.

Personal information:

Served as Race Relations/Equal Opportunity Officer for the HHC, 156th Area Support Group, US Army Reserve, Kirtland Air Force Base.

Paul E. Resta

Publications:

Contributed one chapter entitled: "Effects of Training on Intelligibility and Comprehension of Frequency-Shifted Time-Compressed Speech," to Time-Compressed Speech by Sam Duker, Metuchen, NJ. The Scarecrow Press, Inc., 1974.

Activities in learned and professional societies:

Executive Committee of American Educational Research Associates' Research management Group;

Conference Chairman, 1975 Annual Meeting of American Educational Association Research Management.

Publications Committee: National Council of University Research Administrators.

Research Assocation Research Management Group at Princeton, NJ.

Attended Annual Meeting of National Council of University Research Administrators, Washington, D.C.

Attended Annual Meeting of Society of Research Administrators, Chicago, Ill.

Other Professional Activities:

Consultant to Educational Testing Service, Border Junior College Consortium, and Cochise College.

Non-teaching University service:

Research Allocations Committee.
Research Policy Committee, Chairman of Subcommittee on Research Adminstration.
Executive Committee Division of Computing and Information Services.

Public service:

Albuquerque Educational Planning Task Force.
Albuquerque Parents Advisory Committee for Mid School.

Louis A. Rosasco

Activities in learned and professional societies:

AAHE National Meeting. Paper read.
Campus Afloat. Paper read.

Non-teaching University service:

Museum Advisory Committee

Public service:

Re-elected Trustee, Menaul School Board.

Rodolfo G. Serrano

Replaced by Gladys Levis-Matichek.

Lotsee P. Smith

Publications:

"Designing a Library Education Program to Meet Community Information Needs". Seminar Papers, University of Wisconsin, Milwaukee, Wis., 1974.

Other research projects or creative work:

Completed: USOE Title II B (HEA) "Training Library Aides to be Library Aides in Pueblo Day Schools," $70,000 - 1 year.

In Progress: USOE Title II B (HEA) "Library Aide Training Institute for American Indians," $90,000 - 1 year.

Activities in learned and professional societies:

American Library Association, New York City, July 1974 - Presented two programs (National Conference).

Southwest Library Association, Galveston, Texas, October 1974 - on program - 2nd General Session (Regional Conference).

Indian Education Conference (15th annual, Tempe, Arizona. Presented program.

Other professional activities:

Testified before National Commission of Libraries and Information Science.

Consultancies: National Indian Education Association; Arizona State University; Library Institute, Fort Wright College, Spokane, Washington; Library School, University of Washington; Onieda Nation, Greenbay, Wisconsin; BIA, Albuquerque; University of Arizona.

Non-teaching University service:

Special Services for Disadvantaged Students - ISRAD.
Faculty Library Committee.
Search Committee, Dean of Library Services.

Public service:

Secretary, Parents Committee, Boy Scouts.

Albert W. Vogel

Activities in learned and professional societies:

"Models of Educational History," Rocky Mountain Educational Research Association, November 1974.

Attended NSPER Workshop on the Evaluation of Teaching, Denver, Nov. 1974.

Non-teaching University service:

Supervised EF 290 instructors and continued development of evaluation of teaching instrument for that course.

Public service:

Faculty sponsor, Assoc. Stu. Cooperative Childcare Center.

Guy A. Watson

Publications:

What's A Learning Materials Center - Visual Presentation on college design, objectives and functions of a book, non-book and media production center for state teachers.

Other research projects or creative work:

In development: 1) Training Program for New Mexico Hang Gliding Assn; 2) Multi media presentation on Hang Gliding as a sport to be presented at the national AECT Conference in Dallas in April, 1975; 3) Patent submitted on electronic control device for multi screen presentations.

Activities in learned and professional societies:

Rocky Mountain Research Seminar.
New Mexico Assoc. Educ. Comm. & Technology.

Other professional activities:

Production - 1/2 hour slide/tape presentation on Learning Materials Centers.

3-Day Workshop - College of Nursing; Topic - Instructional Design.

2-Day Workshop - New Mexico Cosmetology Assoc. - Use of Media.

Presentation - APS Curricular Coordinator by Design & Use of UNM - LMC.

Non-teaching University service:

Director - Learning Materials Center, College of Education.

Public service:

One semester voluntary teaching of 8mm film class - School on Wheels, APS.

John T. Zepper

New scholastic honors, fellowships, etc.:

Elected to membership in Delta Tau Kappa, International Social Sciences Scholastic Society.

Publications:

Book review of four books on Soviet Education (1 British and 3 Soviet) in Journal of Thought, 9:119-121, April, 1974.

Activities in learned and professional societies:

Attended 14th Annual Meeting of the Council of Graduate Schools in Phoenix, Arizona, December 4-6, 1974.

Non-teaching University service:

Ass't. Dean of Graduate School, COE Undergraduate Committee (January-June), COE Graduate Curriculum Committee (August-December), Entrance and Credits Committee, Graduate Committee, Minorities Subcommittee, Graduate Unit Evaluation Subcommittee, Policy Committee Public Ad. (January-June), S & S Committee for Director of Public Administration and Dean of the Graduate School.

Public service:

YAFL
YABL

DEPARTMENT OF ELEMENTARY EDUCATION
ANNUAL REPORT
July 1, 1974 - June 30, 1975
Dr. Herman Warsh, Chairperson

Dr. Herman Warsh became the Department Chairperson on September 3, 1974. Prior to his appointment as chairperson, he served as Director, Educational Projects, C. S. Mott Foundation, Flint, Michigan.

The Department members formally expressed their appreciation to Drs. Catherine Loughlin and Keith Auger for their excellent performance during the summer as acting Co-Chairpersons of the Department.

Dr. Dolores Gonzales, Professor and Director of the Bilingual Education Institute, died on March 18, 1975. Her loss to the Department, the University and to Bilingual Education in New Mexico will be felt for a long time.

Classrooms 208 and 210 were remodeled as teaching labs and were refurnished with new furniture and equipment for Departmental use.

The student screening procedure was revised to attempt to reflect the population of New Mexico.

The faculty voted unanimously to withdraw from the Joint Master's program with Educational Administration. The Department will cooperate with Educational Administration in counseling students preparing for elementary administration certification and in assisting them to develop suitable comprehensive examination procedures.

Dr. Dolores Gonzales was advanced in rank to full Professor. Dr. Dean Brodkey was advanced in rank to Associate Professor.

The Undergraduate Program

The undergraduate program continued to operate much as it had the previous year through a Junior-Senior Block structure. Four full time faculty members each worked with 30-35 students. Activities were planned jointly to provide a similar set of experiences for all students. Each block had the service of two or more clinical supervisors who assisted the professor in planning and supervising activities for the students.

The Department continued to cluster its students at various Albuquerque Public Schools "Center" Schools, whereby both junior and senior students were able to have a variety of classroom experiences and contacts with groups of children.

While the focus of the Junior Block Module was primarily on small group instruction, program adjustments were made to provide the students with experiences in total classroom planning and curriculum organization. As a general rule, juniors were not assigned to cooperating teachers but were instead provided opportunities to work in a variety of settings and grade levels. Seniors were assigned to specific classrooms and cooperating teachers but also participated in workshops and seminars.

Ten students who had previously completed the regular Junior Block took part in a Bilingual Block during the Spring, 1975 semester. These ten students, all proficient in Spanish, were involved in a variety of activities and learnings aimed at preparing them to become bilingual classroom teachers. Student activities were closely coordinated with the Bilingual Institute; the Bilingual Block students took part in community field experiences along with members of the Bilingual Institute, and participated in discussions and seminars within the Institute.

As in the past, Intern experiences were provided for seniors in Albuquerque Public School classrooms. The Intern program with the Gallup-McKinley County School District continued as seniors participated in the experience.

The total enrollment of students in the undergraduate program remained essentially the same as the past year, although the department did increase its enrollment with respect to Native American students and males. The enrollment of students interested in early childhood education increased significantly. As far as selection of minors is concerned, the three areas of early childhood education, bilingual education and special education continued to draw the greatest number of students.

The selection process for accepting students into the Department of Elementary Education was further refined. During Spring 1975 more than half of the candidates were interviewed by two faculty members, a departure from past procedures.

Two ad hoc Department committees have been studying aspects of the undergraduate program. The first, whose activities will continue during 1975-76, was concerned with the screening procedures for both on-campus and on-site teacher education programs. The committee examined ways to gather pertinent data and suitable evaluation measures.

The second committee was assigned the responsibility of reviewing the present block procedures and recommending an organizational structure for 1975-76. A second, continuing task will be to undertake long range planning. This committee reported its recommendations for

1975-76 operation of the undergraduate program to the Department in April, and after lengthy discussion the committee's recommendations were accepted. Instruction will be organized around five conceptual or content "strands." Individual professors will plan together but be responsible for presenting materials to the students, with each responsible for a specific period of time. Clinical supervisors will continue to provide much of the school-based supervision under the direction of assigned faculty members.

The work of this committee will continue during 1975-76. A sub-committee will study the general educational needs of the students.

On-site Teacher Education Programs were operated at Sanostee, (Navajo Reading Studies Teacher Training Program), Crown Point and Shiprock (Navajo Teacher Education Development Progect), and by the All Indian Pueblo Council Teacher Education Project at Santa Clara and Zuni Pueblos. Students from these projects were interviewed by faculty members in a similar screening process to that used with on-campus students. The professional teacher education courses were taught on-site primarily by full time faculty. A number of students took general education courses through the Gallup and Espanola University of New Mexico branches.

The Associate of Arts Program

Extensive efforts were made during the 1974-75 year to solve the problems of record keeping for Associate of Arts students. Individual projects reviewed their files of past students and found many minor anomalies, many of which have been resolved. A part time clerk assisted the project staffs in reviewing their files. It is anticipated that during 1975-76 more such problems will be found and handled on a case-by-case basis.

The majority of problems uncovered were caused by inadequate counseling and advisement for students, a problem which no longer exists for students presently in a funded program. Unfortunately, there are large numbers of former students who once accepted into the program, have continued their education intermittently but who no longer have direct connection with a project.

The Rough Rock Project, directed by Anita Pfeiffer, continued during 1974-75. The goals of this Associate of Arts program are to prepare quality Navajo teachers, administrators and counselors for the bilingual/bicultural educational program at the Navajo Community School at Rough Rock.

Thirty-five students participated in course work, on-site supervision and other aspects of the project. During second semester two of the students began taking professional education courses as upper division students.

Seven students from this project completed requirements for the Associate of Arts program in December 1974; seven others completed their program in May 1975.

During 1974-75 courses for students working toward completion of the Associate of Arts program were offered by the All Indian Pueblo Council project at various sites so that service could be provided to all Pueblos. Forty-nine students from the Eight Northern Pueblos were enrolled in six to nine hours of course work each semester. Classes offered at Jemez Pueblo enrolled 27 students in Fall and 33 in the Spring semester.

Following are the various sites served by the All Indian Pueblo Council Associate of Arts program:

SITE	NO. of STUDENTS Fall	Spring	NO. of HOURS
Eight Northern	41	41	6 - 9 per semester
Jemez	27	33	6 - 9
Isleta	10	13	6 - 9
Seven Sandoval (including Santo Domingo)	30	17	3 - 6, Fall; 3, Spring
Laguna/Acoma	36	31	3 - 9, Fall; 3 - 6, Spring
Zuni	16	48	3 - 9, Fall; 6 Spring

During 1974-75, 12 students completed course requirements for the Associate of Arts Degree.

Guidelines for the Associate of Arts in Education degree were developed by a committee from the Department working closely with Associate Dean Sanchez and Assistant Dean Rinaldi. The guidelines were accepted by the College of Education Faculty and have been put into force.

Graduate Education

The Department of Elementary Education responded to the University-wide Graduate Evaluation in January 1975. The report submitted by the Department stated that the Department did not believe it had evaluated its program as requested, but had instead given a status report as well as the Department's concerns and questions about its graduate program.

The Department also reported that it planned to undertake an evaluation of the graduate program in 1975-76, and would begin to gather base-line data prior to that time. The questions listed below were formulated as the basis for the 1975-76 evaluation.

Master of Arts Program

1. There is a large enrollment in MA programs and courses, with a large proportion of the students meeting certification requirements. (The MA degree is required for full certification.) The Department has stated a commitment to in-service education. At the same time, it has a commitment to graduate education at the MA level, which is often carried into the Ph.D. level.

   Within the framework of our current resources:

   a. What should be some of the major characteristics of a graduate in-service program?
   b. What should be some of the major characteristics of a graduate MA program, not confined to in-service?
   c. What are some possible relationships between the two programs which would serve each well at the MA level?

2. What population is presently being served by the Master of Arts Program? It is conceivable that several discrete groups of students are represented within the numbers seeking the MA; a number seeking rigorous academic training, others typically found in a Master of Arts in Teaching program, and perhaps another group interested primarily in practical in-serivce activities not normally considered to be graduate level offerings.

3. Given different populations of students, how well are the needs of each group being served?

4. Given the present large numbers of public school teachers and

administrators seeking graduate training at the Master of Arts level, what resources does the Department of Elementary Education have to respond to expressed needs? What additional resources would be needed to serve all who seek graduate training? If, for example, as is the case of Mathematics Education, the Department has only the capability of providing one graduate course for experienced teachers and one seminar for those with extensive experience and background in Math, can Math Education (and other content fields with similar weaknesses) be considered a major emphasis?

5. Unless resources are added in areas found to be weak, should enrollment be limited to those students seeking training in areas where the Department has demonstrated it has adequate resources?

6. What would be the implications if the Department of Elementary Education were to limit entry into the Master of Arts program? Could suitable alternatives be developed to otherwise serve the approximately 40 percent of New Mexico teachers who reside within the greater Albuquerque area with graduate credit courses so that these teachers could obtain permanent State certification without being enrolled in a Master of Arts program?

7. The Department of Elementary Education considers one of its primary missions to be that of assisting New Mexico school districts to improve their instructional programs through in-service and re-training of present staff. How is this mission related to the present Master of Arts program?

8. Two alternate plans for achieving the Master of Arts degree are now available to students, Plan I requiring a thesis and Plan II requiring a Comprehensive Examination and additional course work but no thesis. Why do so few Elementary Education Master of Arts candidates elect Plan I?

9. Is the present Comprehensive Examination system appropriate?

10. If the Department of Elementary Education were to choose to establish further criteria for acceptance into the Master of Arts program, what criteria should be established?

11. The Department of Elementary Education presently faces a serious lack of staff and facility to provide adequate courses, guidance and supervision for Master of Arts students; what alternatives are there to ameliorate this condition?

Education Specialist Certificate Program

1. Is there a continuing need for an Education Specialist Certificate program?

2. Why have so few students chosen to pursue the Education Specialist Certificate program as a terminal graduate study?

3. What classes of professional educators would benefit from this program?

4. Are students who might benefit from the Education Specialist Certificate program being encouraged to enter the doctoral program instead? If so, why?

5. Should the Education Specialist Certificate program be continued? If so, what changes need to be made?

Doctoral Program

1. We have a large backlog of students applying for the doctoral program. Many of the applications are grouping in the areas of language, multicultural and bilingual education. Within the framework of our current resources:
   a. What procedural changes in program or admissions might provide for a steady flow of admissions ?
   b. What changes in our patterns of program, studies, or curriculum might provide for a steady flow of admissions, and at the same time work to the advantage of the students' education?
   c. What are some ways we can protect hopeful doctoral applicants from the accumulation of extensive graduate study without the program advisement which must be provided by a Committee of Studies?

2. In what areas and to what extent are there adequate research facilities and resources available to doctoral students? What additional resources are needed?

3. Who are our present doctoral students? To what degree are they self-selected by propinquity; to what degree are they recruited?

4. In what areas of educational research does the Department of Elementary Education have faculty resources to direct doctoral students in their research? What additional resources are needed?

5. At the present time it is difficult to differentiate between the programs leading to the Doctor of Education and the Doctor of Philosophy degrees. Are two programs needed? If so, how should they differ?

6. Much of the rigor of a doctoral program is provided by interaction with other doctoral candidates; how can this be provided?

7. Does the present doctoral program ensure high scholastic and research standards?

Special Projects Housed in the Department of Elementary Education

The following federally and locally funded special projects were housed in the Department of Elementary Education during 1974-75:

APS-UNM Career Opportunity Program

Students from low income and minority groups are being trained in this Associate of Arts program to take on careers in Public Education. Jointly operated by the Department of Elementary Education and the Albuquerque Public Schools, the students work in various school programs with children and take course work through the University.

This EPDA project, funded by the United States Office of Education for $26,600 during the current year, was jointly directed by Ms. Jeanne Peterson of the Department and Mr. Robert Doyle of the Albuquerque Public Schools. Ms. Peterson directed from August 26, 1974--January 20, 1975. Mr. Doyle directed for the entire academic year.

The Career Opportunity Program ends June 30, 1975, having trained 56 students who have completed their AA degree, and with 32 continuing to the award of the BS in Elementary Education.

Development of On-Site Centers for Training Personnel in Schools Serving Indian Children

This Associate of Arts project, directed by Anita Pfeiffer, is discussed in the section on Associate of Arts programs. The project operates on-site in Rough Rock.

Development of On-Site Pueblo Educational Personnel Training Project

This project, sponsored by the All Indian Pueblo Council of New Mexico, is co-directed by Dan Honahni and Donald Lange. It provides junior and senior level teacher education course work in addition to the associate of arts program reported elsewhere. Fourteen students took junior block courses at Zuni; the same number were enrolled at Santa Clara Pueblo.

The project received $130,000 from Title IV, USOE, for its 1974-75 operation.

Institute to Train Specialists in the Production of Bilingual/Bicultural Reading Materials for the Intermediate Grades of the Elementary School

The "Bilingual Institute" was directed by Dr. Dolores Gonzales until her untimely death in March 1975. Despite the loss of their illustrious leader, the project staff and students successfully continued and completed their work with Ms. Margaret Fernandez acting as Director.

This EPDA training project received $131,928 for 1974-75 operation. Twenty educators took courses leading toward advanced degrees, while being trained as material developers. The Institute's product for the year was the completion in copy ready form of fourth, fifth, and sixth grade books in Spanish for use in bilingual classrooms for instruction in Spanish. These books complete the Basal Elementary Reading Series which is being commercially published. The materials will find wide use throughout the Southwest.

Navajo Reading Study Bilingual Teacher Training Project

The Teacher Training Project was started as a component of the Sanostee-Toadlena Title VII Bilingual project in June, 1973. The primary goal has been to train Navajos as bilingual elementary teachers. The program is trying to develop a pilot model of on-site Navajo bilingual teacher education, and at the same time to develop a Navajo bilingual curriculum. Ten trainees are enrolled in the Elementary Education Bachelor of Science program. Eight trainees graduated in May 1975. A model curriculum has been developed, portions of which will be piloted during 1975-76.

Navajo Teacher Education Development Project

This Title IV project is a $112,035 sub-contract from the Navajo Division of Education. The principal investigator is Dr. Donald Kelly.

Two training sites, at Shiprock and Crownpoint, are the locations for on-site Teacher Education training for Navajos who have already completed at least two years of college. The program was established to enable Navajos to complete their teacher training without disrupting their family life or interfering with their community responsibilities.

Eighty-one students were enrolled during 1974-75, with 27 completing their Bachelor of Science degrees during the year.

Training Bilingual Child Development Associates for Ethnically Diverse Communities

Funded by the Office of Child Development, HEW, for $148,000 (1974-76), this project is training 28 students who are enrolled in the Associate of Arts program. Dr. Nathaniel Archuleta is the project director; he is assisted by Early Childhood Specialist Olivia Martinez.

The CDA program provides on-site training within the Albuquerque area for the trainees along with University courses which provide both a general education and specialized study in child development, language learning and methods of working with children. The program is unique in that all trainees are bilingual and are being trained to work with children whose home-based language is Spanish.

Courses Taught in Spanish during Summer 1974

Four courses were offered by the Department of Elementary Education during Summer Session 1974 for teachers and students interested in Bilingual/ Bicultural Education. Courses taught entirely in Spanish were: El Programa de Lectura en la Escuela Primaria, Lenguaje Oral y Escrito en la Escuela Primaria, Topics: Juegos y Canciones de Nuevo Mejico, Topics: Espanol para El Maestro. Approximately 22 students attended one or more of these classes. Participants included graduate and undergraduate students

New Courses Approved

El Ed 442, Games and Songs of New Mexico (03), was approved by the College of Education Faculty as a regular course offering by the Department of Elementary Education. This course will be taught in one of the Southwestern languages and students must be fluent in the language in which the course is offered any given semester. It has been offered twice in Spanish, drawing large numbers of students interested in Bilingual Education.

Current Demands and Anticipated Future Directions

The Department of Elementary Education believes that its future energies should serve both the needs of New Mexico education and that of training superior scholars. Although crystal ball gazing is seldom fruitful, it is apparent, given continuation of present trends, that at least the areas of graduate training and changes in present programs discussed below will be pursued in the decade ahead.

Expansion and Upgrading of In-service Retraining for Public School Teachers and Administrators

The critical need to improve present educational practices in New Mexico public schools has been repeatedly documented. With the decrease in demand for new teachers, the Department of Elementary Education plans to shift some resources from the undergraduate level to the fifth year level in order to help presently employed New Mexico teachers improve their understandings, skills and competencies.

As in-service and retraining activities increase in cooperation with public school systems, much greater demand will be placed upon our faculty and Department to provide short term workshops and intensive courses off campus. Many of these services will not carry graduate credit.

Much of this type of work is considered to be public service, often done without compensation either through pay or credit on teaching load. For example, Department faculty provided Albuquerque Public Schools with over 175 days of unpaid consultation and training during the 1973-74 year. Since the staff is dedicated to helping improve public education in New Mexico, these demands are increasing. If the Department is to continue to serve the State in this manner, additional resources will have to be sought.

Expansion of Fifth-Year Offerings through the Gallup and Espanola Centers of the University of New Mexico

The University of New Mexico has established two branch sites in order to provide service to these population centers. The Department of Elementary Education is currently investigating ways of extending graduate opportunities to teachers in school districts near the already established branch campuses in response to repeated requests and demonstrated need.

Expansion of the Early Childhood Education Program

A State Task Force is presently studying ways of implementing state legislation requiring establishment of kindergartens in all public schools by 1977. National trends indicate the imminent requirement to expand educational programs to children from three to five years of age and perhaps even younger.

For the next decade at least, New Mexico will be attempting to catch up, to somehow overcome years of neglect in this area. The University of New Mexico will be called upon to increase its programs to train teachers and aides for these new classrooms, and to provide state-wide leadership in implementing new programs in New Mexico public schools.

In order to accomplish this formidable task, existing departmental barriers may have to be breached, present programs reorganized, course offerings increased drastically, and of course, the addition of further staff. The Department of Elementary Education has found that an increasingly larger proportion of undergraduates are seeking training and future employment in this area of emphasis.

Expansion of Bilingual Teacher Education

Bilingual education has grown rapidly throughout the United States and particularly in the Southwest. Much of this growth has come through the efforts of bilingual training provided by the Department of Elementary Education.

In the decade ahead significant research efforts will need to be mounted to evaluate the efficacy of the various programs now extant in New Mexico and elsewhere, and to evaluate our own efforts in preparing teachers for bilingual assignments. Such research should focus attention upon the effects of such programs on the self-concept and aspiration levels of children and also examine their effect upon achievement of skills and knowledge objectives. This research must examine the long-time effects of bilingualism through longitudinal studies which follow children from school entry to school exit if definitive answers are to be found.

The present Spanish/English bilingual program undoubtedly will expand since only a small proportion of the present need for bilingual teachers is being met for New Mexico public schools. In addition, there are needs to develop suitable materials for instructional purposes and to train a cadre of instructional leaders who can supervise and improve instruction in individual classrooms.

Training of teachers, development of a strong research base, development of materials and training instructional leaders will require additional staffing and resources. The State Task Force studying Bilingual education will undoubtedly recommend added funding for these purposes, which will assist the Department of Elementary Education to fulfill its tasks in this area. Just as surely, not enough additional funds will be provided, therefore other means of accomplishing the task must be found. A university-wide thrust may be required involving a number of departments in several colleges. If such a consolidated effort were to be developed, the Department of Elementary Education would willingly participate, indeed would welcome the opportunity.

In addition to the well organized Spanish/English bilingual program, the Department of Elementary Education plans to develop stronger bilingual programs in Navajo/English and Pueblo/English bilingual education; and it will seek resources for this important undertaking. Perhaps the greatest challenge the Department will have will be to find ways to integrate principles of bilingual education into its early childhood education training, and to establish a firm conceptual base for the restructured program.

Training Teachers to Assist Children with Special Needs in Regular Classrooms

Thousands of New Mexico children are unable to profit from their educational experiences because of a variety of special disabilities. Past efforts to overcome children's handicaps by removing them from the regular classroom have proved ineffective. Much of the millions of dollars spent on compensatory and special education appears to have been wasted.

The Department of Elementary Education, along with other departments in the College of Education, is trying to respond to a new imperative: that of retraining teachers to integrate children with special handicaps into the regular classroom and to provide them with suitable educational experiences through individualized instruction. A few pilot programs have been developed cooperatively by various departments in the College of Education. Undoubtedly these pioneering efforts will result in the implementation of suitable models for training and delivery of services. Again, the Department of Elementary Education will be expected to provide much of the leadership and training to bring about this basic change in present instructional methodology; and again the Department, as well as other departments in the College of Education, will need additional resources to get the job done.

Extension of the Multicultural Aspects of the Present Program

The vision of preparing youngsters to live in the highly complex and interdependent world of the twenty-first century will require the combined efforts of many disciplines. In the years ahead the Department of Elementary Education's programs should help teachers see beyond the current world they know in New Mexico and the Southwest. Building upon the cultural riches which are our heritage, a new generation of teachers will need to be trained. The "new" teacher will need many strengths and skills our present teachers do not have. Such a training program will require close working relationships with such departments as Psychology, Anthropology, Sociology, Philosophy, and Psychiatry. Undoubtedly, teacher training in the future will need contributions from departments in the Colleges of Arts and Sciences and Fine Arts, as well as from others unmentioned because the true dimensions of the task have not been fully explored.

Planning for the future training of teachers will require the Department of Elementary Education as well as the entire College of Education to critically examine its present philosophy, and to almost assuredly reorganize itself. The Department of Elementary Education along with other departments in the College of Education and other colleges within the University will be affected, and perhaps some faculty will be less than comfortable. Nevertheless, many changes seem inevitable, and they may come sooner than any of us presently foresee.

Appointments to the Staff

Dr. Herman E. Warsh, Professor and Chairperson of the Department of Elementary Education, came to the Department on Septebmer 3, 1974, from Flint, Michican. In Flint Dr. Warsh was Director, Educational Projects, C. S. Mott Foundation. Dr. Warsh received his doctorate from Wayne State University in 1969. He majored in curriculum and minored in administration. He received his MA and BA from Los Angeles State College in 1957 and 1951 respectively. Dr. Warsh has a variety of teaching and educational related experience at elementary, secondary and university levels.

Dr. Willie Sanchez, Professor of Elementary Education and Associate Dean for Curriculum and Instruction, College of Education, served as Assistant to the President for External Affairs and Development of Programs at New Mexico Highlands University, Las Vegas, New Mexico. He received his doctorate in 1969 from the University of New Mexico and his MA and BA from New Mexico Highlands University in 1956 and 1953 respectively. Dr. Sanchez' academic interests have been primarily in mathematics, English and computer applications to education.

Dr. Sara Dawn Smith, Assistant Professor (Temporary), came to the Department from the Albuquerque Public Schools. She received her Ph.D. from the University of Maryland in 1972 with a major in human development. Both her MA and BS degrees were from the University of New Mexico in 1967 and 1952. Her majors were in Elementary Education.

Separations from the Staff

Dr. Earl Douglas, Assistant Professor (Temporary), resigned after the end of the first semester to join the Department of Elementary Education at Western New Mexico University in Silver City. While with this Department, Dr. Douglas was active with the Junior and Senior Block programs and with the Rough Rock Associate of Arts program. His presence has been missed.

Dr. Dolores Gonzales, Professor, passed away on March 18, 1975, after a long illness. She was Director of the Bilingual Institute until that time despite her health. Her loss to the Department, the University and to Bilingual Education in the Southwest is incalculable.

Faculty Contributions

Dr. Keith Auger, Professor, completed a study of teacher verbal behavior and children's language usage in August 1974. He is presently working on a study of the effects of training teachers in the use of specific verbal behaviors. He presented a paper on modeling and did a teaching demonstration with young children for the New Mexico chapter of the National Association for the Education of Young Children. He is the Director of Elementary Student Teaching and is a member of the University Faculty Policy Committee and the College Faculty Policy Committee. Dr. Auger served as acting Co-Chairperson of the Department of Elementary Education from May to September, 1974.

Dr. Dean Brodkey, Assistant Professor, had two articles published, "A Student Led Tutorial Approach in Sri Lanka," for the TESOL Quarterly, June 1974; and "Will the Real Foreign Student Please Stand?" for NAFSA Newsletter, October, 1974. Dr. Brodkey served as consultant to the Fort Lewis College Intercultural Program, Durango, Colorado, and to the Shiprock BIA Boarding School, Shiprock, New Mexico. He attended the annual convention of TESOL at Denver and the regional conference of NAFSA, Albuquerque, as the ATESL section representative. Dr. Brodkey is director of the English Tutorial Program, a member of the Linguistics Department Advisory Committee and is a member of the University Registration Committee, University of New Mexico.

Dr. Harold Drummond, Professor, authored "Education of Children," Chapter 4 in Little Rock Public Schools, a survey report published by the Division of Surveys and Field Services, George Peabody College for Teachers, June, 1974. During the first semester of 1974-75 he was on sabbatical leave and began research on value clarification in young children. Dr. Drummond served as a member of the Editorial Board, Childcraft, Field Enterprises Educational Corporation; was consultant to East Area Albuquerque Public Schools; conducted social studies in-service programs for South Area Albuquerque Public Schools; conducted in-service programs in teaching social studies for Kirtland Elementary School.

In non-teaching service, Dr. Drummond served as a member of the Committee on Tenure, member of the Graduate Committee, member of the Subcommittee of Graduate Committee on Evaluation, Graduate Programs; a member of the Sub-committee of Faculty Policy Committee on Salaries; on the COE Middle School Committee; the Department Graduate Committee and the

Departmental Committee to Evaluate the Junior/Senior Blocks.

Dr. Dolores Gonzales, Professor, published an article, "Elementary Education Curriculum: Gateway or Barrier?" in Readings in Bilingual Education, New Mexico Highlands University. She edited Juegos y Canciones de Nuevo Mejico/Games and Songs of New Mexico for the A. S. Barnes and Company, Inc., Cranbury, New Jersey. She served as a consultant for the Albuquerque Public Schools Bilingual Summer Program and for the EPDA Conference for Project Directors, Washington, D. C. Dr. Gonzales served on the Multicultural Education Committee of the College of Education, the International Committee of the University, Manzanita Center Committee and the Greater University Fund Committee. Until her death she was the Director of the Institute for the Development of Bilingual Materials.

Dr. Mari-Luci Jaramillo, Associate Professor, has continued to contribute to the field of Bilingual/Bicultural education in the United States. Her publications include, "Cultural Conflict Curriculum and the Exceptional Child," Exceptional Children; "Bicultural Education," New Mexico Research and Study Council Newsletter; "Desarrollo de Curriculo Para La Escuela Primaria Al Nivel Local," Latin American Education Project. Her papers read include, "Bilingual Education: Problems of Program Implementation, " at the University of Illinois; "Teacher Training for Bicultural Programs," at the Bilingual/Bicultural Education Symposium, Fort Lewis College, Durango; "Chicano Student Needs," Denver Public Schools Bilingual Workshop; "Education in a Community which has Culturally Different Students" and "Initiating Bilingual Education Programs at the Middle School," for two workshops with the Socorro, New Mexico, Public Schools.

Dr. Jaramillo served as Chairperson, Ford Foundation Scholarship Committee for Mexican-Americans. She is a member of several University committees as well as a member of the Department of Elementary Education Graduate Committee.

Dr. Donald Kelly, Associate Professor, is the Director of the Navajo Teacher Education Development Project. He served as a consultant to the Navajo Community College, the Stone Foundation and the Nueva Day School. Dr. Kelly is the faculty advisor for 40 Navajo students in the project.

Dr. Donald Lange, Associate Professor, is the Co-Director of the Development of On-Site Pueblo Education Personnel Training Program. During the year he served as consultant to Colorado Mountain College and to the Farmington Public Schools; presented a speech to the AIPC Annual Conference at the University entitled, "Aces for Aides--Aides are Aces"; presented a workshop entitled, "Model for On-Site Instruction" to the Albuquerque Area Indian Adult Education Council and presented the "AIPC-UNM Teacher Training Model" to the Cross Cultural Seminar which was held at the Hilton Inn in Albuquerque. Dr. Lange is the chairman of the Resolutions Committee for the National Association of Teacher Educators.

Dr. Catherine Loughlin, Professor, served as acting Co-Chairperson of the Department of Elementary Education from May until September. She is the Director of the Manzanita Kindergarten Program and is the Director of the APS-UNM Bilingual Early Childhood Program at Manzanita Center. She has been in demand as a speaker during the year. She spoke on "Current Research on Child Learning" to the AAUW Conference on Kindergarten;

"Day Care in New Mexico" for KRKE Radio News Series; "Language Acquisition," "Developing Intellect," and "Influencing Primary Education" for the AAUW Study Groups; "Learning Environments" to the Albuquerque Nursery and Kindergarten Association; "Environmental Support for Child Initiated and Sustained Learning Activity" to the University of Connecticut Center for Open Education and "Integration in Learning Experience" to the APS North Area staff. She produced a monograph, Basic Furnishings to Support the Learning Environment for the TTT Dissemination Project. Dr. Loughlin has been active as a consultant for in-service training and child development programs. In addition to serving on advisory boards, such as Acoma Parent-Child Development Program, Vista Larga Therapeutic PreSchool and St. Mark's on the Mesa Nursery and Day Care Program, she served as member of the board for the New Mexico Association of Young Children, as Membership Chairperson for the National Association for the Education of Young Children, and as a session chairperson for the regional meeting of the American Education Research Association. Some of her non-teaching university service includes membership on the College of Education Policy Committee and UNM Equal Pay Committee.

Dr. John Mann, Associate Professor, continued his national activities in the Association for Supervision and Curriculum Development while holding a half time position for the Department during the current year.

Ms. Jeanne Peterson, Lecturer, has continued writing books for children and had two articles printed, "Fight on Little Miss Muffett" and "The Use of the Short Story in Middle Elementary Grades" for the Santa Fe

State Library Hitchiker Newsletter. She served as a consultant to the Johnson O'Malley Workshop on Writing Regional Readers.

Ms. Anita Pfeiffer, Associate Professor, presented a paper to the Inter-American Bilingual Conference in Mexico City and to the National Study Commission on Teacher Training. She served as Secretary and Board Member to the Navajo Education Association and as board member of the National Indian Education Association. Ms. Pfeiffer has been in demand as a consultant to various Navajo schools located on the Navajo Reservation. She is Director of the Rough Rock Teacher Training Project and has been very active in the research for the Bilingual Education Evaluation at Ramah and for the Cross-Cultural Interpersonal Relationship Research Project.

Dr. Willie Sanchez, Professor, also serves as Associate Dean for Curriculum and Instruction for the College of Education. Dr. Sanchez served as college consultant to the New Mexico State Department of Education Curriculum Committee for Mathematics, and as a member of the Executive Council, New Mexico Council of Teachers of Mathematics.

Dr. Sara Dawn Smith, Assistant Professor, in addition to being a member of the Elementary Education Junior/Senior Blocks Review Committee, and Consultant to the J. O. Hansen School, Santa Fe, was active as a parent volunteer for youth activities at the Immanuel Presbyterian Church and the New Mexico Soccer Association.

Dr. Bernard Spolsky, Professor, continued as Director of the Navajo Reading Study and as Dean of the Graduate School. He is a very active writer and published ten articles during the year dealing with linguistics. Presently, he is working on several research related articles on various phases of language usage. Dr. Spolsky is in demand as a speaker and consultant and these engagements carried him to the Pacific Islands and Canada, as well as locations within the United States. He is on the Editorial Advisory Board for the TESOL Quarterly; member of the Committee to Study Possible Changes in the Journal Publications of the Linguistic Society of America; member of the Advsiory Commitee of ERIC Clearinghouse on Language and Linguistics; and is a member of the Editorial Board, System, A Journal for Educational Technology and Language Learning Systems..

In addition, Dr. Spolsky is active in non-teaching University service as the Chairman of the Graduate Committee, member of the Public Administration Policy Committee and representative for the University to the International Research and Exchanges Board.

Dr. Richard Van Dongen, Associate Professor, continued to serve on the Board of Directors of the Albuquerque Association for Children with Learning Disabilities. He conducted a workshop for the NEA Annual Conference and participated in the Navajo Teacher Education and Right-to-Read programs. Dr. Van Dongen is President of the Albuquerque Council for the Association for Supervision and Curriculum Development. He attended the National Conference of the International Reading Association in New York City.

Dr. Herman E. Warsh, Professor and Chairperson, revised some of his previous publications, including Sketch 'N'Tell, A Language Experience Kit, a manual for trainees of tutors and training manual for tutors. He has continued on a ten year follow-up study of the 272 children of 187 adult illiterates who learned to read. Dr. Warsh read a paper entitled, "Community Education Interpreted into Classroom Action" to the National Community Education Association. He also served as a consultant to the Environmental Research Institute of Michigan. He continued his activities as member of the American Bar Association Advisory Committee on Education.

Dr. Miles V. Zintz, Professor, combined traveling with his teaching last summer. He taught a reading workshop at the University of Colorado in Boulder and an Education Across Cultures workshop at the University of Alaska at Anchorage. His travels included Sitka, Juneau, Fairbanks and Honolulu. He completed the second edition of his book, *The Reading Process*, and published an article in *Leadership: Principals and Reading Programs* entitled, "The Right to Read vs Language and Culture." Dr. Zintz attended workshops and professional associations in San Diego, Alberta, Tucson, Kansas City, El Centro, Lubbock and Roswell.

The Report of the Department of Guidance and Counseling

College of Education
July 1, 1974 - June 30, 1975
Wayne R. Maes, Chairman

Annual Report

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SIGNIFICANT ACHIEVEMENTS AND FUTURE OBJECTIVES

Department Organization

The major departmental activities continued to be carried out via the mechanisms of, 1) departmental meetings held twice monthly, and 2) functioning committees within the Department. Departmental meetings are attended by faculty, graduate assistants and students. The departmental committees are composed of faculty and students. In addition to regularly scheduled departmental and committee meetings, a faculty-student retreat was held at Ghost Ranch in November at which time the primary emphasis was on curriculum and curriculum development. A major activity undertaken by the Department and carried out under the direction of the Chairperson was the departmental evaluation conducted as part of the University-wide graduate program evaluation. A copy of this 219-page document emanating from the evaluation is on file in the Department and at the Graduate School. Departmental achievements will be discussed under the headings Overall Department Activities, Departmental Committees, and Student Activities. Following the discussion of departmental activities, this section of the report will conclude with Future Objectives.

Overall Department Activities

Graduate School Evaluation

In September, 1974, the Graduate School requested that each graduate unit in the University conduct a comprehensive self-evaluation according to a basic outline supplied by the Graduate School. This request, while extremely demanding of time and energy, was welcomed by the Department of Guidance and Counseling as another element in the Department's continuing effort to improve the general quality of the program. The length (219 pages) and detail of the document generated by the evaluation attests to the energy with which the task was undertaken. The major conclusions drawn by the Department as a result of the self-evaluation are as follows:

1) The recent trend to selectivity in student admissions will continue. Great care in processing applications for the Master's and Doctoral programs is taken and will continue. While the procedure is considered to be as fair as possible, discontent among those rejected is to be expected and the Graduate School and the Department can expect continued pressure from those who are rejected. At the present time the Department is accepting about one out of five Master's applicants and about one out of eight Doctoral applicants.
2) Recruitment of high quality students including ethnic minorities will continue and be extended.
3) Increased financial aid to students is imperative if the Department is to successfully compete for the very best students.
4) Active student involvement in departmental activities is considered essential to the effectiveness of the organization. Student participation on committees, in the publishing of the Department Newsletter and in other activities will continue.
5) Teaching, committees, research, advisement, writing and community demands cannot be met by faculty under the present system. With teaching loads of nine credit hours and heavy

committee assignments, research and writing of any appreciable quality and quantity cannot be expected. Alternatives to the nine hour teaching load must be provided. Such an alternative plan is described on pages 51 and 52 of the Department's Graduate School Evaluation Report.

6) An increase in the number of full-time faculty in the Department is needed in order to improve the quality of instruction and research and writing productivity.

7) A continued effort is needed to improve faculty salaries so as to attract the finest talent.

8) Continued improvements are needed in curriculum and instruction within the Department. This will be treated in detail within this report under the headings "Faculty Retreat" and "Curriculum Committee."

The committee which reviewed the evaluation rated the Department favorably, indicating that the Department was of good quality and assigning it medium priority in the University's allocation of resources. The report was prepared and submitted in the good faith that it would be responded to seriously by the College, Graduate School and University. It did serve the purpose of crystallizing strength, weaknesses, and future goals for the Department. The Dean of the College responded by providing much-needed money for part-time instruction. It remains to be seen the extent to which University administration beyond the College is responsive to the report in terms of additional support and resources for program improvement.

Faculty-Student Retreat

A faculty-student retreat was held at Ghost Ranch in November of 1974. The major purpose was to focus upon curriculum and instruction. The entire faculty, graduate assistants, and four student representatives attended the two day retreat. There were three major outcomes of the retreat:

1) The initiation of a revision in the Master's Degree Program. This is discussed in detail in this report under the heading "Curriculum Committee."
2) The Doctoral Degree name change was discussed in detail and preliminary action taken. This action is discussed in detail in this report under the heading "APA Approval Committee."
3) More effective communication with students was discussed and eventuated in the Guidance and Counseling Department newsletter. This is discussed in more detail under the heading "Student Activities."
4) A by-product of the retreat was a greater sense of "esprit de corps" and more open communication among and between faculty and students.

Facilities

The Department learning environment in Education 212 was completed during Fall semester, 1974. However, the necessary equipment arrived sporadically during the academic year so that the space was not maximally usable. An additional problem was encountered in that the heating-cooling system often created a rushing sound and a pressurized effect within the room, creating individual discomfort and acoustical problems. Supposedly, the problem is being rectified at the present time. All equipment has been received and the room should be fully usable during the 1975-76 academic year. The challenge which lies ahead for the Department is to make creative use of this flexible facility. Altering a learning environment opens up many creative possibilities and lends to more effective instruction. However, improvement in instruction is in no sense insured. The challenge is now to the human element, to faculty and students inventing quality, enjoyable learning experiences.

For the past several years the Department of Guidance and Counseling has been housed in the basement of the College of Education Administration Building. For many this has been a very oppressive environment without windows and of uncontrollable temperature extremes of heat and cold. Due to the persistent requests by the Department for a change in location and the efforts of Dean Darling and his assistant Marsha Simonson, the Department will make a move in August from the basement of the College of Education Administration Building to the fourth floor in Mesa Vista Hall. The faculty is delighted and is anticipating the move which will provide not only a more desirable environment but a certain amount of additional much needed space.

Under the direction of Dr. Lewis Dahmen the practicum facility at Manzanita Center has undergone remodeling. An additional divider in the observation areas has provided the needed security to more effectively protect the confidentiality of clients. For several years the sound system for observation has been so defective as to preclude effective observation and videotaping. The system has been completely reworked and quality sound now permits observation and video taping.

Departmental Committees

Admissions

Dr. Gordon Zick, Chairperson

Dr. Lewis Dahmen

Dr. Robert Micali

Dr. Helen Whiteside

The Admissions Committee continues to expend numerous hours in evaluating applications for the Master's and Doctoral programs. Each Committee member evaluates each folder individually according to acceptance criteria specified by the Department. The total number of applicants for admission during 1974-75 was approximately 380. Of this number 70 students were accepted. It is the intent of the Department to pare the number accepted down somewhat further in order to achieve increased quality in programming. The admissions procedures are basically operating very well. A detailed description of the procedure can be found in the "Department of Guidance and Counseling Graduate Program Evaluation."

Curriculum

Dr. Robert Micali, Chairperson

Dr. Lewis Dahmen

Ms. Barbara Weinstein

Dr. Helen Whiteside

Mrs. Petey Salman, student

Ralph Sigala, student

The Curriculum Committee was active prior to and after the faculty-student retreat in discussing, planning and implementing curriculum change. Major attention was devoted to the Master's Degree program.

Some much needed changes have been made. From a system in which no courses were required excepting Guidance 519 Practicum, the following plan has developed and is now being implemented. It has been designed to insure a quality program for each student while providing the needed flexibility for student choice.

THE CURRICULA

Master's Degree Program

The minimum requirement for the Master's Degree is 36 semester hours. The program is designed to assist the student in, 1) the acquisition of basic knowledge and skills in counseling and guidance, 2) acquiring a knowledge of theory and practice relevant to specific settings in which counseling and guidance activities may be conducted, and, 3) in obtaining specialized competencies in one or several of the many sub-specialities within counseling and guidance. The program which is designed to achieve these purposes is as follows:

Required Core Courses*

GUIDANCE

415 Foundations of Counseling (3) Designed to provide the student with a basis for examination and development of a meaningful philosophy of counseling services, and to understand the principles of counseling practices in keeping with that philosophy.

430 Dynamics of Human Behavior (3) To permit the student to achieve a broader base with respect to an understanding of the various theorists and theories of personality which, in turn, would allow for greater concentration in the areas of philosophy and techniques of counseling.

517 Group Counseling (3) Theory, techniques, and applications of

group methods in counseling. Students participate in ongoing groups and have the opportunity to engage in practical experience.

518 Theories of Counseling (3) Theories, techniques, and application of various systems of counseling and psychotherapy. Emphasis is on the development of counseling competencies consistent with the personality and philosophy of the individual counselor.

FOUNDATIONS OF EDUCATION 500 or 501 Research Methods (3) Required of candidates for a graduate degree in the College, except that M.A. candidates may, with the approval of their departments, take 500, methods, techniques, and designs of educational research. Elementary statistics and data processing are taught in assigned laboratory sections as part of this course.

GUIDANCE

519 Practicum in Counseling (six hours required) Experiential application and integration of principles, theories, and techniques of counseling in individual and group counseling situations.

Total Required Credits 21

* The Department has a policy that recent relevant learnings may be counted as equivalents for required courses (with the exception of Practicum), thus allowing the student more flexibility through electives.

Areas of Emphasis

Community	Elementary School	Secondary School	Business and Industry
No courses are required other than the core. The student may elect 15 hours of course work relevant to this emphasis.	Four to six hours of course work in child development are required for State certification thus leaving nine to eleven hours of electives relevant to this emphasis.	Three hours of course work in career guidance are required for State certification leaving 12 hours of electives relevant to this emphasis.	No courses are required other than the core. The student may elect 15 hours of course work relevant to this emphasis.

Rehabilitation Counseling	General Counseling	College Personnel Work
Required courses are: Guid. 410 Rehabilitation Concepts and Process, Guid. 547 Vocational Assessment and Plan Development, Guid. 547 Medical and Psychological Aspects of Disability; Guid. 610-611 Internship (9 hrs.). The student is free to elect 9 hours (minimum for this emphasis 45 hours) of course work relevant to Rehabilitation Counseling.	No courses are required other than the core, leaving 15 hours of electives.	Six to nine hours are required to include College Personnel Administration and Organizational Behavior and Practice. The six to nine remaining hours are elective.

Electives and Competency Clusters

The student has complete option beyond the core courses and those required for certification within an Area of Emphasis to elect any combination of single courses and competency clusters to achieve the minimum of 36 hours for the Master's Degree. Of course, many students take more than the minimum hours required for the degree. Encouragement is given to the taking of courses outside of the Department and the College. A Competency Cluster is a combination of courses designed to give the student minimum competency in some specific aspect of guidance and counseling or a related field. Competency Clusters are not required but serve as a guide to the student in pointing out possible areas of study and what are considered the necessary courses to achieve minimum competency. The beginning courses in a Competency Cluster may be taken without continuing with the entire cluster. This affords the student opportunity to explore the area without being committed to the entire sequence. However, when early courses in the cluster are prerequisite to later courses, they must be taken in sequence. The Competency Cluster is new to the Department and clusters are now being developed. Following is a list of existing Competency

Clusters and those in developmental stages:

Diagnostics

E F 547 Tests and Measurements
Guid 516 Clinical Case Study
Guid 512 Differential Diagnosis I
Guid 513 Differential Diagnosis II
Guid 519 Practicum (a part of Practicum focused on diagnostics)

Family Counseling

Guid 510 Parent-Teacher Counseling
Guid 547 Family Counseling
Guid 519 Practicum (a part of Practicum devoted to working with families)

Child Counseling

Guid 540 Elementary School Counseling
Guid 541 Play Therapy
Guid 519 Practicum (a part of Practicum devoted to counseling with children)

Psychodrama

Guid 620 Seminar - Psychodrama
Guid 519 Practicum (a part of Practicum devoted to role playing and Psychodrama)

Counseling and Human Sexuality

Guid 547 Counseling & Human Sexuality
Guid 547 Treatment Approaches in Human Sexuality
Guid 519 Practicum (a part of Practicum devoted to counseling clients with sexual adjustment problems)

Career Guidance

Guid 413 Career Development in the Classroom
Guid 513 Socio-Economic Information

Values Clarification

Guid 547 Values Clarification
Guid 547 Multicultural Counseling
Guid 620 Seminar - Values Clarification

College Personnel Work

Guid 550 College Personnel Work
B & S Ad 506 Organizational Behavior
Guid 547 Values Clarification

Competency Clusters in Developmental Stages:

Gerontology

Psychopathology

Advanced Psychotherapeutic Concepts and Techniques

Organizational Systems

Drug and Alcohol Habituation Prevention and Treatment

Counseling and Women's Issues

American Psychological Association Approval

Dr. William Fishburn, Chairperson

Dr. Richard Levin

Dr. Robert Micali

Mr. Ralph Sigala

It continues to be the goal of the Department to seek American Psychological Association accreditation in Counseling Psychology. A major concern is the proper timing for initiating a request for such accreditation. There have been a number of major accomplishments in the Department over the past several years all of which point to the desirability of the active pursuit of APA approval in Counseling Psychology. They are: 1) the improved organization and quality of the practicum experience; 2) the improved admissions procedures and consequent increased selectivity resulting in a higher quality student body, and; 3) the initiation of a name change for the Doctoral degree from Pupil Personnel Services to Counseling. The rationale for such a change can be found in Appendix A. This document was initiated by the committee (with a major contribution by Mr. Sigala), approved by the Department and submitted to the College of Education Graduate Curriculum Committee from which it will be processed through proper approval channels.

Practicum

Dr. Lewis Dahmen

Dr. George Keppers

Dr. Robert Micali

Mr. Dan Montgomery

Dr. Clifford Morgan

Ms. Joyce Wilson

Practicum Committee met on a regular weekly basis. A major purpose was the continuous monitoring of the quality of the practicum experience. Administrative decisions were made on the basis of regular feedback, and members were involved in decisions (initiating evaluation forms, approving agencies as field sites, staffing clients, etc.) which were felt would assure the best overall learning experience for students in practicum. The Practicum Committee completed the redesign of the practicum observation facility, including renovation of the audio monitoring system.

Student Activities

Students served as members of departmental committees and participated in the faculty-student retreat held in the fall of 1974. Two new activities were initiated and carried out by the students during the academic year. A departmental Graduate Student Association was organized and the following officers were elected:

Elizabeth Thorpe, President
Anna Padilla, Vice-President
Charlotte Cooper, Secretary-Treasurer

The organization's functions were primarily social.

As an aftermath to the faculty-student retreat, as an effort to improve communications within the Department, a Newsletter was published under the direction of Mary Adams, Jane Gierhart and Barbara Gooch. A copy of the Newsletter may be found in Appendix B.

Federally Funded Projects

There were two federally funded projects within the Department during the academic year, viz., Pupil Personnel Services and Rehabilitation Counseling.

Pupil Personnel Services Project

The Pupil Personnel Services Project whose purpose it is to prepare Chicano counselor/change agents to work in public schools was funded in the amount of $150,000. Seventeen trainees are being graduated with Master's Degrees and will be employed in school districts with a large concentration of Chicano students.

The project was funded this year in spite of scarcity of funds for such projects in counseling. Funding for next year will not be renewed inasmuch as funding was discontinued for programs of this sort throughout the country. This in spite of the intensive effort of Project Director Mike Martinez to obtain continued funding.

Vocational Rehabilitation Counselor Training

Funding for this year's program was increased from $16,000 to $59,000. In addition to training rehabilitation counselors, the program uniquely formalized a liaison between the Department of Guidance and Counseling and the New Mexico Division of Vocational Rehabilitation. The current Director of the Department's project is also coordinator of training for the State Office of Vocational Rehabilitation. This has resulted in greater sensitivity to the employment needs of the State by Department personnel and a more effective use of University resources for in-service training by the State Office. The program is to be funded at an increased level for 1975-76. This is a tribute to the Program Director, Dr. Clifford Morgan.

NEW COURSE OFFERINGS

Values Clarification has been taught as a Topics course several times by Dr. Helen Whiteside. It has been proposed as a new course to the Graduate Curriculum Committee of the College of Education.

New courses are needed, particularly at the Doctoral level, however, given that the faculty is already over-extended to provide the offerings currently listed in the Catalog, additional offerings are not feasible.

Future Objectives

Curriculum and Instruction

A continued emphasis will be placed upon the quality of instruction through, a) involvement of faculty and students in retreats and on the Curriculum Committee, b) student evaluations of instruction in classes, and c) the use of the new learning environment, Education 212.

The Curriculum Committee will continue to work to reduce overlap in course content, to achieve better sequencing of courses, and to design new courses to meet evolving needs in the field.

Admissions

The Department will continue its policy of highly selective admissions. The effort to maintain and improve quality necessitates such a policy. Any change in the numbers of students admitted would be in the direction of reduced rather than increased numbers.

There are currently 35 active Doctoral students and 142 active Master's students. This entails an average of five Doctoral advisees for each faculty member eligible to chair Doctoral committees and an average of about 20 Master's advisees per faculty member. This is a heavy advisement load in addition to other faculty duties.

One change in admissions procedure which is now being considered has to do with the manner of treating those who are not accepted. Previously the Admissions Committee has identified those students accepted, a certain number of alternates, and the remaining applicants have received a notice indicating non-acceptance because the departmental quota was filled. The Graduate School has pointed out that this results in an unnecessarily large number of reapplicants. The Department is now considering adding a "reject" category to discourage those who are ranked in the bottom half of applicants from reapplying since the chances of admission for such applicants are meagre.

Advisement

There are two aspects of the advisement process which have been problematic. First, the materials descriptive of departmental requirements have become outdated because of the numerous changes during the past year. Necessary patchwork has been done on departmental material, however, massive revision is needed. A rough draft of a new program description has been prepared and final copy will be completed during first semester, 1975. The revised information will serve to acquaint applicants with the program and will also serve as an advisement guide for students during their progression toward an advanced degree.

A serious problem has arisen with regard to the quality of advisement provided Doctoral students by certain faculty during the dissertation phase. It has been pointed up by the Graduate

School that in one case the quality of the dissertation at the point of the dissertation defense was decidedly inferior. The Department Chairperson was alerted and concurred completely that the dissertation was unacceptable for final defense. It must be pointed out that extremely high quality dissertations have emanated from the Department. However, the aforementioned incident points out clearly the need for improved quality control of the dissertation advisement process.

The following procedures have been recommended to the faculty and will be acted upon during Fall semester:

1) The dissertation committee will be formed so as to insure expertise regarding the topic of study.
2) The dissertation proposal will be presented by the student to the Committee at an open hearing.
3) The dissertation will be read and approved by the advisor and committee one chapter at a time.
4) The major advisor and the student will refine each chapter as well as possible prior to submitting it to committee members.
5) The dissertation must be, in the judgment of the student, advisor, and committee of high quality in grammar, organization, and content prior to the scheduling of the final dissertation oral.

Practicum

Two years ago the Department Chairperson received constant complaints from students and graduate assistants involved in the practicum experience. The criticisms could be summed up by saying that they considered supervision to be lacking and the overall organization to be so poor as to leave students uncertain about expectations and demoralized. The overall organization and quality of supervision have greatly improved.

Two major concerns which have surfaced are the coordination and supervision provided for Doctoral students in advanced practicum and the number and nature of clientele in Manzanita Center.

Advanced Practicum

In the past few years two approaches have been taken to the supervision of doctoral students in advanced practicum, viz., 1) designating one faculty member who receives load credit to coordinate placements and supervise all doctoral students in advanced practicum, and 2) each advisor providing supervision to his/her own doctoral advisees.

The single coordinator/supervisor was the former system while more recently each advisor has supervised his/her advisees. This more recent procedure has been harder to control in such a way as to provide uniformity of supervision. In addition, it works a hardship on those faculty with several advisees in advanced practicum and internship as it requires considerable time without load credit. Consideration will be given this Fall to return to the former system.

Manzanita Clientele

Typically the practicum for Master's students has been divided between on-site training and work with clients at Manzanita Center.

The greater proportion of time has been spent at field sites because of the paucity of clients at Manzanita. Consideration is being given to requiring students to serve the first semester of practicum at Manzanita Center where careful monitoring and feedback can be provided with the second semester of practicum being on-site in the community. This would require soliciting clients from within and outside of the University community in a manner which carefully spells out the training emphasis in the provision of services.

Department Organization

The overall organization of the Department consists of individual faculty, faculty/student committees and the Department Chairperson implementing University, College and Department policies. Department policies are developed by committees or the Chairperson and are enacted by the faculty. This overall organization serves well. However, in order to insure greater communication within the Department an advisory committee to the Chairperson will be formed consisting of faculty, students, the Department Chairperson, and the Department Secretary. This committee will make suggestions for changes in policy and procedure and will serve as a sounding board for the Chairperson related to departmental matters. This committee will meet twice monthly.

Student Activities

The students will receive encouragement and support to continue their activities in the Graduate Student Organization and in publishing a Departmental newsletter. Their continued participation in faculty meetings and on Departmental Committees will be encouraged.

Appointments to Staff

Mr. Miguel Martinez	August 19, 1974
Dr. Clifford Morgan	September 1, 1974

Separations from Staff

Mr. Guy Trujillo	August 30, 1974

Composite of Information Requested on Individual
Biographical Supplements

1. Advanced study (additional earned degrees, certification, etc.):

John Rinaldi - Vocational Exploration Group Trainer Certification from Studies for Urban Man, Tempe, Arizona.

Helen Whiteside - Participant in Concentrated Workshop in VALUES CLARIFICATION, July 9-14, 1974, Denver, conducted by Drs. Simon and Harmin. 3 hrs. graduate credit earned from University of Northern Colorado (Greeley).

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

Lewis A. Dahmen - Coordinate Guidance and Counseling Practicum experiences. Work with various state, federal and local agencies in an attempt to coordinate training with job requirements.

Marion J. Heisey - Traveled to Ontario, Canada, and conducted a self awareness experience for a mass rally of a church group of approximately 2000 people. Also conducted a training workshop for pastors at Dayton, Ohio, (Summer). Directed Language Enrichment Project for Navajo children, Chaco Canyon (Summer). (Funded by the State Department of Education).

3. New scholastic honors, fellowships, etc.:

Wayne R. Maes - Invited to join Who's Who in the Southwest.

4. Publications:

Lewis A. Dahmen - "Training Teachers on Site: The Spring Semester, 1974, at Sanostee and Toadlena." (With others). Navajo Reading Study Project, University of New Mexico, 1974.

Marion J. Heisey - Several articles in process.

Wayne R. Maes - "Counseling The Chicano Child," Elementary School Guidance and Counseling Journal.

Clifford Morgan - Co-Author - Crisis Intervention for the Recently Traumatized Severely Disabled - (Proposal for service-training grant to DVR - State of New Mexico with UNM Psychology Department.)

Member State Department of Education Communications Committee. Paper Read, "Motivating the Handicapped," presented at Governor's Committee on Hire the Handicapped, Fall, 1974. Member Rio Grande Inter-Agency Training Committee.

John Rinaldi - "Counseling The Chicano Child," Elementary School Guidance and Counseling, May, 1974, Vol. 8 #4, pp. 279-84.

Gordon A. Zick - "Counselors for Lutheran Elementary Schools," Lutheran Education, 123-125, November-December, 1974.

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

William R. Fishburn - Human Sexuality Courses in APA approved Clinical and Counseling Psychology Programs (in progress - Survey Research). Proposal for Institutes in Human Sexuality. Developed two course sequence in Human Sexuality for Guidance and Counseling Department.

Marion J. Heisey - Obtained $9,000 grant for the University through Early and Periodic Screening, Diagnosis and Treatment Project (HEW funding, Cuba, N.M.). Wrote a proposal for an Alcoholic Treatment Program, Navajo Health Care Rehabilitation Center, submitted to NIAAA, Washington, D.C. ($110,000).

Wayne R. Maes - a) Departmental Development Project HEW, $10,000.
b) New Classroom Design and Implementation.

Miguel Martinez - Wrote and submitted preliminary proposal to Secondary Ed. Funding, 400 Maryland, S.W. for the development of a comprehensive competency based Elementary School Counseling Training Program (not funded).

Proposal to Title VII Bilingual Program for inservice and pre-service training of teachers and counselor for Elementary School Bilingual program.

Proposal to Title VII, Bilingual Program for development of a Comprehensive Elementary School Bilingual Counselor Training program.

Proposal to N.I.E. to do research on the present conditions of counseling in schools of minority students in the Northwest.

Clifford O. Morgan - Author - Staff Development In-Service Training Grant, February 1, 1975 - August 1, 1975; Staff Development In-Service Training Grant for period September 1, 1975 - August 31, 1976 (DVR - State of New Mexico; Continuation Grant - Rehabilitation Counselor Training - UNM for period September 1, 1975 - August 31, 1976.

Helen Whiteside - Developed new course offering in VALUES CLARIFICATION and taught it Spring, 1974.

Gordon A. Zick - Introduced two new courses in Department - Counseling of Women; and Family Counseling.

6. Activities in learned and professional societies (meetings attended, offices held, professional papers read, etc.):

William R. Fishburn - Attended APA Division of Psychotherapy Convention - San Diego. Chairman Continuing Education Committee New Mexico Psychological Association. Elected member in the Society for the Scientific Study of Sex. Elected Chief (for 1975) of Professional Specialty Staff, Nazareth Hospital. Chairman Constitution Revision Committee N.M.P.A.

Marion J. Heisey - Served as State Delegate to National Association of School Psychologists. Attended Delegate Assembly meeting, Chicago, October, 1974.

George L. Keppers - A.P.G.A. National Convention, New Orleans, Recorder (Life Member).
N.M.P.G.A. State Convention - Speaker (Member).
A.P.A. Member; Certified Psychologist in New Mexico; Phi Kappa Phi.

Wayne R. Maes - Attended APGA in New Orleans - served as discussant at a meeting on research in counseling.

Miguel Martinez - Developed, coordinated and facilitated a three day Chicano Counseling Conference. Wrote and reported on present conditions of Chicano Counseling in the schools to above conference. Elected an interim Secretary Treasurer to newly organized National Counseling Association.

Robert Micali - President, Division I, New Mexico Psychological Assn. (Psychologists in Private Practice). Attended APGA Convention, New Orleans. Attended New Mexico Psychologist Association Annual Meeting, Las Cruces.

Clifford Morgan - Member Ad-hoc Committee for disabled students of UNM Campus; Member DVR - State of New Mexico Administrative Policy Committee; Member DVR State of New Mexico Staff Development Committee. Member State Department of Education Communications Committee.

John Rinaldi - Professional Papers - Chicano Counselor Training Curriculum and Beyond; APGA Conference, New Orleans; Graduate Programs for Minority Students; American Assn. for the Advancement of Science, San Francisco; Board of Directors - Peanut Butter and Jelly School.

Helen Whiteside - Chairperson of Resolutions Committee of NAWDAC; Vice-President of NMCADE; UNM Corporate Delegate to AAUW.

Gordon A. Zick - A.P.G.A. Convention

7. Other Professional Activities:

Lewis A. Dahmen - Consultant to Albuquerque South Area Counselors. Long-term workshop in group counseling techniques.

Cotherapist in family counseling at Bernalillo County Mental Health Center.

Sponsor to Project FOCUS, a drug education program which emphasizes self-concept building in children.

Member of Board of Directors of Secunda Vez, a half-way house for young adults.

William R. Fishburn - Consultant UNM Medical School Block in Human Sexuality. Consultant to Allied Health Sciences Sex Education Committee. Invited to apply for fellow status in American Group Psychotherapy Assn. Invited to supply data for inclusion in Who's Who in West. Member Peer Review Committee Nazareth Professional Specialty Staff.

Marion J. Heisey - Served as consultant to Dzilth-na-O-dith-hle School, Bloomfield, N.M. Consultant for EPSDT Project, Cuba, N.M. Served as Dept. Head and Director of Psychodrama, Nazareth Hospital.

George L. Keppers - Speaker, YWCA Job Clinic; TV series KNME "Are You a Sisyphus?"; Extension classes a) Discipline in the Classroom, b) Counseling for Careers in the Military, 3) Career

Development in the Classroom - Santa Fe; 4) Speaker in High School classes, Mental Health, 5) Speaker Albuquerque Business Women - Role of Women, 6) Evaluation Board - Dallas, Spring, 1974, N.C.A.T.E.

Wayne R. Maes - Consultant: North Area Albuquerque Public Schools
East Area Albuquerque Public Schools
South Area Albuquerque Public Schools
Vocational Exploration Group

Miguel Martinez - Assisted in the development, coordination and facilitation of a 1 day workshop for the A.P.S. Elementary Schools counselors on Communication skills for consultants. Gave a 3 hour presentation to the staff and parents of the Peanut Butter and Jelly School on the use of Rudolph Driekur model of counseling.

Robert Micali - Consultant to Presbyterian Hospital Center, Albuquerque, on Management Problems and Selection; Speaker to Educational Groups; Speaker to Better Parenting Group, Albuquerque.

Clifford Morgan - Director, DVR - State of New Mexico, Staff Development Department - ½ time appointment.

John Rinaldi - Consultancies: Latin American Project, UNM
Chicano Counselors Conference

Helen Whiteside - Facilitator (or Co-Director) of a one-day Workshop in VALUES CLARIFICATION in cooperation with the English Dept. of Eldorado High School. (Main conductor of workshop from Dallas).

Gordon A. Zick - A number of talks and minor consultancies.

8. Non-Teaching University service:

Lewis A. Dahmen - Vice Chairperson of College of Education Faculty Policy Committee. Chairperson of Practicum Committee and member of Admissions and Curriculum Committees within the Department of Guidance and Counseling.

William R. Fishburn - Consultant UNM Student Health Center. Member COE Graduate Curriculum Committee. Member UNM Graduate Committee (Member Graduate Evaluation Sub Committee).

Marion J. Heisey - Directed and completed three doctoral dissertations during the year. Served on Departmental Communications Committee.

George L. Keppers - Advisor for M.A. and Doctoral students; Committees in Department

Wayne R. Maes - Continuing Education Committee, Learning Materials Center Committee, COE Administrative Committee, Departmental Meetings and Committees.

Miguel Martinez - Co-chairman of the Counseling Department Developmental Committee. Member of the Counseling Department Curriculum Committee.

Clifford Morgan - Administrator - Rehabilitation Counseling Training Program.

John Rinaldi - College of Education Multicultural Committee; UNM Entrance and Credits Committee.

Helen Whiteside - Chairperson - Department Comprehensive Exam Committee; Member of Dept. Admissions Committee; Member Dept. Curriculum Committee; Committee of Departmental Development; Dept. Faculty meeting Secretary; Dept. Policy work; Facilitator of Dept. Brochure work; Faculty Advisor.

Gordon A. Zick - Chairman, Admissions (Dept.); Manzanita Center Committee, etc.

9. Public service:

Marion J. Heisey - Directpr. Navajo Brethren in Christ Mission; Advisory Board, Navajo Christian Association; Advisory Board, Navajo Health Care Alcoholic Rehabilitation Center

George L. Keppers - Ushering; Task Force on Volunteers for Criminal Justice.

Wayne R. Maes - Southwest Institute for Sexual and Marital Studies; Segunda Vez.

Robert Micali - Consultant to New Futures School.

John Rinaldi - Scoutmaster (Cub Scouts), Bernalillo Pack

Helen Whiteside - UNM Loaned Executive to United Community Fund Drive (Aug. through Oct.)

Gordon A. Zick - Red Cross Board, UCF Fund-raiser, Sunday School Instructor, etc.

10. Personal information:

None.

Appendix A

THE UNIVERSITY OF NEW MEXICO

DATE: June 17, 1975

Graduate Curriculum Committee, College of Education

M: Wayne R. Maes, Chairperson, Guidance and Counseling

JECT: Request for Degree name change

On behalf of the Department of Guidance and Counseling I should like to request your careful consideration of the Department of Guidance and Counseling's proposal for a name change in the degree awarded to those completing the Doctoral program in this department. Please find the aforementioned proposal attached.

Specifically, we are requesting that the name of the Doctoral degree in this department be changed from Doctorate in Pupil Personnel Services to Doctorate in Counseling. This is in no sense a precipitous request but has been arrived at after a year's deliberation and study by the faculty and students in the department and consultation with the Department of Psychology.

The attached document explains in detail the rationale for such a change. However, there are several points which I should like to clarify in this introductory letter:

1) We are not requesting programatic changes, simply a change in degree name.

2) This change does not entail any additional cost to the University.

3) It is apparent, from the enclosed documentation, that the Degree name of "Counseling" is much more befitting to the preparation than is the Degree name "Pupil Personnel Services."

4) We are going to seek accreditation by the American Psychological Association during the forthcoming year, and in our opinion, the image presented to the Evaluating Committee would be both more appropriate and more favorable with the requested degree name change.

On behalf of the Faculty and students of the Department I wish to thank you for your careful consideration of this matter.

The Department of Guidance and Counseling at the University of New Mexico has been involved in continued efforts to define and evaluate its function. A major topic of discussion has been the concept of curriculum and its many issues, such as adequate evaluation of course content, course sequencing, prerequisites, and course offerings. Related to these issues is the necessity to establish a degree name which is definitive of the present curriculum. The question at hand is: What title should be attached to the degrees Doctor of Philosophy and Doctor of Education? The current (1974-75) University of New Mexico Bulletin: The Graduate School specifies the degree at the doctoral level to be Doctorate of Pupil Personnel Services," . . . with concentrations in counselor education, counseling research, counseling psychology, college personnel and pupil personnel services" (p. 137).

The question concerning the Departmental doctoral degree name was most recently reviewed during the 1974 Fall Semester. At the first meeting of Departmental faculty, students and Faculty raised the question concerning the appropriateness of the degree name Pupil Personnel Services to describe the major at the doctoral level. At the Master's level, the major is listed as a Master's Degree in Guidance and Counseling. The inconsistency of degree titles at the Master's and Doctoral levels raises interesting questions. An obvious question is: "Why the difference in degree titles?" The terminal degree for our profession is the doctoral degree, and master's level training is considered a necessary prerequisite to the pursuance of the terminal doctorate. If the aforementioned assumption is accepted, it would seem logical to maintain consistency in the form of degree titles.

The issue of degree name was again considered at the Departmental retreat for Semester I, 1974-75. Pros and cons of the proposed degree name change from Pupil Personnel Services to (1) Counseling Psychology, (2) Counseling and Guidance, and (3) Counseling were discussed. A decision was made to allow a committee composed of Guidance and Counseling faculty to pursue the feasibility of using one of the above titles. After its investigation, the committee recommended to the faculty its choice of "Doctorate in Counseling." At a regular meeting of December 3, 1974, the faculty officially declared support for changing the degree name from "Doctorate in Pupil Personnel Services" to "Doctorate in Counseling." The motion was approved by a vote of eleven for and one against. A committee was formed to initiate the Department's request through the appropriate administrative channels.

The committee based its rationale for the proposed change primarily on the following criteria:

1. Definition of a counselor/counseling psychologist based on the Dictionary of Occupational Titles (1965).
2. Examination of job opportunities which reflect a need for individuals trained in Counseling rather than in Pupil Personnel Services.
3. A recent survey of currently enrolled students in the Doctoral program.
4. A review of dissertations completed by graduates of the Doctoral program.

Definition

The main issue underlying the proposed degree name change is whether such a change would reflect the curriculum within the department and the type of academic training offered. In an effort to establish a common base for the rationale to change the degree name, the following description adapted with slight modifications from the Dictionary of Occupational Titles (1965) is offered:

> Psychologist, Counseling. Provides individual and group guidance and counseling services in schools, colleges and universities, hospitals, clinics, rehabilitation centers, and industry, to assist individuals in achieving more effective personal, social, educational, and vocational development and achievement. Collects data about the individual through use of interview, case history, and observational techniques. Selects, administers, scores, and interprets psychological tests designed to assess individual's intelligence, aptitudes, abilities, and interests, applying knowledge of statistical analysis. Evaluates data to identify cause of problem and to determine advisibility of counseling or referral to other specialists or institutions. Conducts counseling or therapeutic interviews to assist the individual to gain insight into personal problems, define goals, and plan action reflecting his interests, abilities, and needs. Provides occupational, educational, and other information to enable the individual to formulate realistic educational and vocational plans. Follows up results of counseling to determine reliability and validity of treatment used. May engage in research to develop and improve diagnostic and counseling techniques.

Although diverse in its definition, the above description reflects the doctoral preparation offered in the Department of Guidance and Counseling. In reviewing the graduate bulletins of the past four years, it is apparent that the type of training received by graduates from the Department of Guidance and Counseling is more appropriately described by the name "counseling." The 1974-75 Graduate Bulletin, with direct reference to the Department of Guidance and Counseling, (Appendix A) lists only one course which uses the term "personnel" in its title (Guid. 550, College Personnel Work). All other courses are designed to give the student the kind of training necessary to carry out the duties included in the description of a Counseling Psychologist.

The Professional Affairs Committee, Division of Counseling Psychology, American Psychological Association, produced a pamphlet in 1968 entitled The Counseling Psychologist. A description of content of doctoral preparation in counseling psychology lists the following areas usually covered in such programs:

1. Nature of the Social Environment: Structure of the world of work, occupational trends, social class structure, social mobility, community resources, culture and personality, characteristics of colleges and their student bodies, educational systems, and social and economic factors which affect development and adjustment.

2. Personality Organization and Development: Developmental psychology, theories of personality, theories of learning, the psychology of the physically, emotionally, and mentally handicapped, psychology of adjustment.

3. Development of Clinical Skills: Psychological tests, diagnostic procedures, counseling theory, approaches to community mental health, field work, supervised counseling practice and internship, group counseling, consultation skills.

4. Professional Orientation: Professional ethics, settings in which counseling psychologists work, relationships with members of other helping professions, techniques of supervision.

5. Development of Research Competence: Review and analysis of the research literature, measurement and evaluation statistics, experimental design, planning and execution of a doctoral research project.

A department offering a doctorate in counseling psychology may draw on courses offered in other departments. A comparison of the above areas with the curriculum offered in the Department of Guidance and Counseling reveals that the majority of the areas are covered by one or more courses. For those areas which are not extensively covered within the Department, it is a matter of taking appropriate courses from related departments. These additional courses may be taken as part of the additional courses required from outside the Department of Guidance and Counseling. The present Departmental requirement is that every doctoral student must take a minimum of eighteen (Ed.D) or twenty-four (Ph.D.) hours outside the Department.

In summary, the title Doctorate in Counseling more adequately reflects the course curriculum available to doctoral students in the Department of Guidance and Counseling.

Professional Opportunities

Many doctoral graduates from the Department of Guidance and Counseling have expressed concern regarding the difficulty in obtaining relevant employment due to the nature of the degree title Pupil Personnel Services.

A significant disadvantage to "counseling" graduates comes when they apply for positions generally described as "counseling" or "counseling psychology." Ideally, employers should evaluate each applicant's transcripts before determining if the applicant has the necessary credentials. Unfortunately, an employer is typically besieged by hundreds of applicants and, for reason of expediency, may eliminate applicants who are considered to have degrees in nonrelated areas. Graduates with degrees in "Pupil Personnel Services" may thus be eliminated from contention without full consideration for the position.

In a review of professional job announcements, it was found that the majority of such announcements request applications from individuals with degrees in specific areas, in this case "counseling" or "counseling psychology." In only very rare cases does one find an announcement for an individual with a degree in Pupil Personnel Services. The title Pupil Personnel Services discriminates against doctoral graduates from the Department of Guidance and Counseling when applying for professional positions. The proposed degree name change would do much to alleviate the situation. Due to the competitiveness of the job market an individual with a degree in Pupil Personnel Services finds it extremely difficult to compete with others whose degrees indicate counseling or counseling psychology. The fact that the training is the same becomes secondary to the degree title.

Doctoral Student Survey

Soon after the Department of Guidance and Counseling faculty voted to pursue the issue of changing the degree name, a telephone survey of currently enrolled doctoral students and recent graduates was conducted. Thirty-five graduates were polled. All recent graduates polled indicated their support for changing the degree name to "Counseling Psychology." Although it was decided to not pursue that particular degree name, the survey did indicate student disfavor with the present title and their willingness to have it changed.

Recently thirty-eight doctoral students (currently enrolled and recent admittees) were asked to submit their preference between the names "pupil personnel services" and "counseling." Of the thirty-eight students contacted, thirty-six respondents preferred the degree title "Doctorate in Counseling." Reasons given for wanting the change included the following:

1. "Doctorate in Counseling" is more descriptive of academic training received.

2. "Doctorate in Counseling" is more descriptive of position presently held.
3. "Doctorate in Counseling is more descriptive of employment sought.
4. "Doctorate in Counseling" would increase employment opportunity.
5. "Doctorate in Counseling" would increase chances for obtaining professional certification.

The data reflect that graduates and current doctoral students are significantly in favor of changing the current degree title from "Pupil Personnel Services" to "Doctorate in Counseling." Students are the direct recipients of the training offered within the Department of Guidand and Counseling and are also the ones directly affected by the inadequacy of the present degree title. Since students have unanimously indicated their preference for the title "Doctorate in Counseling," it seems appropriate that the issue be given the highest consideration.

Doctoral Dissertations 1969-1975

A review of doctoral dissertations granted in Pupil Personnel Services since 1969 was conducted by examination of annual commencement programs produced by the University of New Mexico. Information concerning the dissertation titles is prepared by the Graduate School.

All dissertation titles for the Ph.D. and Ed.D. degrees in Pupil Personnel Services were reviewed for the period 1969 through 1975. Student names and dissertation titles are presented in Appendix B. Although no specific analysis of the dissertation titles is presented, it should be noted that many titles use the word counseling, counselor, or psychotherapy, but only one title has the word personnel. Further inspection of the dissertations completed in the last seven years reveals an almost total concern for the functions performed by counseling psychologists (see description pp. 3, 4).

Dissertation titles and content support the contention that the current degree name does not reflect the type of academic training received by graduates from the Department of Guidance and Counseling. A more appropriate title would be "Doctorate in Counseling."

Related Considerations

The Department of Guidance and Counseling is in the preparation phase of making application to the American Psychological Association for the purpose of gaining recognition and approval as a "certified Counseling Psychology program." A degree name change which more appropriately reflects the curriculum and training would add to the Department's chances of gaining APA accreditation. The title "Doctorate in Counseling" more accurately reflects current curriculum and training.

Summary

It has been established that the consensus of the faculty, students, and recent graduates in the Department of Guidance and Counseling is to change the current degree name from "Doctorate in Pupil Personnel Services" to "Doctorate in Counseling." The opinion of the faculty, students, and recent graduates is that the current degree title, Pupil Personnel Services, is not descriptive of the training received by students. The title operates as a disadvantage to students and graduates when applying for employment or certification. It is vague and outdated. A degree entitled "Doctorate in Counseling" alleviates these problems. The name change is not a new degree offering within the Department of Guidance and Counseling and would not involve an additional financial budget requirement.

Appendix A

Department of
Guidance and Counseling

Course Curriculum
Graduate Bulletin 1974-75

410. Rehabilitation Concepts and Process

413. Career Development in the Classroom

415. Foundations of Counseling

429. Workshop in Counseling

430. Dynamics of Human Behavior

431. Theories of Human Interaction

447. Topics*

510. Techniques of Parent-Teaching Counseling

512. Differential Diagnosis I

513. Socio-Economic Information in Counseling

514. Organization and Supervision of Counseling Services

515. Differential Diagnosis II

516. Clinical Case Study

517. Group Counseling

518. Theories of Counseling

519. Practicum in Counseling

529. Workshop in Counseling

540. Counseling in the Elementary School

541. Counseling and Play Therapy with Children

547. Topics*

550. College Personnel Work

551-552 Problems

Appendix A - Cont.

599. Master's Thesis

610-611 Internship I and II

620. Seminar in Counseling **

621. Advanced Theories of Counseling Psychotherapy

622. Advanced Group Counseling and Psychotherapy

630. Advanced Practicum in Counseling, Counselor

699. Doctoral Dissertation

* List of Topics offerings 1969-75 - Department of Guidance and Counseling

Values Clarification
Rehabilitation Medical Psychology
Multicultural Counseling
Family Counseling
Vocational Assessment and Development
Medical and Psychological Aspects of Rehabilitation
Career Development in the Classroom
Experiential Awareness - Group Processes

** List of Seminar offerings 1969-75 - Department of Guidance and Counseling

Psychodrama
Advanced Group Counseling
Individual Assessment
Sexuality Counseling
Issues in Counseling
Seminar in Guidance
Professional Issues in Personnel Work
Professional Issues and Ethnics in Counseling
Professional Issues in Evaluation of the Individual
Professional Issues in Rehabilition
Seminar in Humanistic Approaches to Counseling

DOCTOR OF EDUCATION

Summer Session, 1974

None

Semester I, 1974-75

None

Semester II, 1974-75

None

DOCTOR OF PHILOSOPHY

Summer Session, 1974

Thomas Robert Carey
"An Adolescent Theraputic Community and Its Effect on Subsequent Academic Performance."

John Max Loesch
"Development of an Interview Process for the Selection of Life Insurance Sales Managers."

Arlene Ruth Price
"The effects of Self-Esteem on the Social Matching and Persistence Behavior of Nursery School Children."

Joan Barbara Scott
"Attitude Change of Spinal Cord Injured Males and their Marital Partners Involved in a Sexual Therapy Program."

Semester I, 1974-75

Julianne L. Lockwood
"The Effects of Fantasy Behavior, Level of Fantasy Predisposition, and Anxiety on Direction of Aggression in Young Children."

Robert Kirkman McMain
"Sex Education Program Effects on Counselor Trainees' Sex Attitudes."

Blake F. White, Jr.
"Acute Conjugal Grief as an Existential Crisis: An Experimental Awareness Approach."

Semester II, 1974-75

Brian Seth Grodner
"Assertiveness and Anxiety Among Anglo and Chicano Psychiatric Patients."

Felix A. Lugo-Quinones
"State-Trait Anxiety in College Students: A Tri-Cultural Comparison."

Dan C. Montgomery
"Personality Fulfillment in Religious Life."

Richard Patterson Reed
"Group Psychotherapy Effects on Internal-External Locus of Control."

EIGHTY-SECOND
ANNUAL COMMENCEMENT
1974

DOCTOR OF EDUCATION

Summer Session, 1973

None

Semester I, 1973-74

Nicholas Vincent Albondy
"The Effects of Experiential Awareness, Group-Centered Counseling and Teacher Led Group on the Sociometric Status of Children in Grade Six."

Semester II, 1973-74

None

DOCTOR OF PHILOSOPHY

Summer Session, 1973

Halcyon A. Carroll
"A Comparison of How Students and Counselors View the Real and Ideal Functioning of High School Counselors."

Rae Dezettel Perls
"Experiential Awareness: An Existential Approach to Group Psychotherapy with Adolescents."

Eloy Louis Romero
"The Effects of a Non-Traditional Approach to Higher Education for the Economically Disadvantaged."

Winfred B. Senior
"Relationship of Self-Concept and Values and Public School Achievement for Selected American Pueblo Indian Students Attending Public Schools in the State of New Mexico."

Semester I, 1973-74

Karl F. Ostling
"Elementary Teacher Attitudes Toward Elementary Counseling and Guidance Programs."

Joseph G. Van Den Huevel
"The Relationship Between Person Work Congruence and Self-Perception Among Exempt Administrators."

Horace A. Young
"A Comparison Analysis of Two Community Mental Health Worker Training Programs."

Rosemarie G. Young
"Perceptions of a Group Experience by Counseling Students as Related to Self-Concept and Therapeutic Functioning."

Semester II, 1973-74

Gloria W. Curry
"The Effect of Group Psychotherapy on Mentally Retarded Adults."

Michael J. Hitchko
"The Relationship of Psychodrama to the Personal and Interpersonal Development of the Student Nurse."

David G. Morgan
"The Member-Group Relationship: A New Perspective on the Study of Small Groups."

Kathleen Y. Ritter
"The Comparison of Two Methods of Instruction in Teaching the Wechsler Intelligence Scale for Children."

Ciria Sanchez-Baca
"Knowledge of Idioms as an Indicator of Acculturation."

Thomas C. Thompson
"The Effects of Pretraining for Group Psychotherapy With Lower Class Prison Inmates."

EIGHTY-FIRST
ANNAUL COMMENCEMENT
1973

DOCTOR OF EDUCATION

Summer Session, 1972

None

Semester I, 1972-73

None

Semester II, 1972-73

Ruth Caplan
"Attitude Change of Couples Involved in a Sexual Therapy Program."

DOCTOR OF PHILOSOPHY

Summer, 1972

Nils A. Carlson, Jr.
"An Investigation of the Self-Concept and Values of Selected Spanish American Male College Students Enrolled in the University of New Mexico."

Semester I, 1972-73

Steven K. Reich
"The Effects of Group Systematic Desensitization on the Symptoms of Primary Dysmenorhea."

Semester II, 1972-73

Carl B. Adams
"A Comparative Study of Short-Term Group Psychotherapy With Adolescents in Identity Crises."

Shirley B. LaRoche
"The Role of the Stepfather in the Family."

EIGHTIETH
ANNUAL COMMENCEMENT
1972

DOCTOR OF EDUCATION

Summer, 1971

Robert W. Blakslee
"The Relationship Between the Bender Gestalt Test and Reading Achievement in First Grade Children."

Semester II, 1971-72

Ronald L. Bruckner
"An Appraisal of Selected Aspects of Guidance and Counseling and of Pupil Personnel Services Programs at The University of New Mexico."

Stephen E. Field
"Altruistic Therapy."

Bernard Herman
"An Investigation to Determine the Relationship of Anxiety and Reading Disability and to Study the Effects of Group and Individual Counseling on Reading Improvement."

Semester II, 1971-72

Max V. Leavitt
"A Follow-up Study of TVI Graduates as Viewed by Their Employers."

H. Roy McArdle
"Work Values of Hawaii Public High School Seniors."

Thomas J. Venardos, Jr.
"Client Evaluations of an Initial Interview as a Function of Level of Dogmatism and Sex of Client."

DOCTOR OF PHILOSOPHY

Summer Session, 1971

Marc Orner
"Experiential Awareness: An Integration of Behavior Principles in an Existential Approach to Interpersonal Relations."

Francis S. Koenig
"An Experimental Test of the Cathartic Theory of Aggression: An Alternative Hypothesis."

Maria A. Ruiperez

"Estudio de Cosas de Toxicomanos: Exadictos a Heroina."

Semester II, 1971-72

Joseph F. Bertinetti
"A Comparison of Self-Concepts, Values, and Occupational Orientations Among Three Groups of Adolescents."

John A. Bird
"A Study of Drug Use in the Albuquerque Junior and Senior Public High Schools."

Richard N. Gaines
"Authoritarianism in Military Designated 'Counselors' and Their Effectiveness."

Marguerite M. Gaston
"Group Counseling as a Means of Changing the Self-Concept of the Economically Disadvantaged."

Richard M. Levin
"Experiential Awareness: A Psychotherapeutic Approach to Psychological Crises."

Edward Eloy Martinez
"Analyses of Admission Procedures for Waiting List Applicants and Retardates Admitted to New Mexico Institutions in Fiscal Years 66-67 to 70-71."

Jerry K. Williams
"Multivariate Analysis of Personological and Psychological Variables Associated With Cognitive Performance Among Counseling Trainees."

SEVENTY-NINTH
ANNUAL COMMENCEMENT
1971

DOCTOR OF EDUCATION

Summer Session, 1970

James D. Chrysler
"A Measurement and Comparison of Environmental Perceptions of Students, Faculty, and Administrators at the College of Santa Fe."

Donald L. Lucero
"An Anlaysis of the Relationship of Values and Needs to Counselor Effectiveness in Selected Group of Counselors in Training."

Royce B. Martin
"The Effects of Vocational Training and Group Counseling on Selected Vocational Attitudes."

Semester I, 1970-71

None

Semester II, 1970-71

Karen A. Abraham
"The Effectiveness of Structured Sociodrama in Altering the Classroom Behavior of Fifth Grade Students."

Nanette P. Smith
"An Analysis of the Relationship of Counselor Characteristics and Behavior Exhibited in Group Experience with Counselor Effectiveness in a Selected Group of Counselor Trainees."

DOCTOR OF PHILOSOPHY

Summer Session, 1970

None

Semester I, 1970-71

Wilson Luciano-Martinez
"A Comparative Analysis of the Occupational Values of Male High School Seniors in Urban and Rural Areas of Puerto Rico."

Semester II, 1970-71

None

SEVENTY-EIGHTH
ANNUAL COMMENCEMENT
1970

DOCTOR OF EDUCATION

Summer Session, 1969

Daniel E. Fieck
"The Effects of Marathon Group Counseling on Two Indices of Phenomenological Assessment."

Semester I, 1969-70

Bill L. Johnson
"An Investigation of Occupational Values Held by a Group of Rural Northern New Mexico Senior High School Students."

William Krueger
"The Effects of an Organized Camping Experience on Self-Concept Change in Relation to Three Variables: Age, Sex, and Observable Behavior Change."

Robert E. Larson
"The Legal Basis of College Personnel Work."

Linus L. LeTang
"A Study of the Nature of Elementary School Guidance in the Public Schools of New Mexico."

Semester II, 1969-70

None

DOCTOR OF PHILOSOPHY

Summer Session, 1969

Gregory Trujillo
"The Effect of Teacher and Peer Experience on Student Social Behavior."

Semester I, 1969-70

None

Semester II, 1969-70

Marion R. Fleck
"Importance of Services and Role of Counselors, Nurses, and Speech Therapists as Perceived by Staff in Forty-One Elementary Schools."

Louis S. Stephen
"Subject - Experimenter Relationship Influence on Habit Modification."

Joanne W. Sterling
"Changes in Expressed Attitudes, Beliefs, and Anxiety as a Function of Videotaped Self-Image Feedback."

SEVENTY-SEVENTH
ANNUAL COMMENCEMENT
1969

DOCTOR OF EDUCATION

(No Semesters Recorded)

Donald N. Lange
"The Effect of Video Taped Modeling Techniques in Eliciting Imitative Responses in a Group of Student Teachers Using Flanders Interaction Analysis as a Criterion."

Euginia Rathenberg
"The Effect of Self-Disclosure and Pseudo Self-Disclosure on Social Adjustment of Institutionalized Delinquent Girls."

Donald E. Tucker
"The Effect of Counselor Experience, Ethnic, and Sex Variables Upon the Development of an Interpersonal Relationship in Counseling."

DOCTOR OF PHILOSOPHY

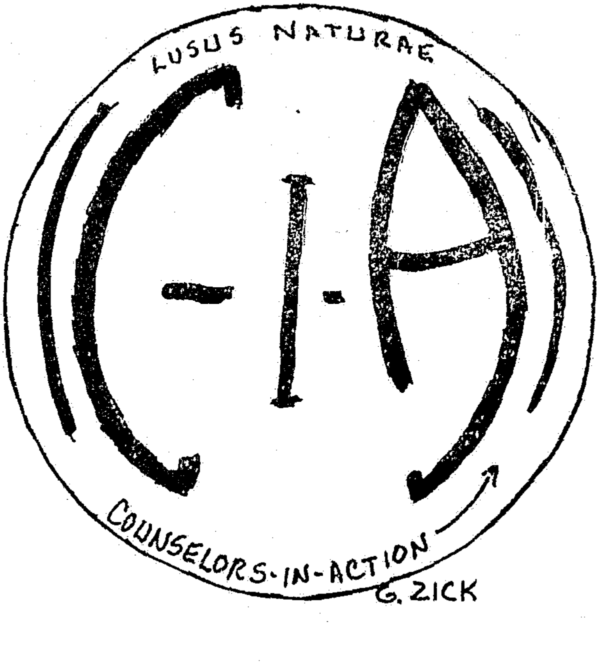
Katherine S. Bemis
"Relationship Between Teacher Behavior, Pupil Behavior, and Pupil Achievement."

Richard S. Mechem
"A Study of Differences in Measures of Over-Protective Attitude Between Mothers of High and Low Functioning Mongoloid Children."

Appendix B

THE NEWSLETTER

Vol. 1
No. 2



COMMENT:

Ye old grapevine has it that it's "thumbs up" for the Counseling Department newsletter! We can't thank you enough for all the feedback, suggestions for improvement, newsy information, encouragement, and offers to help. We love it!

DO ANY OF YOU HAVE ANY IDEAS about how we can handle the distribution of this thing? We thought mailing them was <u>such</u> a good idea, and the feedback we've gotten tells us that you did too. There are lots of you who only get to campus rarely. You doctoral students hidden away writing your dissertations, you full-time breadwinners grabbing a course a week to keep abreast of all the latest in your field, and those of you who are very much in the department but have had to drop out for a semester, etc., etc. With all that in mind we thought we could get to most of you best through the mail.

Well, last month it cost us, or rather <u>one</u> of us, $18, a figure that will drop to $4 this month since we now have enough names for the bulk rate. We hear we may be able to get the $18 refunded by the GSA, if we're lucky. What do you think?

Will enough people get a copy if we just leave it in the department office, in COE 212, and maybe over at Manzanita Center too? Or do you know of any funding sources that we don't know about? We figure we need about $16 to get us to the end of the semester if we continue to mail them. Please let us know how you feel about all this. Pros and cons of mailing vs. pickup will help us sort out our own thoughts about it.

****

There's been a request that we try to provide a list of places in town that will accept counseling students as volunteers. If you know of any agency, organization or group that wants someone to help out, (keep in mind that we're <u>counseling</u> students and would prefer a chance to interact wherever we go. Adressing envelopes in a back room is not exactly what we have in mind), again let us know. Here's a start for you. You might check that big yellow manual that most agencies have around called Community Services. It won't tell you if they take volunteers or not, but will provide you with 'phone numbers so you can find out. And here are some that we know about:

Agora - 277-3013 (They provide periodic training sessions. Call to find out when their next one is.)

Big Brother Program - 265-5939 (Think this takes about an hour or two a week, and a commitment so that the young man involved can count on you.)

Planned Parenthood - 265-3722 (This can involve informational counseling as well as meeting and greeting, couples counseling, and more.

Detention Home - 766-4080 (Better call to find out just how they can use you.)

Probation - Magistrate Court - Ask for Judy Glover 766-4070.

BCMHC Suicide Prevention - 265-7557 (You'd be manning telephones here.)

Freedom High School - 247-9125, 344-8631

Programs for Children - 265-1251. Virginia Henderson is the one to talk to.

Also check the yellow pages under Social Service Organizations. Might find something there. We know there's lots more so if you check and find something we'll print it. If any of the above are not taking volunteers let us know that too.

****

Thanks to the efforts of Lew Dahmen, we again can look forward to a Practicum Colloquium. The following is a list of guests for the first part of the semester. All will be held in the College of Education Room 212 from 1:00 p.m. to 3:00 p.m. (unless otherwise noted).

January 30 - Wally Crow, Coordinator, PASO
"Profile of a Sex Offender"

February 13 - Dave Burke, Ph.D., Psychiatric Counselor
"A Humanistic-Existential Approach to Counseling"

February 27 - oy Sue Siegenthaler, Counselor, Hoover Mid School
"he School Counselor as a Person of Influence"

March 13 - Sta Kaplan, Ed.D., Certified Psychologist
"roup and Marital Therapy" (This session only will e held in Dr. Kaplan's office at 7:00 p.m. The ddress is La Mesa Medical Center, 7000 Cutler, .E., Suite E22

Other presenters for the remainder of the semester will be Dr.

Sam Roll, Department of Psychology; Dr. Theodora Abel, Department of Psychiatry; Dr. Virginia Henderson, Programs for Children; and Lonnie O'Neal and Sandy Martone, former students. When the remainder of the schedule is firmed up, we will let you know.

****

We have gotten wind of a concern among students who interested in practicum placements in the public schools. Seems that finding counselors who have the time and interest to provide a practicum experience has long been a problem. APS employed teachers receive a pittance of a stipend for taking on student teachers and APS employed counselors are wondering why they cannot receive a similar incentive. Seems Wayne Maes has been asking the same questions and he has sent a memo to the Dean asking for an explanation. Have you any thoughts on the subject? Please let us know.

****

The LOBO has been running an ad that speaks of a possible two units credit for attending a workshop with Stanley Keleman. The theme and title of the workshop come from Keleman's new book, Living Your Dying (Random House). The ad states that this will be an opportunity to explore attitudes and fears about dying which dictate your life style. It's going to be March 22-29 in Jemez, New Mexico, and you need to make reservations before March 1. Now here comes the catch for most of us. It'll cost you $275 (but that's room and board too!) Call 714-299-5480 or write Renaissance Integrated Workshops, P.O. Box 3094, San Diego, CA, 92103. If any of you get any more information on this we'd like to hear.

****

The New Mexico American Personal and Guidance Association will be holding its conference on March 5-7 in Las Cruces at the Howard Johnson's Motel. It is being sponsored by the NMAPGA, the New Mexico School Counselors' Association, and the State Department of Education. The program will be "New and Proved Approaches in Guidance". The Executive meeting will be held on March 5 at 1:30 p.m., followed by the general business meeting at 3:00 p.m. Dr. Kromboltz of Stanford University will speak on how counselors can help people learn to solve their problems. He has written 6 books, 8 book reviews, 9 monographs, and 43 articles. He is a nationally recognized leader in behavioral counseling. Also speaking at the conference will be Dr. Richard Dustin. He will speak on counselors as facilitators. Dr. Dustin is co-author of Action Counseling for Behavioral Change (Intext, 1973) and Guidance Systems (Ronald, 1971). Dr. Eleanor Ruiz will speak on the Interactive Learning Process, an alternative values-oriented teaching strategy, and the PCT approach, a communication framework to help parents, children, and teachers communicate with each other.

Registration Fee	
Association members	$10.00 (dues)
Non-members and guests	$12.00
Students	$ 3.50

Additional Attractions

Group sessions
Luncheon - Keynote speaker
Exhibitions
Social hour
Dog Races
Lawrence Welk - March 7

* * *

If you're planning on going to the NMAPGA conference in March and want to get in on the car pools being set up, let Mary Evelyn know at 277-4535. Sounds like George Keppers, Wayne Maes, and maybe Lew Dahmen are going. How about you? Let's make a good showing in Las Cruces! (The C & G Student Organization might be able to help some of you with your $3.50 registration fee. Mary Evelyn or Ralph Sigala can tell you more about that. After all $3.50 will buy 2 drinks most any place!

* * *

Katie Fashing will be teaching a co-counseling class for mental health workers, from paraprofessionals to psychiatrists; it will be open to anyone who wishes to come. There will be one-day sessions every other week and two 2-day workshops, so the hours of class time are equal to other co-counseling classes. If you think you may be interested, Mel Snyder, Robert Chene, and Katie will be giving an introductory lecture and demonstration on February 7 at the Unitarian Church, the cost of which will be $3.00. (Yeah, we realize the 7th is past, but do consider giving Ernesto Suazo a call at 277-2628, the Department of Psychiatry, if you're still interested.) A tentative schedule looks like this:

February 7 - Demonstration and introductory lecture
February 28 and March 1 - Workshop
March 7 -----
March 21 -----
April 11 ----- Four one-day sessions
April 25 -----

Terminated by a workshop on May 1 and 2.

* * *

A week-long workshop entitled "A Social Seminar Experience" will be held at the Ghost Ranch Conference Center in Abiquiu, New Mexico. It is designed for people working in any of the human services programs who are interested in learning and experiencing more regarding the many issues central to the people problem including such things as communication, values clarification, group processes, drug abuse, etc. Contact Ernesto Suazo, 277-2628 for more details.

PPS'ers! We're awfully sorry to have missed you last issue. The list of names and addresses we had didn't have you on it, and we blindly assumed it did. Awfully poor excuse, but we beg your forgiveness. Let us know if you have any news for us. (Reprimands will be accepted humbly.)

****

Thanks Ann Patrick for all your wonderful suggestions. As you have probably already noticed, much of our content this issue comes right from your hints. Thanks again.

****

Minor corrections are needed concerning how to get information to us to print. Phone number changes, etc., are as follows. Mary Adams, 277-3506; Jane Gierhart, 266-0284; and Barbara Gooch (3:30-5:00 p.m.), 277-6461. Mary Evelyn has been receiving notes from you in the department office. That's still a great place to leave them.

****

Nancy Burleson's going to have a BABY! Congratulations, Nancy. Keep us posted. We're dying to find out if Ari will have a new brother, or a new sister!

****

We've had some resource people recommended. These are all people who have shared some of their expertise with some of us in the department, and they've been found to be especially helpful. If you know of any others, and want to give them a personal recommendation, let us know.

Richard Rada - professor, department of Psychiatry - alcoholism, court evaluations, sex crimes, much more.
Rose Langland - director of Alcoholism program at Nazareth.
James Carlin - Chief of Staff, VA Hospital, art therapy.

****

If you're interested in suicide, clear your calender for May 10. A one-day workshop will be held at the Four Seasons Motor Inn entitled "Suicide in New Mexico". More later.

****

****

Planning to graduate soon? Have you completed twelve hours of graduate credit in residence at theU? Don't forget to apply for candidacy through the Graduate School. Students will be advanced to candidacy only after all undergraduate prerequisites have been satisfied and twelve or more hours with at least a B average have been completed for graduate credit. These candidacy forms must be picked up at the Graduate School and signed by your advisor and department chairman before being submitted to the Graduate Office.

Sorry, Bill Fishburn. We know now it was the University of Arizona that graduated you, not Indiana University. We're sure Indiana would be proud to claim you, but Arizona gets the honor!

* * * * * * * * * * * * * * * * *

Congratulations, new mothers and fathers! Mr. and Mrs. Scott Wilson (Adele just graduated from the department) are the proud parents of baby Joshua. And Mr. and Mrs. Bryan Romney(Lorelei is a doctoral student) have added little Ashley to their household. All reports have it that mothers, fathers and babies are doing just fine!

* *

The Counseling and Guidance Student Organization will meet at 4:30 p.m. on Friday, March 14, in room212. This is your voice in the Graduate Student Association, which is where part of your hard earned tuition goes. If you're interested in how that money is spent, it might be worth your while to stop by. Items on the agenda include approval of the CGSO constitution(copies are available in the department office), election of officers, and appropriation of money collected from graduate student fees. The meeting will be brief and will conclude with adjournment to Pepino's for pizza and beer.

* * * * * * * * * * * * * * * * * * * *

IMPORTANT!!! All faculty, and all students. On Tuesday, March 18, in Room 212, College of Education, from 1:30 to 4:00 pm. there will be a most important meeting. The emphasis of this meeting will be to share reactions to the department and considerations for future action. It's a most positive effort by the department to HEAR FROM YOU. See you all there!

* *

Have you checked out the Career Services Center? Lots of people are receiving invaluable information from them. They're located in Mesa Vista Hall upstairs in the wing nearest the Health Center. Stop by as soon as possible so they can help you get your file started. Job interviews, the Career Center News, help writing your resume, addresses, tips on interviewee skills, and lots more are available to those who register with them. And it's FREE!

* *

Several people have asked us to explain what the department means by "required core of courses" and by "competency clusters". Here it is, right out of the pages of the Department of Guidance and Counseling Graduate School Evaluation ....

THE CURRICULA

Master's Degree Program

The minimum requirement for the Master's Degree is 36 semester hours. The program is designed to assist the student in, 1) the acquisition of basic knowledge and skills in counseling and guidance, 2) acquiring a knowledge of theory and practice relevant to specific settings in which counseling and guidance activities may be conducted, and, 3) in obtaining specialized competencies in one or several of the many subspecialties within counseling and guidance. The program which is designed to achieve these purposes is as follows:

<u>Required Core Courses*</u>

GUIDANCE

415 Foundations of Counseling (3) Designed to provide the student with a basis for examination and development of a meaningful philosophy of counseling services, and to understand the principles of counseling practices in keeping with that philosophy.

430 Dynamics of Human Behavior (3) To permit the student to achieve a broader base with respect to an understanding of the various theorists and theories of personality which, in turn, would allow for greater concentration in the areas of philosophy and techniques of counseling.

517 Group Counseling (3) Theory, techniques, and applications of group methods in counseling. Students participate in ongoing groups and have the opportunity to engage in practical experience.

518 Theories of Counseling (3) Theories, techniques, and application of various systems of counseling and psychotherapy. Emphasis is on the development of counseling competencies consistent with the personality and philosophy of the individual counselor.

FOUNDATIONS OF EDUCATION 500 or 501 Research Methods (3) Required of candidates for a graduate degree in the College, except that M. A. candidates may, with the approval of their departments, take 500, methods, techniques, and designs of educational research. Elementary statistics and data processing are taught in assigned laboratory sections as part of this course.

GUIDANCE

519 Practicum in Counseling (six hours required) Experiential application and integration of principles, theories, and techniques of counseling in individual and group counseling situations.

Total Required Credits 21

*The Department has a policy that recent relevant learnings may be counted as equivalents for required courses (with the exception of Practicum), thus allowing the student more flexibility through electives.

Areas of Emphasis

Community

No courses are required other than the core. The student may elect 15 hours of course work relevant to this emphasis.

Elementary School

Four to six hours of course work in child development are required for State certification thus leaving nine to eleven hours of electives relevant to this emphasis.

Secondary School

Three hours of course work in career guidance are required for State certification leaving twelve hours of electives relevant to this emphasis.

Business & Industry

No courses are required other than the core. The student may elect 15 hours of course work relevant to this emphasis.

Rehabilitation Counseling

Required courses are: Guid. 410 Rehabilitation Concepts and Process, Guid. 547 Vocational Assessment and Plan Development, Guid. 547 Medical and Psychological Aspects of Disability; Guid. 610-611 Internship (9 hrs.). The student is free to elect 9 hours (minimum for this emphasis 45 hours) of course work relevant to Rehabilitation Counseling.

General Counseling

No courses are required other than the core, leaving 15 hours of electives.

College Personnel Work

Six to nine hours are required to include College Personnel Administration and Organizational Behavior and Practice. The six to nine remaining hours are elective.

Electives and Competency Clusters

The student has complete option beyond the core courses and those required for certification within an Area of Emphasis to elect any combination of single courses and competency clusters to achieve the minimum of 36 hours for the Master's Degree. Of course, many students take more than the minimum hours required for the degree. Encouragement is given to the taking of courses outside of the Department and the College. A Competency Cluster is a combination of courses designed to give the student minimum competency in some specific aspect of guidance and counseling or a related field. Competency Clusters are not required but serve as a guide to the student in pointing out possible areas of study and what are considered the necessary courses to achieve minimum competency. The beginning courses in a Competency Cluster may be taken without continuing with the entire cluster. This affords the student opportunity to explore the area without being committed to the entire sequence. However, when early courses in the cluster are prerequisite to later courses, they must be taken in sequence. The Competency Cluster is new to the Department and clusters are now being developed. Following is a list of existing Competency Clusters and those in developmental stages:

Diagnostics

E F 574 Tests and Measurements
Guid 516 Clinical Case Study
Guid 512 Differential Diagnosis I
Guid 513 Differential Diagnosis II
Guid 519 Practicum (a part of Practicum focused on diagnostics)

Family Counseling

Guid 510 Parent-Teacher Counseling
Guid 547 Family Counseling
Guid 519 Practicum (a part of Practicum devoted to working with families

Counseling and Human Sexuality

Guid 547 Counseling & Human Sexuality
Guid 547 Treatment Approaches in Human Sexuality
Guid 519 Practicum (a part of Practicum devoted to counseling clients with sexual adjustment problems)

Career Guidance

Guid 413 Career Development in the Classroom
Guid 513 Socio-Economic Information

Child Counseling

Guid 540 Elementary School Counseling
Guid 541 Play Therapy
Guid 519 Practicum (a part of practicum devoted to counseling with children)

Psychodrama

Guid 620 Seminar - Psychodrama
Guid 519 Practicum (a part of practicum devoted to role playing and psychodrama)

Values Clarification

Guid 547 Values Clarification
Guid 547 Multicultural Counseling
Guid 620 Seminar - Values Clarification

College Personnel Work

Guid 550 College Personnel Work
B & S Ad 506 Organizational Behavior

(Competency Clusters in Developmental Stages)
Gerontology
Psychopathology
Advanced Psychotherapeutic Concepts and Techniques
Organizational Systems
Drug and Alcohol Habituation prevention and Treatment
Counseling and Women's Issues

* *

As per our continuing effort ......

MORE FACULTY WHO's WHO .....

MARION J. Heisey, Ph.D.

Marion Heisey is a gentleman in a strong and sensitive respect. His interests and activities are varied, from psychodrama to diagnostic testing, from treating psychiatric patients to working with Navajo children, from departmental involvements to activities related to his strong religious convictions.

He believes in people and their potential for growth and this is conveyed to this students, clients, and colleagues. He doesn't only believe, he knows how, and this too, is conveyed.

Professional Activity

684

Research (past five years)

Marion J. Heisey

1973-74: with others Early and Periodic Screening, Treatment and Diagnosis of Learning Disabilities. ($125,000.00) DHEW

1974 Spring: Screening of Beginners, Kindergarten and First Grade Navajo Children. ($4,200.00) Presbyterian Medical Services.

1974 Summer: Language Enrichment Program for Navajo Children ($2800.00) New Mexico State Department of Education. Title I.

1974 Fall:

1. A Study of Intellectual Functioning of Navajo Children as Expressed through the D-A-P and Block Design Subtest of the WISC-R.
2. A Study of Acting out and Aggressiveness among Navajo Children as Expressed through the D-A-P and the Bender Gestalt Perceptual Motor Test.
3. A Study of the Relationship between Performance on the Wide Range Achievement Word Recognition and Vocabulary Subtest of WISC-R among Navajo Children.
4. A Comparison of Correct Responses on the Information Subtest of the WISC-R when given to Navajo Children in both Navajo and English Languages.
5. A Study of Intelligence among Navajo Children as Reflected by Performance on Culturally Oriented Tasks.
6. A Study of the Performance of Navajo Children on the Block Design and Picture Completion Subtests of the WISC-R.
7. A Picture Completion Intelligence Test for Navajo Children Based on Culturally Derived Items.
8. A Measure of English Comprehension of Verbal Instructions when Given to Navajo Children in Kindergarten.
9. An Analysis of the Frequency of Dolch Words Missed by Navajo Children in Second and Third Grades.
10. A Study of Auditory Discrimination Problems among Navajo Children as Measured by the Wepman Auditory Discrimination Test.
11. Play Therapy with Navajo Indian Children.

//

Marion Heisey, cont'd.

Publications (past five years)

1969 : "Understanding an Only Child", Visitor, Vol.82, No.11.
1970 : "Student Opinion Sheet", in The Counselor"s Work in the Elementary School, by James Muro, International Textbook Company
1970 ; "Parental Questionnaire", from text cited immediately above.
1971 : A Mental Health Proposal for Cuba, N.M.", submitted to New Mexico Department of Hospitals and Institutions
"An Evaluation of Mental Health Services in New Mexico Communities". Study in progress.
"Self Concept Study of Navajo Children from Draw-a-Person and Sentence Completion Peformance". In progress.
Therapeutic Procedure for School Counselors, text book writing in pregress.

Outside Professional Activities (past five years)

1972-73 Director, Cuba, N.M. Mental Health Project
1968-73 Director, Navajo Brethren in Christ Mission Hospital and Boarding School
1972 Summer - Director, Corpsman-Counselor/Corpsman Supervision Training Seminar on UNM campus, sponsored by U.S.Forest Service, Department of Agriculture
1971-73 Director and Dept. head of Group Therapy and Psychodrama, Nazareth Hospital
1969-72 Consultant as Child Development Specialist, Farmington Municipal Schools, N.M.
1970-73 Staff Consultant, Navajo Missions, Inc., Farmington, N.M.
1971-72 Counselor Educator Consultant, Pupil Personnel Specialist Project, Fresno Satellite, Fresno, CA.
1973-74 Consulting Psychologist to Early and Periodic Screening, Treatment, and Diagnosis of Learning Disabilities project, Cuba, N.M.

RIDAY. MARCH 14 4^{30} pm Room 212

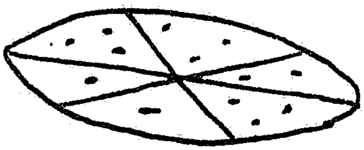
Counseling students will meet briefly to

1. Approve a constitution for Counseling and Guidance Student Organization; copies are available for your inspection from Mary Evelyn in the department office.

2. Consider a budget; we have $312 collected from graduate fees and how the money will be spent is up to you. There is a possibility of partial reimbursement to people who attended the conference in Las Cruces.

3. Elect officers; in addition to chairperson, vice president, and secretary-treasurer, there are several committee chairmanships. If you're interested in a position, nominations and elections will be held the 14th.

4. Adjourn to Peppino's for pizza and beer; it's a good way for everyone to end the week!



The Report of the Department of Health, Physical Education and Recreation

July 1, 1974 - June 30, 1975

THE ANNUAL REPORT
July 1, 1974 - June 30, 1975

Section One - Student Data

Student interest in Health Education continues to grow at a steady, even accelerating pace. During the school year, 1974-75, 2,030 students were enrolled in our service and professional courses. Credits generated were 5,521. This represents an increase of 210 students and 958 credit hours over last year. Enrollment increases have been consistent since 1968, when Health Education was identified as a professional program. Since 1970 a total of 9,337 students have been enrolled in one or more Health Education courses. This includes 8,890 undergraduate and 447 graduate students.

	Students Enrolled in Health Education 1974-1975	
	Number of Students	Credit Hours
Summer 1974	211	547
Semester I	886	2,398
Semester II	933	2,576
TOTALS	2,030	5,521

In spite of the fact that we have not recruited students for our professional programs, numbers are increasing in both undergraduate and graduate levels. This year we have had approximately 100 students in The Bachelor of Science program and about sixty in the graduate programs. Of the latter, two are post-masters and four are doctoral-intermediate. With the present faculty we continue to enforce a quota on the number of doctoral students accepted.

Degrees granted for 1974-75 include: Bachelor of Science - 7; Master of Science - 6; and Ph.D. - 1.

THE HEALTH EDUCATION CURRICULUM

The year has seen essential revision and expansion in curricular offerings and program developments. These were made possible when the number of faculty increased from two to four. The two positions, unfilled for two years, were created by one retirement and one negative tenure decision.

Although the intent of the original degree program was to prepare health educators for both school and community agencies, the latter has received only minimal attention until this year.

Beginning with Semester I, 1974-75, there are two related but distinct tracks leading to bachelor's and master's degrees, one in school and college health education; the other in community health education. The same opportunities exist for doctoral students.

New courses added during the year are:

H. Ed. 260 - Introduction to Health Education (moved from Topics to regular status)

H. Ed. 247 (Topics) - Environmental Health

H. Ed. 447 (Topics) - Community Health: Program Planning and Development

H. Ed. 447 (Topics) - Epidemiology

H. Ed. 547 (Topics) - Health Behavior

INSTRUCTIONAL STAFF IN HEALTH EDUCATION

The full time faculty grew from two to four when two long standing vacancies were filled. Other instructional staff include one graduate assistant and six adjuncts, who volunteered their services.

Full-Time faculty are:

Ella May Small, Ed.D. - Professor and Coordinator

Paul Dearth, Dr. P. H. - Associate Professor

Allan Steckler, Dr. P. H. - Associate Professor

Wesley Alles, Ph.D. - Assistant Professor

These four have the combined qualities for continuing school and college health education and developing the community health emphasis.

Part-Time Instructional personnel include:

Betty Bumgarner, Doctoral Student, Graduate Assistant
Fred Cohn, M.D. (Human Sexuality)
Marion Fleck, Ph.D. - (Graduate Committees)
Fred Moeller - American Red Cross (Emergency Health Care)
Tim Brady - American Red Cross (First Aid)
Carol Cassel - Family Planning (Human Sexuality)

These six individuals, all true professionals, have added much to our programs. Without their valuable help we would have to curtail our offerings, which would mean a loss in the number of students served and also specific expertise so important to the quality of our offerings.

The Health Education faculty carry their share of committee assignments and other responsibilities in the department, The College of Education and The University. All four of us also have extensive responsibilities in local, state and national projects and organizations. The following brief resumes indicate the kinds of involvements:

Ella May Small - Program Coordinator

1. Campus Committees and Activities

    1.1 U.N.M. Scholarship - Student Aid Committee
    1.2 H.P.E.R. - Graduate Committee
    1.3 Ad Hoc Committee for Allied Health Sciences
    1.4 Continued program revision and development

2. Consultant in Comprehensive School Health Education

    2.1 Albuquerque Public Schools
    2.2 New Mexico Department of Education
    2.3 Albuquerque Parochial Schools
    2.4 National Children's Television Workshop - T. V. Series - "Feeling Good"

3. Organizations and Agencies

    3.1 Board of Directors, New Mexico Health Education Coalition
    3.2 Completed a second term as president of The New Mexico School Health Association
    3.3 Member, Governing Councils for
        American School Health Association
        American Public Health Association: School Health
    3.4 Member, Nursing Program Steering Committee, American Red Cross
    3.5 Honored by New Mexico School Health Association - "Professional Recognition for Outstanding Contribution to Health Education in New Mexico"

Paul Dearth - Associate Professor

1. Speaker

   1.1 Western New Mexico University at Summer Workshop on "Venereal Disease Education in the Schools."
   1.2 New Mexico Association for H.P.E.R. "Some Thoughts on Health Education Relative to Physical Education".
   1.3 New Mexico N.E.A. - "Human Sexuality".

2. Workshops

   "Communicating With Adolescents About Sexuality".

   A series of six workshops around the state, sponsored by Division of Public and School Nurses, State Department of Education - (Las Cruces, Clovis, Santa Fe, Roswell, Gallup, Albuquerque)

3. Organizations

   3.1 President, New Mexico School Health Association
   3.2 Member, Board of Directors, Southwest Institute for Marital and Sexual Studies

4. Awards

   4.1 Awarded Tenure, University of New Mexico - May, 1975
   4.2 Granted Status of "Fellow", American School Health Association

5. Consultant

   5.1 Albuquerque Public Schools - Curriculum Development

6. Served as coordinator for The New Mexico School Health Association Spring Workshop entitled "Ethnicity and the Self Image". Participants included U.N.M. students and faculty, public school personnel, health professionals from The Bureau of Indian Affairs and Public Health.

Allan Steckler - Associate Professor

1. Professional Activities

   1.1 Organizing the Community Health Track for Undergraduate and graduate degree programs in Health Education

   1.2 New courses developed:

   H. Ed. 547 - Program Planning & Development in Community Health Education

   H. Ed. 547 (Topics) - Health Behavior

   H. Ed. 447 (Topics) - Epidemiology

   H. Ed. 247 (Topics) - Environmental Health

   1.3 Advisory Committee, H.P.E.R. Department

   1.4 Board of Directors, New Mexico Health Education Coalition

2. Publications

   2.1 "The Relationships Between Oral Contraceptives and Adolescent Sexual Behavior." Journal of Sex Research. (Collaborators: Tonie Garris and John McIntire)

   2.2 "Toward a Theory of Community Health Decision Making." (in preparation)

Wesley Alles - Assistant Professor

1. Speaker
    - 1.1 A.P.H.A. National Meeting - New Orleans, La.
    - 1.2 Rocky Mountain Research Council - Albuquerque Conference
    - 1.3 Eldorado High School - Safety and First Aid
    - 1.4 College of Nursing at University of New Mexico
2. Community Service
    - 2.1 Planning Board, New Mexico Heart Association
    - 2.2 Organized hypertension screening, using U.N.M. Health Education students.
    - 2.3 Group facilitator, New Mexico Cancer Workshop
    - 2.4 In-Service Workshop - Osuna Elementary School
    - 2.5 Advisor for Student Projects
        - a. Albuquerque Public Schools - Venereal Disease Project
        - b. Dental Health Slide Presentation
        - c. University Heights Hospital - Health Education film production
3. Professional Activities
    - 3.1 Membership Committee - New Mexico School Health Association
    - 3.2 National Drug Education Conference - St. Louis, Mo.
    - 3.3. Search and Screening Committee, H.P.E.R. Department
    - 3.4 New courses developed:
        - a. H.Ed. 447-Topics: Curriculum Development in Health Education
        - b. H.Ed. 429 Workshop: Safety Education for Teachers
4. Publication

    "Implementing Health Education into New Mexico Public Schools." N.M.N.E.A. Journal.

SUMMARY

All of the Health Education faculty continue to strengthen communication and working relationships with other health oriented groups on campus and in the community and state. Because we are active in local, state and national organizations, we and our programs are recognized and respected not just in New Mexico, but nationwide.

The demand for our graduates is high. Scarcely a day goes by that we do not receive telephone calls and written inquiries about the availability of our graduates for school, college and university positions.

The most significant non-instructional project of the year, involving all four Health Education faculty and many of our students, is the plan for relocating Health Education programs. Rather than attempt to rewrite the rationale for the progress made toward the move, a copy of a Position Paper: "The Where and Why of Health Education at U.N.M." is included here. We feel strongly that the move is necessary if we are going to continue to serve the school and community health needs of New Mexico.

COPY

THE WHERE AND WHY OF HEALTH EDUCATION AT U. N. M.

A Position Paper

The anticipated move of health education to Health Sciences is a culmination of a series of events dating back to 1962. Our working relationship with people in the medical complex began with an invitation from Dr. Reginal Fitz to participate in the initial and ongoing planning for the new medical school. Additional opportunities for cooperating and coordination of efforts developed as the various departments of the medical school were established. The most consistent ties have been with the departments of Epidemiology, Community and Family Medicine and Psychiatry. The types of joint activities have varied, but included among them have been exchange of instructional personnel, co-sponsored lectures and symposia, and joint committees for planning various ways to integrate health and educational theories into certain aspects of the medical school activities and programs. For example, our office served as the educational resources center for the Hope Clinic at Estancia, the first of the outreach clinics of The Department of Community Medicine, U.N.M. Medical School. The clinic was publicized nationally through the American Medical Association publication, "Today's Health".

With the advent of The Regional Medical Program came additional opportunities. The Health Education Coordinator served as a consulting member of the staff and also as an elected member of The Regional Advisory Group for the Regional Medical Program.

Associations such as these have been and continue to be stimulating and profitable for health education faculty and students. They have contributed to our professional growth; they also made us more aware of the need to expand the scope of our present programs. Thus we began serious study of ways to achieve that goal.

The make-up of the student group in health education has undergone marked changes in the years since our degree programs were inaugurated in 1968. Very few of the health education students have any affiliation with physical education; the same holds true for physical education students in health education. The demise of the composite health and physical education degree, the elimination of all health education from the physical education professional program and separate certification for health education all contributed to the changes in our student population. Much of the impetus for exploring other affiliations for health education came from health education students who feel the need for closer association with other students in the health sciences.

Because it served to focus our thoughts about the future of health education, one other event should be mentioned. In the summer of 1974, The State Department of Education, through its Committee to Study Post Secondary Education in New Mexico, surveyed all health programs in the state. Our participation in that survey brought us in contact with the committee chairman, Dr. Joseph Scaletti, who helped us to explore a variety of ways in which our programs might go. Later we were invited to visit with Dr. Robert Kugel, Vice President for Health Science, who assured us of his interest in health education.

The report of The H.P.E.R. Evaluation further reinforced our thinking with its recommendation that health education be relocated elsewhere in the University. National Health Organizations such as American Public Health Association, American College Health Association, American School Health Association, Society for Public Health Education, and the National Bureau of Health Education all stress the need for health services and health education to join forces in working for the health of all people.

These developments, along with the rapidly increasing interest in community health in our professional program and lack of commitment of The College of Education to community health, intensify our convictions that the time has come to initiate the move. We need opportunities to work in concert with other health personnel. We want to be recognized as a functioning and vital part of the health science team. We should point out, however, that our teacher preparation programs will continue to be in The College of Education. New Mexico is in a five year phase-in for comprehensive health education at all levels in all public schools. Thus, meeting the needs for more well prepared health educators is a top priority.

There is real challenge in the expanding roles of health education nationwide -- roles that create needs for differential curricula such as community health, health education in clinical settings, in health sciences, in community and family medicine, in industry, in rural and Indian health, in health education for school nurses, and in the continued growth of school and college health programs. In the not too distant future we hope to submit our community health program for accreditation by The American Public Health Association.

In order to meet these challenges, health education can no longer remain in The Department of Health, Physical Education and Recreation, or solely within The College of Education.

For continued professional growth, health education must be housed administratively and physically in close proximity to the other health sciences. Such a move will provide the professional association and the "growing room" necessary if we are to serve the best health interests of our students and our State.

PROFESSIONAL SERVICE PROGRAM

PHYSICAL EDUCATION

ANNUAL REPORT

Submitted by:

Charlotte L. Piper

ANNUAL REPORT OF THE PHYSICAL EDUCATION PROFESSIONAL SERVICE PROGRAM 1974-1975

A. Enrollment Information

The Physical Education Professional Service Program produced a total of 7,888 credit hours for the 1974-75 school year. Students enrolled in the fall semester totaled 3,565 and 3,966 students participated in the spring semester, for a total of 7,531 students.

During the fall semester, 134 sections were taught, 37 by full time departmental faculty, 65 by graduate assistants, teaching assistants or special assistants and 32 by part-time instructors. There were 57 different activities included in the program.

In the spring semester 153 sections of 60 different activities were taught; 42 by full time departmental faculty, 67 by graduate assistants or special assistants and 44 by part-time instructors.

B. New Activities

Snowshoeing, Stock Horsemanship, Intermediate Yoga and Intermediate Mexican-New Mexican Dance were approved by the department and were offered as topics courses. Rugby has been approved as a topics for fall semester, 1975-76.

Yoga, Karate, Diving, Fencing, Archery and Intermediate Ballroom Dance, Water Polo, Intermediate Skiing, Racquetball, Handball, Advanced Scuba, Camping Experiences, Bicycling, Aerobics and Softball-Team Handball, were taught for the first time under catalog listings. Due to limited staff, Intermediate International Folk Dance, Cross Country Skiing and Small Water Craft Operations, which had been previously approved, were not taught.

Tia Chi Chuan, Technical Rock Climbing, Bow Hunting, Trampolining, and English Horsemanship are presently under consideration for acceptance by the Undergraduate Curriculum Committee.

A Wilderness Awareness Workshop and Teaching of Ballroom Dance Workshop were requested for pre-summer school. It was recommended by Continuing Education that they be considered for the in-between semesters interim to allow more time for publicity.

C. Clinics

Activity coordinators were requested to hold clinics in their specific activities. Gary Mazaroff presented one on Racquetball, Mary Jo Campbell and Kathy Marpe conducted a golf clinic. Devi Frauenglass prepared a demonstration of Yoga. Brian Fahey and Gunther Haselbauer presented clinics on Martial Arts and Armond Seidler conducted a Personal Defense Clinic. Skin and Scuba was introduced by Marc Mauseth. Cheryl and Larry Bridges presented an Aerobics and Jogging Clinic.

All of these clinics were open to the HPER staff, the University community and Albuquerque school teachers serving as cooperating teacher.

D. Workshops

1. Prior to the beginning of the fall semester a two day orientation was conducted for all instructors in the Professional Service Program for the purpose of up-grading instruction. Video tape demonstrations of essential skills of various activities were used, seminars and various styles and methods of teaching were discussed.
2. Before spring semester, all aquatic Red Cross Water Safety instructors, were recertified by Tim Brady of the Red Cross, Charlotte Piper and Frances McGill. The recertification was held five mornings for a total of 15 hours. In the afternoons, all instructors in the Professional

Program were encouraged to recertify in First Aid and CPR which was taught by the Red Cross.

3. The WSI recertification was again conducted at nights later in the semester and more of the Professional Service Program instructors participated. This session was open to the community and 87 of one hundred instructors were recertified.

E. Additional Highlights

1. Spring semester an experimental program was accepted and implemented to equalize required class time and student credit hours earned. Classes were scheduled to meet for 50 minutes of activity twice a week. On Fridays, facilities were reserved for tutoring, tournaments, practice, etc. This plan was voluntarily evaluated at the conclusion of spring semester, however, it will be more formally evaluated at the end of a year's trial period.
2. A beginning swimming class for Spanish speaking students was taught. It was taught in Spanish and scheduled in the later afternoon to accommodate University staff.
3. One section of advanced swimming was synchronized swimming only.
4. The WSI candidates did practice teaching in other swimming classes, in the swimming for the handicapped class and the Manzanita children's classes.
5. The ballroom dance classes were most popular and evening dances were held. Due to the large enrollment in the beginning class, the Union Ballroom was used as a facility. This was rented through the College of Education.
6. The International Folk DAnce-Class was invited to perform at several community programs.

7. The modification of the following grading

"The instructor <u>may</u> disenroll (or fail) a student because of excessive absences. The scale:

4 absences in class that meets 32 times

4 absences in class that meets 24 times
(8 week class)

3 absences in class that meets 16 times
(8 week class)

8. It was recommended that every faculty member in Physical Education teach at least one professional service class during the year, regardless of their administrative responsibilities, or involvement in other areas.

9. Each activity coordinator was asked to meet with other instructors of that area monthly to identify strengths, weaknesses, problems, etc. The coordinators were asked to recommend hours for scheduling of their specific activity for the following semesters.

10. Dr. Loren Myhre M.D. of the Lovelace Clinic taught the Aerobics class thus helping to cement our relationhip with the Clinic.

11. At the beginning of the second semester, two graduate assistants resigned their assistantships and two teaching assistants, special, resigned. Only three replacements were made.

12. Fifteen full time faculty, 20 graduate assistants, teaching assistants, and special assistants and 14 part-time instructors taught during the fall semester. During spring semester 19 full time faculty, 19 graduate assistants, teaching assistants and special assistants and 15 part-time personnel were instructors in the program. Spring semester shows an increase of 8 more full time faculty, 3 less graduate assistants and

two more part time teaching in the Professional Service Program than in the spring of 1973-74.

F. Recommendations

During the 1974-75 school year the following needs have become evident:

1. Several instructors with specialized expertise should be employed to teach should be employed to teach only in the Professional Service Program.
2. A full time dance instructor and one other instructor to teach dance half time is a must. Preferably one of these should be a minority group.
3. A swimming pool director needs to be appointed to coordinate maximum use of the pools, sanitation, safety, etc.
4. Additional monies need to be made available for providing new and repairing old equipment for the Professional Service Program.
5. Groups using facilities and HPER equipment outside of HPER should be expected to pay a rental fee. Examples: Afro-American Studies, Community College, Summer Youth Physical Fitness, NCAA etc.
6. University should provide partial fees for activities taught off campus such as skiing, horseback riding, skating, etc.
7. A skiing coordinator should handle that aspect of the program, as it was done this year.
8. A valid evaluation forms needs to be developed and administered due to the uniqueness of the Professional Service Program.
9. The 15 part-time specialists should be contracted for the next school year as all of these classes are in great demand.
10. A full time secretary for the Professional Service Program is a must.
11. Insurance contracts should be drawn up by the UNM lawyer to cover classes taught by outside agencies - as skiing, ice skating, bowling, horseback riding

PHYSICAL EDUCATION AREA ANNUAL REPORT

July 1, 1974 - June 30, 1975

Janice K. Olson, Coordinator

During the 1974-75 school year, there were approximately 305 undergraduate majors and 25 minors enrolled in physical education courses taught by 25 faculty members. Approximately 705 and 823 students were enrolled for a total of 4280 hours during Semesters I and II of the 1974-75 year. Eighty students attempted student teaching during this time. A total of 44 B.S. degrees with majors in Physical Education were awarded by the end of the regular 1974-75 school year. This compares with a total of 55 degrees awarded in 1973-74 and 61 awarded in 1972-73.

The Undergraduate Professional Physical Education faculty began the 1974-75 school year interested in, concerned for, and committed to completing the curricular studies and revisions begun two years before. Without question, it seemed, plans for the tracking schema would be finalized and implemented with the 1975-76 school year. The addition of several bright, new, young, faculty seemed only to enhance this possibility.

For the first time in 1974-75, the Junior Block program was conducted in its final form with both men and women students participating in the experiences for the entire year. For the first time the placing of sophomore students in the public schools, which had begun in pilot form last year, was implemented to full scale with the cooperation of the Albuquerque Public School administration and the public school teachers. Plans for the competency-based activity requirement for major students (replacing an eight activity course requirement) were finalized at the first faculty meeting of the year and implemented early during the first semester. The "Assumption Project," planned the Spring before began. And the curriculum committees, one for each of the tracks anticipated, began the task of completing deliberations and integrating and coordinating the "New Curricula" for the undergraduate major. All of these occurrences were important parts of the plan for final completion of this project.

For the third year in a row, circumstances arose which rendered this faculty unable to proceed in the significant way in which it was capable and the meaningful way it had planned. Given the accumulation of effects from the disrupted school years before, the 1974-75 effort was even less productive. Progress came to a complete stand-still until Semester II. And for the duration of the year some faculty did not attend any meetings or participate in any of the committee work which had been started the fall before.

The productivitity of the Physical Education Area Faculty as assembled during the 1974-75 school year is not indicative of its potential. Whether or not, after these years of continual dissention and strife (some of which has gone on during all of my 10 years here) enough cohesion and commonality of purpose remain to enable a reestablishment of significance, remains to be seen.

GRADUATE PROGRAMS

HEALTH, PHYSICAL EDUCATION AND RECREATION

ANNUAL REPORT

Submitted by: Kenneth Lersten

ANNUAL REPORT - GRADUATE PROGRAM

1974-1975

This academic year heralded the beginning of another future for a tortured Department of Health, Physical Education and Recreation. This was not a forecast nor a prediction based on important data. Pure hindsight allows this conclusion based on the experience.

The graduate program of the department began the year with the optimism and change of the fresh fall semester. Our policies and procedures were still not well established but they had been in operation for a time and faculty had generally realized their worth. We had, by the fall of 1974, five new faculty who needed guidance and attention in order to acquaint them with the conduct of our graduate program. This seemed to progress in an even fashion and slowly but surely, as is the case in academic, these new faculty began to aspire to the graduate faculty. Most of these new people showed considerable promise as graduate professors.

Meetings of the graduate faculty were held as usual and graduate students presented their proposals and position papers as usual. Still, many faculty either did not care to attend or were busy at the time. The general feeling was that many faculty still had not understood the idea of a community built around dialogue and debate. This continued to be a frustration.

The greatest task for the graduate faculty to undertake for the semester was an inclusive graduate report-evaluation which was due in December. Committees were organized for the various portions of the report in early October with a variety of faculty assigned specific tasks. It came as no surprise to me that most of the work was unfinished if not completely neglected by the deadline. The proof was evident once again that our faculty, especially in physical education, could not muster enough concern or energy to produce an evaluative document. I decided that our faculty must be the most ineffective body that I had worked with at the graduate level in my academic career. We managed finally to assemble most of the portions of the report nearly a month and a half after the deadline and some faculty never did finish their assignment. The report was submitted to the Graduate School in early February, 1975.

Due to this course of events and the sudden announcement that Dr. Hanson would not be reappointed as chairman of the department, I submitted my resignation at the end of the fall semester. I simply had had enough frustration with faculty who, in my opinion, did not act like graduate faculty and with administering in a time of tension, poor morale and academic politics.

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ANNUAL REPORT

RECREATION PROGRAM

1974-1975

Submitted by:

E. A. Scholer

RECREATION PROGRAM

The major achievement of the Recreation Program during the academic year was the Graduate Program and Planning Evaluation Report. This report enabled the faculty to review and revise the graduate program to better reflect student needs and current trends in the profession.

There was a 36% 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. In addition to the increase in majors, there has been an increase in the number of students elected recreation as a minor area of study. These students have been principally from elementary education, physical education and special education.

This past year the course, "Tourism and Recreation" was officially approved by the College of Education and forwarded to the Office of the Registrar for inclusion in the catalog.

The program faculty in cooperation with the staff at the Center for Leisure and Recreation, A Program of the Institute for Social REsearch and Development have assisted in planning or conducting workshop seminars and symposiums. One such symposium was the Fifth National Symposium on Parks, Recreation and Environment. This was in cooperation with Park Maintenance Magazine. Several of the faculty were involved in the annual Water Symposium.

The Coordinator planned and taught a course for the Department of Continuing Education and Community Services "Rediscover New Mexico." There were 128 registered and this class was approved for recertification credit.

The Social and Creative Arts for Recreation class, under the direction of Ms. Karen Wertz, has continued to provide leadership for social recreation activities and parties in the community. The classes have assisted various clubs, agencies and groups in planning and conducting social activities and puppet shows. These activities continue to elicit high praise from those with whom the class has worked. There are more requests for assistance than the classes can accommodate.

Faculty members, graduate and undergraduate students have participated in various projects during the year. Some of these included the research for and writing the publications "A Directory of Senior Centers in New Mexico" and "Directory of Services for the Senior Adult." Other projects included the Halloween Program at La Luz Elementary School and the AMIGOS Program at Moriarity, New Mexico and the In-Service Training Program for New Mexico State Recreation and Park Commission Personnel.

Faculty members are working with various Federal and State Agencies in the development of field experiences and internships. In addition, all serve as consultants to these agencies on recreation matters. The faculty belong to various state and local committees that are involved in recreation and parks. Some of these include Albuquerque Chamber of Commerce Tourism Committee, New Mexico Recreation and Park Association Board, etc.

The faculty have been very active in community service giving speeches and serving as consultants.

The Coordinator has developed a Photo Essay - Welcome to New Mexico that has been very popular and to date has been viewed by over 1520 people.

B. Plans for the Future

Significant plans for the future include faculty, student and practitioner meetings to evaluate the curriculum offerings to insure their relevance in the changing times. Also include a review of the undergraduate goals and objectives for the Program.

The faculty, student representatives and practioners plan to review and revise the present Field Experience Manual to make it more viable as a a training aid for the students.

Due to the uncertainty of faculty and the failure to fill one position with a full time staff member, no major changes were made during the current year. It is hoped that next year with a stable faculty and two graduate assistants more progress can be made.

C. Appointments to Staff

Mr. Paul Klemm was employed half time beginning August 1974 to teach in the program.

Miss Ann James was tendered a graduate teaching assistantship half time, but declined.

Miss Karen Wertz was retained one quarter time first semester and half time second semester to teach classes in the program. Miss Wertz was tendered a contract for 1975-76 year as an instructor to teach full time.

D. Separations from Staff

Mr. Paul Klemm resigned his teaching position in December, 1975 to accept an assistantship at Texas A&M University.

E. Biographical Data - E. A. Scholer, Coordinator

1. No advanced study
2. Traveled extensively throughout New Mexico as Director of the Center for Leisure and Recreation and as Coordinator of the Recreation Program.
3. Honors

   Selected for inclusion in Who's Who in America

   Outstanding Service Award - Arizona Association for Health, Physical Education and Recreation
4. Publications

   Scholer, E.A. and others Directory of Services for Senior Adults, Albuquerque and Bernalillo County, New Mexico, Center for Leisure and Recreation, University of New Mexico, 101 pp.

Scholer, E. A. Barbara Stuckle and Beth Stribling. A Directory of Senior Centers in New Mexico, Center of Leisure and Recreation, University of New Mexico, 50 pp.

Scholer, E. A. "Hiking Trails in the Midwest" (book Review) Outdoor Reporter Vol. 10, No. 8, October 1974, pp. 3,7.

5. Research or Creative Work

Book, Outdoor Recreation and Camping under contract to Reston Publishing Company, Video Production, "Urban Trails" in cooperation with Instructional Media Center, University of New Mexico and Bureau of Outdoor Recreation, Southwest Region.

6. Activities in Learned and Professional Societies

Elected to Board of Directors, Society of Park and Recreation Educators, Chairman National Congress Program Planning Committee, Society of Park and Recreation Educators, Member Ethics Revision Committee, National Recreation and Park Association, Member Society Park and Recreation Educators, Mass Media Promotion Committee, Member Southwest District Council, Member, Outdoor Leisure Pursuits Committee, Council on Outdoor Education and Camping, American Alliance for Health,Physical Education and Recreation, Coordinator, mini workshops, "Culture Awareness and Board Member Obligations, Idaho Park and Recreation Meeting, Lewiston, Idaho, Keynote speaker, Awards Banquet, Idaho Parks and Recreation Society, Session Coordinator "Environmental Ethic of the American Indian" National Recreation and Parks Congress, Denver, Colorado, Speaker and Workshop Leader "Outdoor Adventure Programs, Arizona Association for Health, Physical Education and Recreation, Phoenix, Arizona, "Community Development" ISRAD, Consultant, Hospitality and Tourism Workshop, Panelist, Second Annual Conference on Albuquerque's future, Member, Recreation Committee, Albuquerque Association for Retarded Citizens, Speaker, "New Mexico - Land of Enchantment" Inter-Faith Singles, St. Luke's Lutheran Church, worked with Puye Ceremonial Committee Publicity and Public Relations, Consultant Evaluation of program and leadership - Espanola Community Center. Speaker, Architecture Design Center Class - Recreation and playgrounds, Speaker, Senior Citizens Center - Four Hills Mobile Home Park - Southwest History, Assisted in the In-Service Training Program for New Mexico State Parks and Recreation Commission, So-Director, Water Symposium, Speaker, Mid Town Exchange Club "Leisure" , Speaker, Thunderbird Travel Trailer Club, Camping and the Energy Crisis, Member Tom and Mary Rivers Scholarship Committee, International Recreation Association, Speech, Slide Show, Rediscover New Mexico, Naval Reserve Officers and Association of Retired Persons

7. Other Professional Activities

Workshop, instructor puppetry, story telling and creative dramatics, Navajo Youth Project, Ft. Wingate, Member Tourist Committee, Albuquerque Chamber of Commerce

8. Non-Teaching University Service

Member Ad Hoc Committee D.H. Lawrence Ranch, Coordinator, Recreation Program, Director, Center for Leisure and Recreation

9. Public Service

PTA La Luz School, Member AARC Recreation Committee

Steve Rubio

1. No advanced study
2. Travel throughout New Mexico. Trips to White Sands, Carlsbad Caverns, Bandelier National Monument
3. Certificate of Apprecation. New Mexico Recreation and Parks Association. Hononorium West Publishing Co. "An Outdoor Recreation Outline."
4. "An Environment Perspective" Phi Kappa Phi Journal - to be published in the Fall of 1975. "Land Use Opinion-Compensation" REERIO Symposium Proceedings, Issue One, Fall, 1974. "Patterns" Inroads Magazine, Winter Issue, 1974, page 24. "Green-Choice"A Narrative Verse, Phi Kappa Phi Journal, Spring Issue 1974. Page 11. Roles Inroads Magazine, 1972, page 12.
5. Research - None
6. Co-sponsor first and second annual Great Basin Field Tour and Environmental Experience, University of Utah Recreation and Geography Department. KNME Television Guest Panelist "Recreation and New Mexico State Agencies", President, New Mexico Recreation and Parks Association, Member, Resolutions Committee, New Mexico Municipal League, Program Moderator - Conference on Swimming Pools, Keynote Speaker - New Mexico Recreation and Parks Workshop, Panel Chairman - 1974 Southwest District Conference "College Curriculum" American Alliance of Health, Physical Education and Recreation, Smithsonian Institute Associate Member, Nominations Committee - New Mexico Recreation and Parks Association.
7. Presiding Committee Member - New Horizons in Recreation - SW District, AAHPER
8. Member, HPER Search and Screening Committee
9. Public Service - YMCA Volunteer - fund raising

   Special Olympics volunteer

1974-1975 Intramural/Campus Recreation Annual Report

University of New Mexico

July 1, 1974 - June 30, 1975

Coordinator, William L. De Groot

1974-1975 Intramural/Campus Recreation Annual Report

University of New Mexico

July 1, 1974 - June 30, 1975

Coordinator, William L. De Groot

The purpose of the University of New Mexico Intramural/Campus Recreation program was to provide every student, faculty and staff member with an opportunity to participate in sports activities and to develop desirable physical, mental, and social skills that may be transferred into everyday life. The program is designed to encourage and welcome all university persons regardless of individual ability. The 74-74 program consited of five areas of program emphasis; (a) informal recreation-free play, (b) recreational clinics, (c) co-recreational activities, (d) individual and dual sports, and (e) team competition. The Intramural/Campus Recreation staff also aided the University of New Mexico sport clubs by advising, scheduling facilities, and serving as a publicity agent for various special events.

I. General Program Information

A. Informal Recreation/Free Play. Recreation hours varied according to the facility utilized. Swimming pool hours were: Monday-Friday 7:00 A.M. - 9:30 P.M.

Saturday - Sunday 1:00 P.M. - 5:00 P.M. Free play hours in the gyms varied according to class schedules. The handball courts were open from 10:30 A.M. to 5:30 P.M. and from 6:30 P.M. to 9:30 P.M. Vacation break recreation hours were from 1:00 P.M. to 5:00 P.M. During the last month of Spring Semester, recreation hours were extended to 11:00 P.M.

JOHNSON FREE PLAY PARTICIPATION HEAD COUNT

January - May

	Participants
January	9,090
February	7,549
March	4,078
April	13,831
May	7,151
Total	41,699

	Jan.	Feb.	March	April	May
Main Arena	3,605	1,723	1,265	4,531	2,503
Auxiliary	1,511	1,943	509	2,271	2,476
Weight Room	818	891	333	1,364	462
Pool	4,206	9,892	6,185	10,477	3,457
Room 176	1,014	909	333	692	362
*Paddleball Courts	2,656	4,032	2,496	4,032	2,996

*Maximum use. Need for additional paddleball courts.

CARLISLE FREE PLAY PARTICIPATION HEAD COUNT

	Feb.	March	April	May
Volleyball	157	129	288	49
Mexican Folk Dance	369	175	345	88
Badminton	4	2	15	2
Table Tennis	2	4	11	8
Modern Dance	47	12	17	4
Karate	111	56	90	51
Basketball	1,098	636	653	122
Volleyball (Co-Rec)	162	154	80	0
Fencing	9	2	2	3
Trampoline	2	58	33	2
Gymnastics	110	31	2	2
Totals	2,071	1,259	1,536	331

Administrative Problems. Due to unrestricted access to Johnson and Carlisle Gymnasiums, an Identification tag system was implemented at the beginning of the Spring Semester. After a series of negative incidents involving non-students, the system was dropped until physical access to the buildings could be controlled.

Theft within Johnson Gym continued to exist. Several solutions appeared to surface during the year. Security aids were employed to patrol the locker rooms; numerous signs were posted requesting recreation users to safeguard valuables; and a more secure lock was procured for general

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check-out.

Several recreational events were held during 74-75 that were very successful. Fall and spring tennis tournaments were held which attracted over 492 entries.

B. Recreational Clinics. Four clinics were held during the year: Jogging, Cross Country Skiing, Kayak and Volleyball. The clinics were well-attended.

C. Co-Recreational Activities. The following activities were scheduled for 74-75: Paddleball, Volleyball, Bowling, Badminton, Inner-Tube Water Polo, Swimming, Golf, Archery, and Track and Field. Paddleball, Volleyball, Badminton and Archery were the only events with enough interested people to hold tournaments. The Archery tournament was held in two archery physical education classes; there were no outside participants. Below are listed the activities with participation figures:

Activity	Participants
Volleyball	262
Paddleball	18
Badminton	24
Archery	40

D. Individual and Dual Sports. The format of this program allowed the competitors to schedule matches within a specific time frame (usually one week). Activities held in this category with participation figures are listed on page 5.

Activity	Participants
Badminton Singles	48
Bowling Singles	74
Cross Country	27
Faculty/Staff Golf Doubles	16
Faculty/Staff Tennis Ladder	15
Golf Singles	41
Handball Singles	13
One-on-One Basketball	65
Powerlifting	22
Raquetball Singles	52
Tennis Singles	56
Badminton Doubles	48
Bowling Doubles	26
Golf Doubles	32
Handball Doubles	34
Raquetball Doubles	64
Table Tennis Doubles	98
Tennis Doubles	94

E. Team Sports. The format of this program included paid, student officials and was organized by Intramural Staff. Team sports were very popular. Activities held in this category are listed on page 6.

Activity	No. of Teams	Participants
Basketball	85	890
Faculty/Staff Basketball 1974	7	73
Faculty/Staff Basketball 1975	8	95
5'10" and Under Basketball	21	189
Flag Football	24	528
Inner-Water Polo	9	109
Skiing	3	32
Slo-Pitch Softball	40	450
Swimming	4	120
Track	29	120
Volleyball	20	180
Wrestling	6	72
Three-on-Three Basketball	53	168

F. Summer Recreation Program. This program will include a number of activities. Students, faculty and staff will be able to sign up for Macrame, Golf, Hot Air Ballooning, Bike Maintenance and Repair, Run for Your Life, Black Powder, Rafting, Basic Water Safety, Guitar and Backpacking.

G. Staff Structure Changes. The staff structure of the Intramural/Campus Recreation Program will incur the following changes effective July 1, 1975: Two Assistant Coordinators of Intramural/Campus Recreation will be employed on a one-half time basis. These individuals will be supervising a variety of programs and will provide stability and consistency to the total program.

The Report of the Department of Home Economics
July 1, 1974 - June 30, 1975
Ednell M. Snell, Chairman

I. General Departmental information

A. Significant achievements during the academic year 1974-75... In spite of late resignations, illness, early retirements, one year contracts, and inexperienced faculty, the Home Economics Department did have significant achievements.

Early in August an on-site visit from the American Dietetic Association resulted in the Dietetic Internship Board approving the application for a Coordinated Undergraduate Program in Dietetics. This program is now approved by ADA as being "under-organization". In the spring they had indicated that students finishing in May of 1975 would not be eligible for membership as funding could not be guaranteed. As a result, all students who were able to transfer to out-of-state approved programs did so. At the time of the on-site visit we were able to negotiate individual program approval for the three students unable to leave UNM. Bob McCormick received his degree from the Coordinated Undergraduate Program in Dietetics in May.

The employee-based model day care program was established at Manzanita Center. The program served 25 2-5½ year old children of University employees from 7:45 am to 5:30 pm and demonstrated a developmental day care program.

The developmental day care program is conceptualized as providing both substitute and supplemental care to the preschool child of working parents. Substitute developmental care is similar to that which the child would receive from the parent at home; attention to the individual child's emotional, social, physical, cognitive, and linguistic needs; affection, nurturance and encouragement to explore the environment freely through self-initiated play; modeling of skills which promote competent independent and cooperative functioning. Supplemental developmental care builds upon the foundation established by the child's family. The traditional preschool curriculum is the prototype for supplemental guidance.

All of the children in the day care program had either working mothers or no mother in the home. Fifty percent of the children were from one parent homes. The group represented a multi-culture mix very similar to the Albuquerque area and a cross section of the socio-economic levels employed by the University. At the time of acceptance into the program, eighty percent of the working mothers had less than $6,000. yearly income.

The program qualified for Federal School Lunch funds and twice weekly the children lunched away from the center with their families. Final evaluation indicated for a large majority that this program had allowed much more parent contact with children than would a program located further from the place of employment. Carol Bruner will have some research written up on the family lunch effect on children. The advantages to the Department and University students were:

a. more college students were able to be accommodated. Part-time graduates and undergraduates were able to observe with a longer day.

b. a more realistic observation of development and behavior were available.

c. family age groups were available.

d. more opportunity to observe parent-child interaction.

e. student dietitians and others were able to observe and participate in a school lunch reimbursed program.

On February 18 and 20 a drive-in workshop was held for Albuquerque and the surrounding area home economics teachers. The workshops were held on Nutrition and Cultural Food by Eleonora Sanders; Teaching of Family Relationships by Barbara Kocurek; Spiral Curriculum for Consumer Education by Carol Geer; Consumer Education films preview by Mary M. Smith; and Career Education materials and preview of films by Ednell Snell. The total number attending was approximately 50.

Jack Lockett, Instructor in Home Economics and Food Service Director, UNM; William Runge, Professor of Secondary Education, and Ednell Snell, Professor and Chairman of Home Economics, presented a proposal for a Food Service degree program to the Academic Vice President. Dr. Travelstead did not have the financial resources to commit, therefore the degree program was tabled. Dr. Snell, Dr. Runge and Mr. Lockett did develop a schedule of courses that a student would have to take for a Food Service Management endorsement in conjunction with BUS or another college.

The graduate program made little progress during the year due to the fact that three new faculty were hired very late and all were beginning college teachers without graduate faculty status. During the year new graduate students were discouraged as course offerings had to be limited.

The request to do a graduate evaluation study in twelve weeks, after departments had allocated all resources, seemed unreasonable. Subsequent recommendations by the Graduate School regarding the Department were confusing. The recommendation that the graduate degree be under secondary education was unnecessary as the MAT in Home Economics has always been under secondary education.

New recruitment has resulted in 2½ replacement faculty with doctorates and research experience. In addition the TA employed in the department should complete her doctorate in early fall and another tenured faculty member will be on leave to complete her residency requirements for the PhD.

The department decided to postpone the undergraduates program evaluation and study because of the number of temporary faculty. Also, a considerable amount of time was needed to recruit new faculty.

B. Significant plans and recommendations for the near future... During the spring Carol Bruner and Anne Taylor, Assistant Dean of Graduate School, worked with Tom DiRito, architect student, and developed a plan for the outdoor playcourt. In the fall, renovations will be done by the men in Phi Sigma Kappa fraternity and students from the Industrial Education Club. The renovated playcourt will provide a contemporary model of the preschool child's exploration of his physical environment. The equipment and materials are designed to maximize the exercise of the child's sensorimotor abilities, curiosity and imagination.

One definite step that will be taken fall semester is to strengthen the parent education aspect of the day care program which was dropped when Dr. Terrance Olson resigned late in the summer.

The department will be making plans for an in-depth study of its curricula. It is anticipated that with many new faculty, time will be spent in the fall in understanding where we are and projecting strengths and weaknesses and setting goals and priorities. Second semester, steps will be taken to implement new curriculum.

C. Appointments to staff for 1974...

Carol Geer, MS - Michigan State University, one year appointment in area of Foods and Teacher Education.

Barbara Kocurek, MAT - University of New Mexico, one year appointment in area of Family Relations.

Berta Swain - MA, Elementary Education - University of New Mexico, supervisor of day care program, staff position.

Second Semester...

Madeline Nasby, PhD - Texas Woman's University, Nutrition (½ time 1975-76).

1975 staff...

Edward Naimark, PhD - Purdue, CDFR - 2 years Post Doctoral, University of Southern California, Family Life area.

Sue Park, PhD - Oregon State University, Foods and Nutrition.

D. Separations from staff...

Ruth B. Harris - retirement.

Mary Margaret Smith - leave without pay for EPDA Fellowship, Colorado State University.

Berta Swain - resigned due to family responsibilities preventing full time employment.

Barbara Kocurek - completed one year temporary position.

II. Composite of information requested on individual biographical supplements.

1. Advanced study...

Ruth B. Harris - Attended refresher course of Southern California Medical School during summer of 1974 - August.

2. Sabbaticals, leaves, travel...

Ednell M. Snell - Taught 2 weeks class in Evaluation at Eastern Washington State College.

Ruth B. Harris - To Hawaii to attend course offered by Southern California Medical School.

Carol Bruner - To Seattle to attend International Radiation Research Conference, July 1974.

Mary M. Smith - Trip to Guadalajara, Mexico - May 1974.

3. New scholastic honors, fellowships, etc...

Ruth B. Harris - New Mexico Home Economist of the Year, for her contribution to the State of New Mexico in the area of Foods and Nutrition.

Mary M. Smith - EPDA Fellowship for 1975-76.

4. Publications...

Ednell M. Snell - Workshop participant in published booklet titled, "Competency-Based Professional Education in Home Economics".

Eleonora Sanders - Submitted to N. M. Dietetic Association quarterly publication, LaCarta, November 1974 "Iatrogenic Malnutrition: A Report of a Survey of New Mexico Dietitians".

Carol Bruner - "Advantages and disadvantages of day care", New Mexico Committee on Children and Youth Quarterly Newsletter, in press.

5. Other research projects or creative work...

Carol R. Geer - "Consumer Education Curriculum Modules: A Spiral Process Approach". Project Title: Consumer Education Curriculum Development Project, North Dakota State University, Home Economics College, Director: Dr. Patricia D. Murphy - US Office of Education, Contract No. DEC-0-72-4678.

Carol Bruner - Study of lunch-out requirement on day care children's nap behavior. Summer Transition Preschool Program, 1974.

6. Activities in learned and professional societies...

Ednell M. Snell - Invitational Conference - Competency Based Criteria. Attended AHEA - Los Angeles, Attended Pacific Regional Teacher Education Conference, Advisory Committee - Albuquerque Public Schools also State Department of Education.

Ruth B. Harris - Meetings of local and state Dietetic Assoc. and Home Economics Assoc.; Attended workshop on working with handicapped sponsored by N. M. Dietetic Association.

Mary M. Smith - Meeting of New Mexico Home Economics Association, Las Cruces, N. M. - April. American Home Economics Association, Annual Convention, Los Angeles, California - June. Vocational Home Economics Teacher Educators, Ghost Ranch, Spring.

Eleonora M. Sanders - Attended in February, American Dietetic Association Workshop on Coordinated programs, Chicago. April - N. M. Dietetic Association Spring meeting - Albuquerque. May - Navajo Homemakers Nutrition Conference - Window Rock, Arizona. May - New Mexico Council of Food, Nutrition and Health, Taos, New Mexico.

Carol R. Geer - Educational Personnel Development, Consortium D. October, Arlington, Texas. U. S. Office of Education, Region VI.

Carol Bruner - National Association for Education of Young Children Conference, - Washington, D. C. November 1974. Society for Research in Child Development Conference, Denver, May 1975.

7. Other professional activities...

Ednell M. Snell - Speaker for AMIGOS - in-kind service and HEIB on Management by Behavioral Objectives.

Ruth B. Harris - Participated In-service Training Program for Home Economists employed at Public Service Company of New Mexico.

Mary M. Smith - Consultant to Southern Ute Indians, Emergency Food and Medical Services, Nutrition Workshops. TV appearances on UNM Reports, October 1974 Channel 5 and UNM Journal, Dec. 1974, Channel 5.

Eleonora M. Sanders - University Speakers' Bureau, August and December. District III Council of Food, Nutrition and Health, Editor of Newsletter - monthly. Albuquerque Home Economists, Albuquerque Dietetic Association, N. M. Diabetes Association, N. M. Health Coalition & R.M.P., N. M. Public Health Association, N. M. School Health Association.

Carol Bruner - Albuquerque Childbirth Education Assn., Professional Advisory Board Member. New Mexico Committee on

Children and Youth, Task Force on Day Care and Early Childhood Education. New Mexico Conference on School-Age Parents, Steering Committee. Presentation to Albuquerque Dietetics Association on Behavior Modification Approaches for Treatment of Obesity.

8. Non-teaching University service...

Ednell M. Snell - University Summer School Committee, Administrative Committee, Chairman, Department of Home Economics.

Ruth B. Harris - Faculty advisor to Kappa Omicron Phi, Home Economics honorary society. Member of Petitions Committee - COE.

Mary M. Smith - Advisor to student Home Economics Club.

Imogean McMurray - Learning Materials Center Committee, Bureau of Educational and Planning Development Committee, Safety Committee.

Eleonora M. Sanders - College of Education Undergraduate Curriculum Committee.

Carol R. Geer - Faculty Advisor - Student Section of American Home Economics Association.

Carol Bruner - Manzanita Center Committee.

9. Public service...

Ednell M. Snell - Altrusa Service Club.

Imogean McMurray - volunteer for Cystic Fibrosis drive in neighborhood, Records for Sunday School Department - First Baptist Church.

Eleonora M. Sanders - Zonta International.

THE REPORT OF THE DEPARTMENT OF SECONDARY EDUCATION

July 1, 1974 - June 30, 1975

R. L. Wagoner, Chairman

I. General Departmental Information

A. Significant achievements during the academic year

1. As a result of a study of student advising and student programs, the courses comprising the pre-student teaching block were "sheltered". Although the policy had existed that students had to meet certain requirements before enrolling in these courses, no method of enforcing the requirements had been previously employed.
2. Files were established on all students enrolled in secondary teacher education. Previously, files were kept only on students pursuing a degree in the College of Education. Since approximately one-half those pursuing secondary teacher certification through the department were non-degree students or were students in other colleges, records were very incomplete.
3. The department established the following policies on special methods courses:
   a. Student (in secondary teacher education) must take methods in their major. Substitions may be made only with the approval of program heads.
   b. To receive the department's recommendation for certification in a minor field, students must take methods in that field.
4. The department of Secondary Education and the Department of Educationl Administration agreed to abandon the "joint master's" program which had been used to prepare students for the school principalship. It was agreed, by both departments, that the

M. A. in Educational Administration, with appropriate courses selected from either Elementary Education or Secondary Education, was more appropriate preparation.

5. A plan for an Associate of Arts degree in Secretarial and Office Supervision was approved by the department and forwarded to the College of Education for consideration. The degree program was based on the two-year secretarial program of University College.
6. Professor Bonner Crawford conducted an evaluation of the department's graduate programs. The results were presented to the faculty at a retreat held in December. As a result of the evaluation and its discussion, a departmental Graduate Committee was constituted. Its membership was Professor Ivins (chairman), Associate Professor Weber, and Assistant Professor Field.
7. The Graduate Committee recommended changes in programs, purposes, and procedures to the department. Adopted, during the Spring Semester, were:
    a. A statement of purposes for the master's degree programs;
    b. A core of four areas of study to be a part of every M. A. student's program of studies;
    c. The principle of coordination of all phases and degrees of the department's graduate programs by a coordinator of graduate studies to be named by the department chairman with the concurrence of the department assistant chairmen.
8. Dr. Wilson Ivins led the department in a discussion of goals and priorities. The process occupied most of the Fall Semester and resulted in the following proposition being accepted by departmental vote:

    "Beginning now, the department will emphasize its activities in the areas commonly called post-secondary and adult education, with the goal that these areas (together) will ultimately receive an emphasis equal to that of the secondary schools."

9. The undergraduate major and undergraduate minor in Bilingual Education were approved by the College of Education.
10. Secondary teacher education courses were offered, through extension, at Ramah Navajo School.
11. With financial assistance from the Vocational Division of the State Department of Education, the position of Health Occupations Teacher Educator was established in the department. The position was established to provide in-service and, possibly, pre-service education. Dr. Mildred Pittman was employed for the position.
12. Mr. Robert Esparza was appointed Chairman of the North Central Association State Committee, following the tragic death of Professor A. W. Howard.

B. Significant plans and recommendations for the near future

1. The development of a senior block program and its implementation remain a priority.
2. Recommendations by the department's Graduate Committee remain to be considered. They will be brought to the faculty again in the fall.
3. A Graduate Coordinator will be appointed and those purposes, policies and procedures approved by the faculty (see above) will be implemented.
4. A proposal for approval of on-site instruction for resident credit at Ramah Navajo School needs to be developed. Although course work through extension is sufficient to begin work with the Ramah Navajos, an on-site program is needed to meet their needs.
5. Revisions to the master's program have been developed by the Graduate Committee. It is necessary to develop, in a similar way, recommendations for the Education Specialist program and for the Doctorate in Curriculum and Instruction.
6. Implementation of departmental decision on adult and post-secondary education (see above) will depend on factors such as

availability of resources and personnel. At this time, the department has no authorization to add a position. Employment of a professor with expertise in the area will have to await a vacancy brought about by retirement or resignation. In the interim, each opportunity to use local persons on a part-time basis and to capitalize on interests and proficiencies of current faculty will be used.

7. The development of an undergraduate program for the preparation of middle school teachers is a local need. Professor George Stoumbis has agreed to attempt to modify the program developed by Professor Howard.

B(1). Significant efforts in a multi-cultural education

1. The undergraduate program in Bilingual Education was approved by the College of Education.
2. Two proposals for funded projects concerned with multi-cultural post-secondary schools were submitted. One was a request for fellowships, the other a request for funds to carry out in-service education with instructors.
3. That component of pre-student teaching concerned with multiculturism was increased.

C. Appointments to staff

1. Dr. Edwin Weber, Associate Professor and Assistant Chairman for Business Education. August, 1974.
2. Dr. Mildred Pittman, Health Occupations Teacher Educator and Assistant Professor. August, 1974.

D. Separations from staff

1. Professor Bonner Crawford, retired. December, 1974
2. Professor Alvin Howard, deceased. January, 1975.
3. Ms. Joyce Warner, resigned. August, 1974.
4. Ms. Gayle Sampley, resigned. December, 1974.
5. Dr. Milton Garrett, resigned. December, 1974.

E. *Program Review*

The following data give an indication of the graduate and undergraduate programs in Secondary Education:

1. *During the 1974 summer session and the 1974-75 academic year, 268 students applied for admission to secondary education. Of these, 221 were admitted and 47 denied. There were 102 undergraduates who completed degrees in the 1974 summer session and the 1974-75 academic year.*
2. *During the year, there were 200 enrolled in master's degree programs, 9 in Education Specialists (C&I), and 52 in doctoral (C&I) programs. Seventy-three students completed master's degrees in Secondary Education during the year. One student completed the Education Specialist program in Curriculum and Instruction (Secondary) and eight were awarded the doctorate.*
3. *Fall-Spring credit hours for General Secondary Education were almost unchanged from the preceding year. The summer session 1974 credit hours totaled 1170 as compared to 1073 the previous year.*

II. Composite of Information Requested on Individual Biographical Supplements

1. Advanced Study. Mildred Pittman received her Ed. D. from Oklahoma State University, December, 1974.
2. Sabbaticals, leaves of absence, summer teaching, elsewhere, travel, etc., during the period. Robert White was on sabbatical for the academic year 1974-75 in Beersheba, Israel. Robert Ruiz Esparza termined two-year leave of absence in June 1974. The leave was used to work for UNESCO on an educational project in Ecuador.
3. New scholastic honors. Dr. Runge was appointed and served as Acting Director of the UNM Bureau of Educational Planning.
4. Publications.

Gerald Cunico. Submitted manuscript for publication, "Reality Shock -- Its Implications for Industrial Education Teacher Supply and Demand" to Journal of Industrial Education.

Robert Doxtator. "The Teaching of United States History, November, 1974, xeroxed.

Milton Garrett. Technical illustration for Daryle W. Morgan's article, "Let the Computer Help you Evaluate your Students", Industrial Education, March 1974, p. 64-5.

A. W. Howard. "The Junior High/Middle School Principal," NASSP Bulletin, 58:54-61, April, 1974.

"Accountability at Last (and Again)", NASSP Bulletin, 58:20-23, March, 1974.

"Discipline is Caring", in Discipline in the Classroom, NEA, Washington, D. C., 1974.

"Accreditation of Elementary Schools," N.M. Association of Elementary Principals Journal, 23:7-10, Winter, 1974.

Robert Nesbitt. "Troubleshooting the Automotive Engine Electrical System without the Use of Instruments," Journal of the New Mexico Industrial Association, spring, 1974.

George Stoumbis. "La Historia y el Desarrollo del Junior High y Middle School en los Estados Unidos." (mimeograph). Latin American Projects in Education, 50 pp., November, 1974.

Paul Tweeten. "Attitudinal Differences between Junior High School Students, Teachers and Parents on Topics of Current Interest," Science Education, accepted for publication.

Edwin Weber. "Individualized Instruction in Bookkeeping," with Elayne Blumhagen, Journal of Business Education, January, 1974, pp. 140-142.

"Guided Study in Forkner Shorthand," (with Gloria Weber), Forkner Publishing Corporation, 1974, 92 pp.

"Business Letter Tape Library," (with Gloria Weber), Forkner Publishing Corporation, 1974, 36 tapes.

5. Other research projects.

Gerald Cunico: 4-week service workshop, "Occupational Safety and Health Act of 1970 and its Implications for Industrial Education Funding". Received $1200 from State Department of Vocational Education. A proposal has been submitted to the UNM Research Allocation Committee: Follow-up Study of Industrial Education Graduates. Mr. Cunico has submitted a proposal to the UNM Research Allocation Committee: Industrial Education Teacher Dissatisfaction -- Implications for Teacher Supply and Demand.

Bonner Crawford: Prepared a forty-two page monograph entitled Study of the Graduate Program in Secondary Education.

Robert Doxtator: Wrote a proposal for Adult Education which received departmental approval. Released time to be given for development of the proposal-program.

Frank Field: Co-authored UNM Industrial Education Student Teaching Manual.

Milton Garrett: Received an EPDA grant of $1960 for Industrial Education in-service training for selected participants in construction technology and manufacturing technology as expressed in the Industrial Arts Construction Project (IACP). Duration: June 10, 1974, to August 2, 1974.

Sigmund Mierzwa. Continued research leading to the development (at a later date) of a new Department of Secondary Education Student Teaching Program.

Robert Nesbitt: UNM Proposal No. 128/110, "Automotive Emission and Engine Performance Clinics and Service Survey in New Mexico"; co-investigators K. T. Feldman, Mechanical Engineering, and R. D. Nesbitt, Industrial Education. Requested funding $25,000.

UNM Proposal No. 128/114, "Develop a Vehicle Inspection/Maintenance Program"; principal investigators F. C. Wessling, Mechanical Engineering, and R. D. Nesbitt, Industrial Education (six-month contract funded by E. P. A. through city of Albuquerque), $25,000.

UNM Proposal No. 128/115, "Development of a Combustion Engine Research Laboratory"; principal investigators F. C. Wessling, Mechanical Engineering and R. D. Nesbitt, Industrial Education. June, 1974. Requested funding $147,114.

UNM Proposal No. 128/115a, "Saving New Mexico 5,000,000 Gallons of Gasoline per year through a Combustion Engine Energy Research Laboratory"; principal investigators F. C. Wessling, Mechanical Engineering, and R. D. Nesbitt, Industrial Education. September, 1974 (approval pending). Requested funding $115,661.54.

W. B. Runge: UNM health occupations teacher education project jointly with State Department of Vocational Education.

UNM summer project in tourism-hospitality with State Department of Development.

APS- UNM - Univ of Albuquerque and BIA projects for career education.

Paul Tweeten: NSF Grant GW - 8618, $19,844. NSF Grant UNM 139-139A, $33,333

R. L. Wagoner: Survey of Belen-Los Lunas Area: Community College capability (in progress)

Edwin Weber: "A Study of Graduates of the Department of Business Education and Office Education and Office Administration at the University of Northern Iowa", a research study for the Committee on Research and Curriculum Development (with Gary Shontz), June, 1974.

6. Activities

Gerald Cunico: Faculty advisor for Phi Delta Kappa; president of Epsilon Phi Tau; initiated into Phi Kappa Phi; attended NM Ind. Arts Conference, ENMU, April 1974.

Bonner Crawford: Panel discussant on International Education in Secondary Schools, University of California at Santa Barbara, May, 1974. Gave an address to Phi Delta Kappa, December 1974: "Some Thoughts about Education after Forty-Five Years".

Robert Doxtator: New Mexico Council for the Social Studies, April and November meetings, Albuquerque. The April meeting was an 11-state NCSS Regional Conference for the Social Studies. He served as Program Chairman and is in his second year as Treasurer for the State Social Studies Council.

Frank Field: Member, New Mexico Industrial Arts Advisory Council and the New Mexico Industrial Arts Association. He is Journal Editor of the New Mexico Industrial Arts Association.

Milton Garrett: New Mexico Membership Chairman for the Industrial Arts Division of the American Vocational Association; member on State Board of Education's EPDA grant awarding committee; attended Rocky Mountain Industrial Arts convention, Brighton, Utah, October, 1974; chairman for a readings session, Rocky Mountain Education Research Association, 5th annual conference, October, 1974; co-host (with Dr. Runge) in charge of campus arrangements for 5th Summer Vocational-Technical Education conference in August, 1974.

George Hirshfield: addressed meeting of the Albuquerque Council of Teachers of English.

A. W. Howard: Presentation, ASCD Annual Conference, March, 1974, Anaheim, California, on "MIddle Schools"; attended North Central Association spring conference in Chicago, March, 1974, and their fall conference in Springfield, Illinois, in October, 1974.

Childress McQueen: Conducted two seminars for administrative personnel at General Addiction Treatment Center, Albuquerque, on the topic of Business Communications, February, 1974; elected to serve as a sponsor of Phi Delta Kappa for the year 1975-76; attended "Century 21 Shorthand Workshop" sponsored by South-Western Publishing Company at UNM in April 1975.

Robert Nesbitt: Attended Metric Conference, Phoenix, Arizona, February 1974, and New Mexico Industrial Education spring conference; also attended Mountain States Conference of Industrial Teacher Educators, October, 1974; was elected state representative to the American Industrial Arts Association.

Mildred Pittman: Member, American Vocational Association (Health Occupations Division), and National League for Nursing, along with American Nurses Association. Registered nurse in New Mexico.

W. B. Runge: Attended meetings in various states and New Mexico concerning vocational education. Co-chairman of Mtate Advisory Council for Vocational Education and is on two other State Department of Education committees.

Gayle Sampley: Member of the following associations: National Business Education Association, Mountain-Plains Business Education Association; New Mexico Business Education Association, and National Secretaries Association. She attended NSA workshop in April, 1974 and New Mexico Business Education state meeting in Albuquerque in October, 1974.

George Stoumbis: Presented paper, "Changing Nature of our Society and Implications for School Administrators" at the annual meeting of New Mexico Secondary School Principals.

Paul Tweeten: Member of the Advisory Committee on Science Education of the State Department of Education; was a presentor at the ISCS workshop in Dallas; committee member, Finance and Membership, School Science and Mathematics Association; NSF project evaluator.

R. L. Wagoner: Attended ASCD national meeting in Anaheim, California in March, 1974, and AACTE national meeting in Chicago in February.

Edwin Weber: Attended following: National Business Education Association convention, February, 1974; Iowa Business Education Association convention, April 1974; and NM Business Education Association Conference, October, 1974.

"Production Processes in the Manufacturing Cycle." Presentation before Vice Presidents-in-charge of Production, Junior Achievement Program of Greater Albuquerque, November 9, 1974.

"What Kind of Industrial Arts and Vocational Education Programs are Needed in Today's Secondary Schools?" Guest Lecturer in Secondary Education 458. October 11, 1974.

"Industrial Education in Public School Education as a Feeder Program for Elementary Schools." A presentation to Dean Green, College of Engineering and selected faculty. September [illegible], 1974.

"Career Education and Industrial Education's Role in Teacher Training." Speech to Education's Committee of Albuquerque Chamber of Commerce. September 11, 1974.

Consultation with Sandia Labs Education's Division. Re: Evaluation of Instruction Form, a modification of existing documents.

Arranged for Dr. Richard Bohls, Los Alamos Scientific Laboratories, to speak at Associated General Contractors on "Education for the Construction Industry."

Critiqued, [illegible] wrote extensive evaluation for Albuquerque Public Schools' Industrial Education Curriculum Committee's "[illegible] on Industrial Arts Drafting and Vocational Drafting."

Participated in Project [illegible] effort development for [illegible] of Albuquerque Public Schools' High Schools."

Coordinated [illegible] with the Greater Albuquerque Junior Achievement [illegible] and twelve UNM student advisors.

Member of the New Mexico State Department of Education Text-book Adoption Committee.

[illegible] KNME-TV Education Four. "Going Metric . . . and [illegible] Industry." Multiple airings throughout the state.

7. Other professional activities:

Co-developed and coordinated the UNM Industrial Education/American Society for Quality Control (Albuquerque Chapter) courses for quality technicians in local manufacturing industries: 1) Metrology (Basic Inspection Techniques) and 2) [illegible] Statistics.

Liaison and coordinator for "One-Day Conference on Quality," an American Society for Quality Control quality conference for 115 people representing fifteen state manufacturing companies. Mayor Harry Kinney major guest speaker.

Faculty Advisor for "UNM Industrial Arts Association."

Special guest, New Mexico Construction Advancement Program, "Completion and Awards Banquet," April 12, 1974.

Special guest, New Mexico Construction Advancement Program, "5th Awards Banquet," September 3, 1974.

"[illegible], Plastic [illegible] in the School Shop" or "We are Finally Leaving Manual Training." Speech to Construction Specifications Institute, December 10, 1974.

________________. Speech to Public Relations Society of America, New Mexico Chapter, November 21, 1974.

________________. Speech to New Mexico [illegible] of Associated General Contractors (AGC), November 1[illegible], 1974. This presentation, along with [illegible] the same evening, persuaded AGC to vote financial support, advisory support and general moral support for the Building Trades Program at Rio Grande High School.

"Quality [illegible] in Public School Education." [illegible], Chairman of Long Range Planning Committee, American Society of Quality Control. November 1[illegible], 1974.

7. *Other professional activities*

Gerald Cunico: conducted 1-day workshop at State Department of Vocational Education, August, 1974, on Occupational Health and Safety Act of 1970 and its implications for Industrial Education. Co-developed 3-slide presentation: Electronic Switching Unit and patent applied for; co-compiled and co-edited Industrial Education Handbook for student teachers; member of 3 NCA visitation teams; conducted demonstrations and instruction regarding care and use of power tools for Art Education, April 1974; co-developed 4-course curriculum for NM Vocational Education certification requirements, November, 1974.

Bonner Crawford: Gave an address, "Accountability for What?" at the biannual NM conference of NCA.

Robert Doxtator: Main speaker during the four-part, all day fall meeting of the NMCSS, November, 1974.

Robert Esparza: Consultant to a team of evaluators from the Ecuadorian Ministry of Education conducting a survey of educational needs in the Province of Chimborazo, January 1974.

Frank Field: Development of a mini-course at Los Alamos High School; consultant for APS in Industrial Arts curriculum development; and NCA evaluation team member.

Milton Garrett: See attached

George Hirshfield: Worked with teachers of South Park, Colorado, to design reading program kindergarten through sixth grade; evaluated public schools of South Park; NCA accreditation visit to Socorro.

A. W. Howard: Presenter, Middle School Workshop, Garland, Texas, April 1974; presenter, Middle School Career Education, Albuquerque, October-November, 1974; presenter, Middle School workshop, Carrizozo, New Mexico; and presenter, Middle School workshop, Albuquerque Junior High/Mid School Principals, November 1974.

Childress McQueen: NCA evaluation Committee, Albuquerque High School and Secondary Education department retreat, Santa Fe.

Leopoldo Macias: Consultant, APS Bilingual Education Project; Paper, "Latin American Projects in Education".

Sigmund Mierzwa: Coordinator, Department of Secondary Education-Ramah Pueblo Teacher; consultant All-Indian Pueblo Council-UNM Teacher Education Project, and Zuni Cross-Cultural Project; involved in following workshops: Petroleum Technology Workshop for Teachers (UNM), Communication Workshop (Ramah Pueblo); Modern Science Curriculum Workshop (Belen, NM).

Robert Nesbitt: Recorded for presentation over KRKE radio presentation concerning protection for auto owners. Aired over a five-day period.

W. B. Runge: Worked on evaluation teams for private business and cosmetology schools; also worked with APS and State Department in developing proposals for EPDA funds, career education workshops and institutes, and coordinated the summer conference for all vocational teachers on UNM campus.

Gayle Sampley: Administered the two-day Certified Professional Secretaries examination, May, 1974; spoke to UNM's Mental Health secretaries, May, 1974.

George Stoumbis: Chairman, NCA evaluation committees for Gallup and Socorro; consultant for UNM Cultural Awareness Center, and High School Political Science Project at Indiana University.

Paul Tweeten: Consultant for APS and BIA.

R. L. Wagoner: Moderator of panel for regional meeting of NCSS; consultant for in-service workshops for faculty at Sandia High School and Ramah High School

Edwin Weber: Consultant to Moriarty Schools and Advisory Committee on Office Education for the State Department of Education.

8. *Non-teaching University service*

Gerald Cunico: Member of Secondary Education Tenure and Promotion Committee.

Robert Doxtator: Advised the social studies undergraduate and graduate students in Secondary Education; chairman of the department's Screening Committee.

Robert Esparza: Member, Screening Committee for Secondary Education; faculty advisor to 15 students; presented lecture to visiting Latin American educators on "Curriculum Development at Local Level".

Frank Field: Industrial Education Program chairman; chairman, COE Undergraduate Curriculum Committee; and co-advisor, UNM Industrial Arts Association.

Milton Garrett: Member, UNM Entrance and Credits Committee; member, Student Falsification of records, subcommittee of E&CC; COE Faculty Policy Committee member; Member, Sec. Ed. Graduate Student Screening Committee and Funding Sources Committee; faculty advisor for UNM Industrial Arts Association.

George Hirshfield: Advisement and counseling of all English education, reading, TESOL students; attended retreat with General Studies (Honors) faculty and students.

A. W. Howard: Chaired five doctoral dissertations, three completed; Member COE Graduate Curriculum Committee.

Wilson Ivins: Member, COE Petitions Committee; member, Department Objectives Study (with Chairman); Member of Academic Freedom and Tenure Committee (University).

Childress McQueen: Acting Assistant Chairman, Business Education, 1973-74 school year; member of three committees (departmental and college; faculty advisor for about 100 undergraduates in Business Education.

Leopoldo Macias: Chairman, Multicultural Education Committee, COE; Member, Acting Assistant Dean Search Committee; member, Scholarship and Loans Committee; member, Secondary Education Department Screening Committee; and advisor to foreign language teacher education, TESOL, and bilingual-bicultural teacher education in Secondary Education.

Sigmund Mierzwa: Member, University Curriculum Committee; and chairman, Undergraduate Program Committee in Secondary Education.

Robert Nesbitt: Faculty advisor, Industrial Arts Association.

W. B. Runge: Administration of secondary education student teaching program and other field experiences; worked on committees for revision of undergraduate block programs, the vocational-technical-adult education offerings, and APS committees for curriculum.

Gayle Sampley: Member of departmental Sabbatical, Promotion, and Tenure Committee; advisor of two-year secretarial and four-year Business Education students.

George Stoumbis: COE representative on State Department of Education Minimum Standards Committee; member, COE Multicultural Committee; and member of various departmental committees.

Paul Tweeten: Chairman, Salary, Promotion, and Tenure departmental committee; chairman of the Elementary Education Program Review; Member, COE Undergraduate Curriculum Committee; and LMC Committee.

R. L. Wagoner: Chairman, Department of Secondary Education; panel member, conference on teaching Latin American Studies, UNM.

Edwin Weber: Program Chairman, Business Education

9. Public Service

Gerald Cunico: Little League baseball and football manager.

Frank Field: Working with handicapped and retarded children in cooperation with Bernalillo County Parks and Recreation Committee.

Milton Garrett: Member, Scholarship Board, St. Paul's United Methodist Church and chairman of Education Board at same church; member Education Committee, Intro-Urban Transportation Committee; member, Greater Albuquerque Chamber of Commerce; and secretary, Poco Quartros, chapter of the Model A Ford Club of America.

George Hirshfield: Taught course in Morse code to Cub Scout pack (and worked with this pack generally); set up a communication network in rural area not served by phone.

Childress McQueen: First Vice Present, Phi Delta Kappa, UNM chapter.

Leopoldo Macias: Cub Scout Den Leader.

W. B. Runge: Member, Central Methodist Chruch.

Paul Tweeten: Assistant Scoutmaster, Troop 444; board member, Sandia Crest Bowhunters' Association.

Edwin Weber: Member, Faith Luteran Church

ANNUAL REPORT
Business Education Programs
Department of Secondary Education
June 30, 1975

General Program Information

Business Education Programs have attracted significant numbers of students during the academic year 1974-75. Records indicate a Fall 1974 student credit hour count of 1254, compared to 1272 for Fall, 1973. Spring Semester 1975 records 1556 student credit hours, compared with 1374 for Spring Semester 1974. During the Fall semester, the staff was composed of one associate professor (who also served as Program Assistant Chairman), two assistant professors, one graduate assistant, one teaching assistant, and two part-time instructors. With the resignation of one full-time assistant professor in December, one of the part-time instructors was employed full time and a new part-time instructor was appointed to fill the vacancy for the balance of the academic year.

Twenty undergraduate students with majors in Business Education completed their Bachelor of Science degrees in 1974-75; five students graduated with Business Education minors. Four MAT degrees were completed during the year. Presently, Business Education Programs have active files on 62 graduate students, 75 undergraduate majors (we do not maintain files on minors), and approximately 50 students in the Two-Year Secretarial Program.

During the year, Business Education Programs, in cooperation with the Northern and Gallup Branches, initiated a proposal to convert the existing Two-Year Secretarial Program to an Associate in Arts Degree in Secretarial Studies and Office Supervision. The proposal has, to this point, received approval from the faculty of the Department of Secondary Education, the College of Education Undergraduate Committee, and the College of Education faculty.

Business Education Programs also sponsored two one-day seminars for New Mexico Business Teachers; one in Forkner Shorthand (about 50 in attendance); one in Century 21 Shorthand (about 30 in attendance). An outcome of the first seminar was a two-week Workshop in Forkner Shorthand for Business Teachers funded by the Forkner Publishing Corporation and held during June 1975. The division also set up and manned classes in business education for students in Project Amigos during the Spring Semester.

The Student Teaching Block worked with 22 business education majors. Dr. Weber and Mr. McQueen team-taught the Methods section and shared supervisory responsibilities in the high schools where the students did their student teaching, a departure from past practice. Miss Paula Turner received the 1975 National Business Education Association Award of Merit for her outstanding achievement at UNM in Business Education during the academic year.

The Vocational Office Laboratory program again provided secretarial services through the 9 students enrolled to various departments of the colleges and university.

Of special note was the transfer of facilities from the School of Business and Administrative Sciences to newly renovated rooms in the Classroom Wing of the College of Education. The move to rooms 204-206 and with a small laboratory and secure storage space has provided more adequate facilities for the Program.

Business Education Programs also continued the practice of arranging time and equipment for the Personnel Department to test applicants for secretarial positions at UNM; and served as a testing center for the National Secretaries Association Certified Professional Secretaries examination.

Financial support from the Dean and the Department Chairman enabled the division to purchase needed equipment to bring our class capacity to 35 per room, and to obtain a significant number of new machines including 10 Selectric typewriters, 3 XL12000 Electronic Printing Calculators, a 32-station learning center for shorthand instruction (including instructional materials), 3 10-Key Adding Machines, and 5 Dictation/Transcription machines with appropriate instructional materials, including Medical and Legal courses. Individualized instruction materials were also placed in the Learning Materials Center and Business Education Materials in Parish Library reviewed and suggestions for additional purchases made.

Recommendations for Future Action

1. Begin work on curriculum revision at all levels.
2. Continue work on MAT and doctoral programs.
3. Continue work on Associate in Arts Degree Program.
4. Develop individualized instruction laboratory.
5. Continue efforts to purchase additional equipment and to replace obsolete machines.
6. Continue efforts to work more closely with the School of Business and Administrative Sciences to provide needed courses, particularly in the accounting area, more related to business education students' needs.
7. Continue development of closer relationship with educational institutions at all levels both public and private in the state.

The Report of the Industrial Education Program

July 1, 1974 - June 30, 1975

Frank R. Field, Head

A. Significant developments during the academic year:

1. Enrollment in Industrial Education:

Number of students declaring Industrial Education as a major (Source: UNM major listing as of March 1975)

Seniors		21
Juniors		15
Sophomores		18
Freshmen		9
	Total	63

Number of graduate students (Source: Industrial Education Files)

Masters	Total	21

Undergraduate class enrollments again remained at near or full capacity. All technical courses maintained 95% capacity or over. The pre-pre. registration system described in the 1972-73 Annual Report is still being utilized. Data from past semesters was analyzed and it was found that the number of students who had signed waiting lists, for various classes would have filled additional sections of IE 110, IE 120 and IE 285 each semester. Analysis of data from some semester's registration records indicated the potential for two additional sections of IE 110 and IE 120. It will also be noted that from data collected, many students who are non-majors desire coursework. Majors in Engineering, Arts and Sciences, Fine Arts, and in other education fields are requesting admission to IE courses in increasing numbers.

The following chart has been propared representing total numbers of enrollments in Industrial Education per year for the past five years. For the undergraduate classes the following is evident:

A	1970-71	731 enrollments in 24 offerings
B	1971-72	732 enrollments in 35 offerings
C	1972-73	718 enrollments in 36 offerings
D	1973-74	750 enrollments in 38 offerings
F	1974-75	745 enrollments in 36 offerings

It will be noted that enrollments in Industrial Education have been stable over the past five years. Given the existing facility and number of teaching staff, the Industrial Education Program is operating at almost maximum capacity. Attention is also called to the summer of 1974 when 121 students were enrolled in Industrial Education offerings; producing 362 credit hours.

During the year, eighteen students were graduated from the College of Education with a Bachelor's of Science in Industrial Education.

2. During the month of February the Campus Safety Coordinator and his staff conducted a safety inspection of the Industrial Education Laboratory. The findings listed in the report, dated 2/11/75, are summarized as follows:

- The student load has outgrown the facility. Overcrowded conditions exist throughout the lab.
- New safety standards recommend at least fifteen square feet of floor space for each student, or at any piece of equipment.
- Safety zones and isles are lacking in many areas.
- The exhaust system is inadequate to handle fumes being generated.
- The noise level in the Woods Section of the lab is far above acceptable limits.
- Safety switches are needed on all machines.
- Safety guards, acceptable by OSHA standards, are needed on all power machines.
- The lighting is inadequate for safe operation.
- Floors should be abrasive color coded around hazardous machines and walk areas.
- Separate rest room facilities must be provided for women enrolled in lab classes.

Upon receiving the Safety Inspection Report, the IE staff set about correcting as many problem areas as possible. Many pieces of old equipment were traded for certain new pieces of equipment; thus providing some additional floor space and updated guarding on new machines. Power equipment was also moved and repositioned to provide an improved environment. Safety switches were installed on the woods power equipment. Lighting was improved by painting all equipment in the lab and by installing lights of a higher intensity, two new guards were purchased for existing table saws. Under the direction of Dr. Cunico, the noise level produced by the woods surfacer has been reduced to 85dB; which is within acceptable limits. Attention is called to the fact that IE staff have given much of their own time to bring about the above changes due to funding limitations. The lab facility is still crowded and does not conform to the new safety standards. Ventilation is still a major problem, as is floor space. Minimum space requirements per student cannot be met unless class size is reduced, or the size of the facility is increased.

In summary, the IE laboratory is an unsafe facility if operated in the current manner. A number of conditions have been improved, but major safety problems still exist.

3. Professor Robert D. Nesbitt of Industrial Education and Professor Francis Wessling of Mechanical Engineering completed a joint project studying vehicle emission in the Mid-Rio Grande Air Quality Control Region. The study included exhaust emission data collected by the team from over 1200 vehicles in the summer of 1974. The final report of the study included: recommended standards for vehicle emission levels, and a public inspection system with cost analysis projected over a five year period. The project was funded for $25,000 by the Federal Environmental Protection Agency, in cooperation with the City of Albuquerque.

B. <u>Significant plans and recommendations:</u>

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1. Given the new safety standards, the increasing number of students requesting IE lab courses, and the condition of some equipment in the IE lab, the current facility no longer provides a safe working/learning environment. Problem areas that could be remedies by the staff at a minimal cost have been covered. Either steps must be taken to increase available laboratory space, or class size must be reduced to fiften or sixteen students per lab.

If the IE program is to continue to prepare ample numbers of Industrial Arts teachers to meet the current job market, and to provide technical/practical coursework to students other than IE majors, serious consideration must be given to enlarging the existing facility or constructing a new facility. Consideration should also be given to re-equipping existing machines with appropriate guarding. Restroom provisions for women students should be made as soon as possible.

A reduction in class size would only solve the floorspace problem. Ventilation and machine guarding would still exist as problem areas. Credit hour production would be reduced. It is recommended that enlargment or new construction be given attention over reduction in class size. Industrial Arts teachers are in high demand throughout the country, and IE coursework for non-IE majors is much in demand at UNM.

INTRODUCTION

Purpose and Organization of the Report, Acknowledgements

The Department of Special Education of the University of New Mexico has been partially supported by federal funds from the Division of Personnel Preparation, Bureau of Education for the Handicapped for the past five years. In order to be eligible to receive funding, it is necessary to submit a proposal including the objectives of the program and an evaluation of the ongoing programs. Every third year the department must submit a complete description of the program with goals and objectives, and a comprehensive evaluation plan. This program description is due in the fall of 1975. In that the Special Education Department only became a separate entity in 1973, the organization, methods of evaluation and accountability procedures were rather incomplete prior to that time. It should be noted, however, that federal funding to the University of New Mexico Department of Special Education has steadily increased from $44,000 in 1972 to $173,000 in 1975 for the upcoming year.

Since the organization of the department, the addition of many personnel and the revision of the training program, a constant effort has been made to provide continuous and on-going evaluation. The purpose of this report is to share the department's program design and evaluation plan with:

1. The College of Education
2. The Graduate School
3. NCATE

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The University of New Mexico Department of Special Education was selected as one of three programs in the nation to serve as a demonstration project for designing and evaluating special education programs. The Evaluation Research Center at the University of Virginia was funded by the DPP/BEH to develop and disseminate a self-evaluation model to programs funded by the BEH. Workshops are currently being conducted for universities with Special Education Teacher Training programs across the nation. Some of the developmental work carried out at UNM will serve as a model for various programs. Since the work done at the UNM site will not be completed until the summer of 1975, the overall program design and evaluation plan is still undergoing development.

This report is organized into two parts. Volume I is a brief summary of the program, including statements of needs and goals, a summary of plans and a summary of accomplishments to date. Volume II provides more extensive program design work, evaluation plans and supporting evidence.

Numerous individuals and many groups have been involved in planning the overall program design and they have contributed to the evaluation of the program. In Volume II, the New Mexico Needs Assessment Study for Special Education is included in its entirety. This study was conducted by the Regional Resource Center at New Mexico State University and the Division of Special Education, State Department of Public Instruction, with assistance from special education faculty and public school personnel throughout the state. This is the first needs assessment study ever done at a state level on such a precise research design basis. The study employed a stratified random sample design of all the public school children in the state of New Mexico, and therefore depicts a more accurate accounting of children in need of special services than by using national normative data.

The University/Public School Advisory Committee has provided guidance for training and service programs throughout the state through regularly scheduled meetings. This committee is composed of representatives from public schools, i.e., superintendents, principals, diagnosticians; from universities, i.e., members of Departments of Speech, Psychology, Counseling and Special Education; from political areas, i.e., Senators and Representatives; and from the public, i.e., parent organizations. This organization has provided a vehicle for state-wide planning efforts for exceptional children.

Nearly two years ago, the University of New Mexico instigated a Consortium of Departments of Special Education at all training universities in New Mexico. The primary purpose of this organization was to reduce the areas of overlap in training in the state and to maximize each institution's training potential. The ultimate goal is to provide an organization to cooperatively coordinate state efforts in research, demonstration and training. A report of this organization's activities is included in Volume II. Due to the initial endeavor, the Bureau of Educational Finance and all of the University presidents have approved the Consortium. An annual report will be provided to each university and the Bureau of Educational Finance.

The Student Council for Exceptional Children has provided important input into the Department. The organization has grown to over two hundred students in the past three years. Members of the student organization worked with faculty members to determine screening criteria for the undergraduate program during the past two years.

The Evaluation Research Center of the University of Virginia has provided the department with many days of consultancy over the past two years. Carter Allen, ERC staff member, has assisted in the development of program design, evaluation plans and instruments to evaluate the program.

Program development, design and evaluation has been a total staff effort over the past three years. There is a commitment to quality education at both the graduate and undergraduate level. Many additional man hours, accumulated over nights and weekends have contributed to this report.

SUMMARY OF NEEDS AND GOALS

General Statement of Projected Needs

In conjunction with the previously described Consortium and the State Department of Special Education, the Department of Special Education and the University of New Mexico has attempted to assess the needs for special education teachers in New Mexico. It appears that for the next ten to fifteen years there will continue to be an increasing need for teachers especially trained to work with exceptional children at both the preservice and inservice levels. The State Legislature has mandated that by 1977 all children in New Mexico shall be educated in appropriate type programs. As late as 1972 only about 11% of the children in New Mexico who need special education were being served in appropriate settings. This was one of the lowest percentages in the fifty states. At the present time there are about six hundred special education teachers in the state. Concurrently the state certification standards require that in order for teachers to be fully certified to teach handicapped children, they must possess a master's degree. In addition, House Memorial 16 in the 1974 Legislature recommended that all regular educators have at least some course work in special education. More complete data can be found in Volume II, Appendix A.

General Statement of Goals

To meet these needs, a ten-year plan for the Special Education Department has been developed. This plan contains three phases of activity, with the goals described below and detailed plans presented in the next section.

Phase I. To meet the needs above, faculties of special education departments across the state have focused their efforts over the past four years on the development and expansion of teacher training programs at both graduate and undergraduate levels. Teaching children who are sensorially, physically or emotionally handicapped and who do not respond to traditional teaching strategies is an arduous task. The training of these teachers requires that they have a great deal of "hands on" experience as well as didactic classroom instruction. The UNM staff has spent a great deal of time analyzing the competencies essential to teaching success, developing learning processes which produce these competencies and determining how competence can be demonstrated. In addition to developing, servicing and evaluating the curriculum for both undergraduate and graduate programs, the faculty has produced, on the average, over eight hundred credit hours.

Phase II. During the next three years, Phase II will be devoted to further refining a quality training program, and a movement into demonstration and research activities, specifically as they relate to the education of the handicapped within the public schools. (It should be noted that the U.S. Office of Education/Division of Research/BEH, has suggested an application for federal support from the University of New Mexico on three separate occasions.) While the training function remains as a high priority, it is felt by the staff of the Department of Special Education that the mission of UNM should be mainly concerned with providing leadership training in research, demonstration, supervision and administration for New Mexico and the Southwest region. An important research activity during this phase will be the investigation of various delivery systems to provide training outlying rural areas. These activities coincide with priorities of the Bureau of Education for the Handicapped.

Phase III. During the following four to six years, Phase III, research, demonstration and training will continue along the lines described earlier but the emphasis will shift to research activities associated with the education of the severely handicapped at both the master's and doctoral level. The areas of emphasis will be mainly concerned with research, development and dissemination of the techniques and materials for the severely handicapped child. At the present, there is a dearth of information available at the local, regional and national levels. The present staff has the background and interest for this area of emphasis.

SUMMARY OF PLANS

More detailed plans for each phase of the ten years have been devised. These are summarized in schematic form in Figure 1. For each phase, objectives are stated, the processes necessary to achieve these objectives described and the inputs essential to each process identified.

Design for TEN-YEAR PLAN
University of New Mexico
Special Education Department

INPUT	PROCESS	OUTPUT
PHASE I. Training Program Development (Fall 1971 to Spring 1975)		
*faculty *students *state needs	1. Training programs at undergraduate, master's and doctoral levels are operated and at the same time, revised to improve their quality	*defined programs for undergraduate master's and doctoral degrees *60 undergraduate degrees per year *40 master's degrees per year *2 doctoral degrees per year
*4 faculty as of Fall 1971 *funding	2. As the programs are developed, faculty with the requisite experience and skills must be located and hired to staff them.	*10 quality faculty as of Spring 1974
*faculty *state needs	3. As degree programs are established, faculty must also formulate long range objectives and plans for the department. Of particular concern is the continuing development of relations with other agencies	*plans for Phases II and III developed
PHASE II. Demonstration and Research in the Schools (Fall 1975 to Spring 1978)		
*faculty *students *funding *state needs	4. The training programs will continue to operate. A system for evaluating each program will be developed; further refinements in each program are expected as a result. As other New Mexico universities develop their undergraduate programs, the undergraduate degree will be deemphasized and leadership training emphasized.	*25 undergraduate degrees per year *60 master's degrees per year *4 doctoral degrees per year *refinements to existing programs. *evidence of effectiveness of programs
*needs not met by present training programs	5. Faculty will develop inservice programs to develop leadership and other skills of personnel in the field.	*inservice programs at various levels

INPUT	PROCESS	OUTPUT
*Consortium proposal developed, approved by the universities involved, and funded	6. In cooperation with other special education programs, the University of New Mexico Special Education Department will participate in a state-wide Consortium.	*coordination of efforts to meet state needs
*needs for research and demonstration *BEH funding *cooperation of sites	7. Faculty will design and carry out research and demonstration projects at various sites, including public schools, state institutions, private schools and clinics. This will include the establishment of a demonstration center and the investigation of various delivery systems to provide training in outlying rural areas.	*new insights into the education of the handicapped within the public schools *demonstration center in operation *delivery system for training in outlying rural areas *dissemination of research results, materials and other products
PHASE III. Research, Demonstration and Dissemination of Materials and Techniques in the Education of the Severely Handicapped (Fall 1978 to Spring 1982)		
*faculty *students *funding *state needs	8. Programs at all degree levels will be maintained, with continued emphasis at the master's and doctoral level. Evaluation and program refinement will continue.	*25 undergraduate degrees per year *60 master's degrees per year *5 doctoral degrees per year *additional evidence of program effects
*results of research and demonstration programs (7) *existing materials.	9. Faculty will locate, analyze, and evaluate existing materials as they relate to the needs of the severely handicapped. Research findings and demonstration results will be combined with these materials effective in raising pupil performance.	*procedures and materials appropriate to the needs of the severely handicapped *dissemination of these procedures and materials to educators in the state, the southwest region and the nation

SUMMARY OF PROGRESS

Phase I of the ten-year plan will be completed this coming spring. Accomplishments in each area described in the plan are summarized below. References to more detailed evidence, contained in Volume II, are included in the text where relevant.

Training Program Development

The undergraduate program was approved during the 1971 - 72 school year, and some 250 - 300 students immediately declared themselves as majors in Special Education. These students ranged from freshmen to those approaching graduation. This onslaught of students created a great deal of stress on the faculty (four members) and delayed somewhat full implementation and further development of the curriculum design approved by the College of Education. During the following year, three additional faculty were hired and enrollment was held constant. Under the leadership of Dr. James Everett, undergraduate program coordinator, a concentrated effort was made to develop and organize the program. During the 1973 - 74 school year, the program began to operate quite smoothly. The student screening and selection process was refined by a joint committee of students and professors. The contracting procedures used to develop programs of study were adopted throughout the College of Education; the screening process was adopted in modified versions by other programs throughout the state. Revision of master's and doctoral programs was begun by Dr. Richard McDowell during the 1973 - 74 school year and continues this year.

Designs have been developed for both undergraduate and master's degree programs describing in some detail the objectives and sequence of courses for each (Appendix B). These designs are undergoing further refinement through the development of competency statements for each program and the relation of present learning activity to these competencies. This effort should result in substantial improvement as gaps in the design are discovered and filled. Evaluation plans for master's and undergraduate programs have been drafted and instruments are now being developed to implement these plans (Appendix B).

UNM faculty members contributed efforts to a state-wide "needs" assessment study, and were active in developing with the State Department of Special Education a State Plan for delivery of training to educators in the field as well as preservice training programs. A statewide consortium of special education teacher trainers was formed under the leadership of Dr. Gary Adamson. The major purpose of the consortium was to provide mutuality of planning among the various universities in order to reduce duplication of services and relate directly to state needs. A careful analysis of each university's training program was conducted, including credit hour production, number and types of teachers trained and level of training. The final report was approved by University Presidents and the Bureau of Educational Finance (Appendix A).

The UNM faculty has grown to ten members by 1974. Although they average over 800 credit hours production per staff member, they have been active in presenting workshops, making speeches, presenting papers and publishing. UNM faculty have been invited to present in thirty different states in the past five years. They have published books, articles and have developed instruments and materials which are commercially available (Appendix C).

Approximately five hundred students have been graduated from UNM with a special education emphasis since 1968. Approximately half of the degrees obtained were graduate level degrees. In a study of the 1973 graduates, it was found that 80% were placed in New Mexico and an additional 5% were placed in neighboring states. Eighty-seven percent of the graduates were placed in special education positions. It was concluded that the UNM Department of Special Education is responding to the needs of New Mexico (Appendix D).

Progress has been made in a relatively short time. The emphasis of the department will begin to shift to research and demonstration with a continuing concern for quality training at both the graduate and undergraduate levels. It is felt that the mission of the department is to provide leadership at the graduate level in quality education for severely handicapped children and the investigation of appropriate delivery services to rural areas of inservice training.

APPENDIX A. EVIDENCE OF NEEDS

CONTENTS

SUMMARY OF EVIDENCE OF NEEDS

The New Mexico Legislature in 1972 mandated that the state's public school system will provide educational services for all exceptional children. According to a report from the USOE in 1971-72, it was estimated that New Mexico was serving approximately 15% of its exceptional children.

In the spring of 1973, the Division of Special Education in the New Mexico State Department of Public Instruction undertook the first scientifically designed needs assessment study in special education carried out in the United States. A stratified randomized sampling procedure was carried out to identify a number of children to be evaluated for special educational needs. Staffs from the Southwest Regional Resource Center, Universities and public school systems cooperated with the Division of Special Education to design and conduct the study.

According to the projections from the sampling of children, it was concluded that 57,569 exceptional children require special educational services in New Mexico. During the 1973-74 school year, approximately 9,500 children were receiving services and more than 48,000 exceptional children were projected to need special assistance who were not being served.

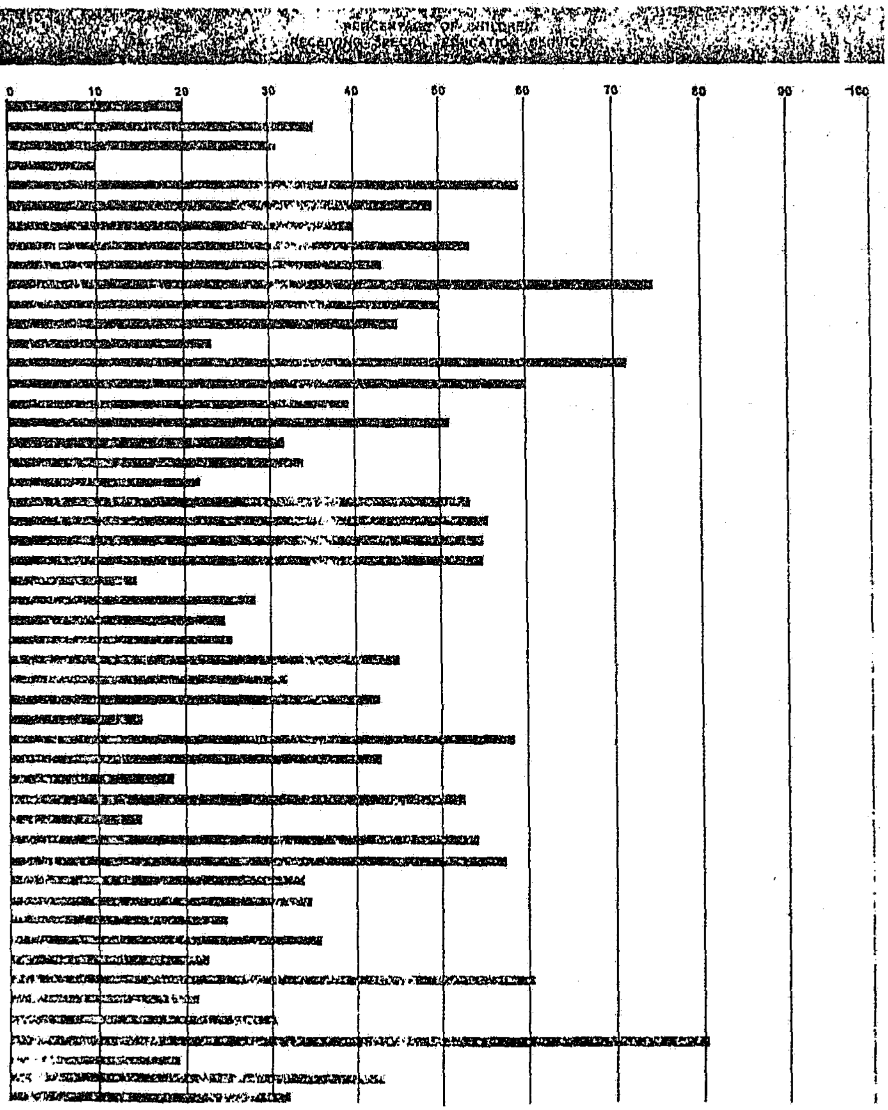
An analysis of the data from the 1973 study indicated a need for over 1,800 new special education teachers in the state. It was also recognized that many exceptional children would remain in regular classrooms and that the regular classroom teachers would need some type of inservice training. Thus a state training plan was developed in the fall of 1974. The universities in New Mexico are forced with providing both preservice and inservice training for many years to come in order to meet these production needs.

In respect to the tremendous demand for special education teachers in the state of New Mexico and the need for providing inservice training to regular classroom teachers, the teacher trainers from the universities of New Mexico joined together into a consortium in order to plan training programs in an effective and efficient manner. This is the first statewide voluntary cooperative effort by all the institutions of higher education to provide a comprehensive state plan. The Special Education Consortium compiled data on the number of staff employed, the areas of special education training and the number and types of teachers trained in the state universities.

In addition to the ongoing analysis of state needs and plans for providing services to children in the state, other factors should be noted. The state certification teacher requirements in special education indicate that for teachers to be fully certified, they must obtain a master's degree. This will require many teachers to return to universities for graduate level training. Another important fact to consider is that 50% of the teachers are between the ages of 30 and 50, and an additional 30% of the teachers are under 30 years of age. There will remain a very serious need for inservice training for at least the next twenty-five years. In a state like New Mexico with a sparse population, special consideration must be given to unique delivery systems and a mutuality of planning. The need exists!! The University of New Mexico must direct its efforts to graduate level training, demonstration and research.

Special Education in the States

STATE	TOTAL
Alabama	111,149
Alaska	5,050
Arizona	40,059
Arkansas	121,665
California	641,086
Colorado	75,855
Connecticut	89,866
Delaware	15,722
D.C.	21,907
Florida	139,843
Georgia	129,864
Hawaii	18,590
Idaho	36,561
Illinois	255,381
Indiana	145,091
Iowa	94,731
Kansas	54,566
Kentucky	78,416
Louisiana	122,344
Maine	30,743
Maryland	123,639
Massachusetts	108,612
Michigan	288,297
Minnesota	122,665
Mississippi	116,086
Missouri	221,578
Montana	23,600
Nebraska	93,568
Nevada	13,640
New Hampshire	19,374
New Jersey	231,055
New Mexico	53,126
New York	372,811
North Carolina	172,580
North Dakota	47,215
Ohio	335,898
Oklahoma	144,506
Oregon	48,044
Pennsylvania	265,449
Rhode Island	39,475
South Carolina	106,505
South Dakota	17,795
Tennessee	131,903
Texas	777,731
Utah	44,179
Vermont	20,631
Virginia	146,748
Washington	79,204
West Virginia	80,561
Wisconsin	155,813
Wyoming	18,475



Source: U.S. Office of Education 1971-72 estimates of children served ages 0 to 21.

Analysis of Personnel Needs

Verified Needs of Personnel Preparation Program *

State Analysis of Personnel Positions -A **

State Analysis of Personnel Positions -B **

State Analysis of Personnel Positions -C**

Part IV, No. 1.
of
Official Application

* Completed by all new applicants.

** Completed each year by state education agencies only. A copy will be included in all new and continuation applications submitted by colleges and universities for the state in which they are located.

State Analysis of Personnel Positions

Current Academic Year 1974-75

State: New Mexico

(1)		(2)												(3)			
Handicap & Program Type	Personnel to Pupil Ratio	Geographical Location and Number of Positions												Total Positions			
		Urban				Suburban				Rural							
		F		U	N	F		U	N	F		U	N	F		U	N
		C	NC			C	NC			C	NC			C	NC		
EMR	12	215	55		6					96	41		3	311	96		9
TMR	7	50	13		28					23	12		14	73	25		42
* LD	28	58	15		46					33	16		22	91	31		68
ED																	
COHI		2			6					1			3	3			9
VH		2			3									2			3
D																	
H																	
SI		1			15								7	1			22
MH		5			3								2	5			5
VE																	
PE-R																	
AD/S	**	8	4		3								6	8	4		9
Other (Specify)																	
Total		341	87		10					153	69		57	494	156		167

*Resource rooms which include ED, EMR, LD, VH, SI, and MH children.

**The Division of Special Education requests LEA's with 8 or more programs to provide for coordination of special education services.

State Analysis of Personnel Positions

Current Academic Year 1974-75

State: New Mexico

/X/ Positions Filled

/_/ Positions Unfilled and Needed

(1)	(2)														(3)
Handicap & Program Type	Number of Personnel for Each Position Type														
	AD	CIT	RRT	SCT	SP	SU	TA	VE	PE	RS	AU	Other(Specify):			TOTAL
EMR				407											407
TMR				98											98
LD			122												122
ED															
COHI				3											3
VH				2											2
D															
H															
SI		1													1
MH				5											5
VE															
PE-R															
AD/S	12														12
Other (Specify)															
TOTAL	12	1	122	515											650

State Analysis of Personnel Positions

Current Academic Year 1974-75

State: New Mexico

☐ Positions Filled ☒ Positions Unfilled and Needed

(1)	(2)														(3)
	Number of Personnel for Each Position Type														
andicap & Program Type	AD	CIT	RRT	SCT	SP	SU	TA	VE	PE	RS	AU	Other(Specify):			TOTAL
EMR				9											9
TMR				42											42
LD		12	56												68
ED															
COHI			3	6											9
H				3											3
SI		14	5	3											22
MH			5												5
E															
E-R															
D/S	9														9
ther ecify)															
OTAL	9	26	69	63											167

State Analysis of Personnel Positions

Current Academic Year 1974-75

State: New Mexico

/ X / Positions Filled

/___/ Positions Unfilled & Needed

(1)	(2)						(3)						(4)						(5)						(6)					
Handicap and Program Type	Education Levels																								Total					
	Preschool						Elementary						Secondary						Combined											
							Preparation Levels																							
	P	B	C	M	S	D	P	B	C	M	S	D	P	B	C	M	S	D	P	B	C	M	S	D	P	B	C	M	S	D
EMR							12	15	9	272	3		4	5	3	82	2								16	20	12	354	5	
TMR							5	10	8	52			3	5	3	12									8	15	11	64		
LD								12	6	98				2	1	3										14	7	101		
ED																														
COHI										3																		3		
VH										2																		2		
D																														
H																														
SI										1																		1		
MH										5																		5		
VE																														
PE-R																														
AD/S										12																		12		
Other (Specify)																														
TOTAL							17	37	23	445	3		7	12	7	97	2								24	49	30	542	5	

State Analysis of Personnel Positions

Current Academic Year 1974-75

State: New Mexico

/___/ Positions Filled /_X_/ Positions Unfilled & Needed

(1)	(2)						(3)						(4)						(5)						(6)					
Handicap and Program Type	Education Levels																								Total					
	Preschool						Elementary						Secondary						Combined											
	Preparation Levels																													
	P	B	C	M	S	D	P	B	C	M	S	D	P	B	C	M	S	D	P	B	C	M	S	D	P	B	C	M	S	D
EMR									3						6												9			
TMR									30						12												42			
LD									68																		68			
ED																														
COMI									6						3												9			
VH									2						1												3			
D																														
H																														
SI									22																		22			
MH									5																		5			
VE																														
PE-R																														
AD/S									9																		9			
Other (Specify)																														
TOTAL									145						22												167			

NOTE: Estimated needs for meeting certification requirements.

AN EDUCATIONAL NEEDS STUDY

STATE DEPARTMENT OF EDUCATION
SANTA FE, NEW MEXICO OCTOBER 1973
(Second Printing - April, 1974)

AN EDUCATIONAL NEEDS STUDY REPORT
RELATED TO INCIDENCE OF EXCEPTIONALITY
A PRELUDE TO PLANNING SPECIAL EDUCATIONAL SERVICES IN NEW MEXICO

The State Department of Education
Santa Fe, New Mexico

Leonard J. DeLayo
Superintendent of Public Instruction

November 1973

Second Printing - April, 1974

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INTRODUCTION

The Thirtieth New Mexico Legislature, Second Session, 1972, mandated that the state's public schools will provide educational services for all exceptional children.[1] To meet the educational needs of the state's total exceptional population in a responsive and prudent manner requires, initially, an intensive planning process and, ultimately, affirmative program action and financing.

As a first step in the planning process, the State Department of Education, Division of Special Education, participated with a broadly-based committee of parents, educators and community leaders in the definition and evaluation of the major problems involved in areas related to special education program expansion. The January 1973 publication of the findings of that group reports the single most critical problem facing special education in New Mexico today is that no one knows the number of children in the state who need special education services or what kinds of services these children need.[2] While the state has made considerable strides in recent years in the identification of its exceptional public school population, the shortage of trained diagnostic personnel, particularly critical in the rural and the more remote areas of the state, has consistently inhibited the needed progress with respect to psychological and educational diagnosis and evaluation.[3] Efforts by the Division of Special Education to obtain financing to ameliorate the situation through the use of statewide diagnostic teams have not been successful to date.[4] [5]

Great difficulty is encountered in any attempt to estimate the prevalence of conditions of exceptionality among school aged children in New Mexico from various reports of national incidence. Not all reports included the same categories nor agreed upon the definitions of those categories. Even subtle distinctions in definition have resulted in widely diverse numerical counts. The status of the current thinking in the field and the degree of refinement of the diagnostic art at the time the research was conducted have affected the figures reported. Other variables which have accounted for different results include the lack of consistency in the methods that were used to collect the data and the wide range of populations that were studied. A review of pertinent publications shows an array of national rates, e.g., 10.053 per cent,[6] 11.59 per cent,[7] 12.4 per cent,[8] and 12.7 per cent.[9]

Even if discrepancies between the estimates such as those cited above could be reconciled, the extent to which national averages are applicable to New Mexico, with its complexity of geographic, economic and cultural factors, is questionable. Other states which have compiled information on incidence have, in general, reported rates considerably in excess of the conservative national averages, e.g., 16.85 per cent,[10] 19.87 per cent,[11] 21.10 per cent,[12] and 27.29 per cent,[13] and results of a few controlled studies in New Mexico have suggested very high prevalence of certain handicaps in some portions of the state where inadequate nutrition, scarcity of medical services and overall living conditions are problematic.[14] [15]

Planning and programming for special education and accurate projections of adequate financing for specific populations mandate that valid and reliable population demography be available. Faced with the lack of specific information and the limitations of related research, the Division of Special Education concluded that an educational needs study must be conducted in New Mexico. The results of such an assessment would be used to generate data for use in forecasting and planning long range strategies to guide the rational and orderly expansion of special education programs to full capacity.

DESIGN OF THE STUDY

Sampling Process

The most obvious and best way to have obtained accurate numbers of and descriptive information about the exceptional children in New Mexico's public school population would have been to evaluate individually every child in that population. Such an undertaking was, of course, impossible, given the confines of time, money and personnel available. Various alternatives were explored, and it was decided to select a sample of children for intensive evaluation and generalize the results, an accepted practice in a wide variety of disciplines dealing with human populations. It was felt that by use of a well defined and highly controlled sampling process it would be possible to obtain a high degree of precision in estimating the characteristics of the total public school population from study of a relative few.

In light of the diverse nature of the New Mexico public school population, the primary problem confronted in the use of the sampling process was to ensure that the sample was truly representative of the total from which it was drawn and that it would adequately reflect differences within the total and, accordingly, variations in performance. The most effective way to reduce the possibility of error associated with this problem was to stratify the sample so that significant strata in the total were represented in the sample in proportion to their size and homogeneity within the whole population. After review of the information available on the characteristics of the New Mexico public school population, four relatively independent factors were isolated as those which were most critical for stratification. They were as follows: size of school district, geographic location, income level in the community(ies) served and ethnic composition of the student body.

Once the stratification parameters were fixed, the pertinent population characteristics of districts were analyzed to determine which districts would be included in the sample. All school districts were first considered within the nine existing size categories based on average daily membership (ADM). Table 1 shows these categories and the number and combined ADM of all districts by category.

Two districts in different geographic locations were selected to participate from each category. The selection was based upon how closely the average (median) income level and per cent ethnic composition, combined for the two districts, compared with the average (median) income level and per cent ethnic composition for all districts in the category. There were two exceptions to paired representative districts. Albuquerque was automatically included as the only district in the "20,000 and over ADM Category", and no combination of districts in the "5,000 - 9,999 ADM Category" closely matched total category characteristics. Therefore, Carlsbad alone was selected as most representative.

Table 1

NUMBER AND ADM OF NEW MEXICO SCHOOL DISTRICTS BY SIZE CATEGORY

ADM Category	Number of Districts in Category	Total ADM in Category
Under 200	8	1,233
200 - 299	12	2,794
300 - 499	10	4,024
500 - 999	16	11,633
1,000 - 2,499	15	21,949
2,500 - 4,999	15	51,455
5,000 - 9,999	7	50,036
10,000 - 19,999	4	49,832
20,000 - and over	1	85,662
TOTALS	88	278,618

Size and Selection of the Sample Population

After the sixteen participating school districts were identified, it was necessary to determine a manageable, yet statistically acceptable, sample size. In view of time, money and personnel limitations and in light of the high degree of representativeness anticipated as a result of the stratification process, a sample size equal to one fourth of one per cent (0.25 per cent) of the total public school ADM was accepted. The sample then would include 697 children. An additional number of children equal to approximately eleven per cent of the sample size was added to compensate for absenteeism and the like, increasing the total number of children to be involved to 774.

The number of children to be drawn from each of the participating districts was calculated by multiplying the total ADM of all districts in each category by .0025 to ascertain the number to be included from that category and then prorating that number across the representative districts according to the ratio of their ADMs. The number of children specified from each district was then increased by eleven per cent.

When the number of children to be involved from each district was established, a computer-generated set of random numbers was obtained for each district to total 774 numbers. The random numbers were matched with names on the ADM rosters in each district, and the corresponding children were selected.

Table 2 shows the size and estimated ethnic composition of the sample by participating districts in comparison to the total population characteristics.

Evaluation Procedures

The most probable form of bias in the evaluation of the children in the sample was the potential

Table 2

COMPARISON OF SIZE AND ETHNIC CHARACTERISTICS OF SAMPLE WITH TOTAL POPULATION

ADM Category	Number of District	Total Category ADM	Median Per Cent Ethnic Distribution			Districts in Sample	Sample Size	Ethnic Distribution of Sample		
			Mexican American	Indian	Other			Mexican American	Indian	Other
0- 199	8	1,233	26 %	0 %*	74 %	House Quemado	2 3	0 1	0 0	2 2
200- 299	12	2,794	46 %	0 %*	53 %	Roy Animas	4 5	3 2	0 0	1 3
300- 499	10	4,024	41 %	0 %*	58 %	Carrizozo Texico	6 6	3 2	0 0	3 4
500- 999	16	11,633	50 %	0 %*	32 %	Estancia Jemez Mountain	15 17	8 12	0 2	7 3
1000-2499	15	21,949	49 %	0 %*	34 %	Chama Bloomfield	20 41	15 9	1 13	4 19
2500- 4999	15	51,455	45 %	0 %*	34 %	Taos Artesia	68 75	55 30	3 0	10 45
5000-9999	7	50,036	22 %	2 %	66 %	Carlsbad	138	50	0	88
10,000-19,999	4	49,832	39 %	3 %	44 %	Roswell Gallup	83 55	25 8	8 33	50 14
20,000 and over	1	85,662	38 %	2 %	58 %	Albuquerque	236	89	5	142
Total	88	278,618	40.7%	7.7%	51.6%	Total Sample	774	312 40.3%	65 8.3%	397 51.2%

*Fewer than half the districts in the category have Indian populations; therefore, the median is 0 variability among the evaluators involved. It was critically important to develop and employ a set of standard screening and evaluation procedures which were realistic in terms of various constraints but which were thorough enough to yield sufficient information for valid and reliable classification of each child in the sample as normal or exceptional with specificity in regard to one or several of the following types of exceptionality: Blind and Visually Handicapped, Hearing Handicapped and Deaf, Speech Impaired, Physically Handicapped, Learning Disabled, Mentally Handicapped (Educable Mentally Handicapped and Trainable Mentally Handicapped), Emotionally Handicapped, Multi-Handicapped and Gifted.[18]

A uniform, step-by-step screening and evaluation procedure was designed to be followed with all children. The procedure is outlined in Appendix A. Training and briefing sessions were programmed which would standardize the behavior of the evaluators and the process in the participating districts.

Implementation of the Study

At the onset of the design process on March 1, 1973, the Division of Special Education enlisted the assistance of the federally funded Southwest Regional Resource Center located at New Mexico State University. Staff of the Center participated with the Division staff in the planning and the implementation of the study.

Upon specification of the sample size and characteristics and the design of the procedure outlined in the previous section, the Division on March 14, 1973, tested the design with an executive group of the State Plan for Special Education Advisory Committee. Following sanction by the Advisory Committee, a meeting was held on March 21, 1973, with the superintendents or their delegates of the sixteen school districts scheduled to participate. The study was discussed in detail, and the response from the districts was supportive and their subsequent cooperation excellent.

Some thirty top caliber psycho-educational diagnosticians from eleven New Mexico school districts were loaned to the Division, upon request, for purposes of evaluation. Additional diagnosticians served on loan from other agencies and groups. A consortium of university and related personnel conducted the entire hearing, speech and language screening portions of the study.

On April 4 and 5, 1973, training workshops for the participating school administrators, school and public health nurses, hearing and speech clinicians and psycho-educational diagnosticians were conducted by Division staff. The workshops were aimed at full understanding of the study and uniformity in its conduct throughout the state.

Division staff made lead trips to participating districts on April 6 and April 9 - 13, 1973, to finalize arrangements and expedite the screening and evaluation phases.

Actual field testing was begun on April 12, 1973, and was completed on May 15, 1973.

Treatment of Data

In order to eliminate to the greatest extent possible the likelihood of bias and error in the final classification of children, all data on each child was punched on computer cards for final analysis. A set of objective criterion measures was developed for each category of exceptionality and programmed into the computer. The identification code for each child meeting the criteria was printed out in each category. The final classification of children, then, was completely automated.

The classification criteria were developed in correspondence to the definitions in the *New Mexico State Standards for Special Education, Revised April, 1973.* Definitions and criteria are found in Appendix B.

RESULTS OF THE STUDY

General Population Characteristics

The data on the sample population were first analyzed with regard to general characteristics such as size, sex, age, grade, language, intelligence and achievement and, when possible, were compared with total population data related to those same characteristics. Those results were as follows:

Size: A total of 718 children was fully evaluated, a number equal to 0.2577 per cent of the total population. The sample size slightly exceeded the required 0.25 per cent.

Sex: The sample group included 356 males, 361 females and one child whose sex was not indicated.

Age: The children in the sample ranged from six through twenty years of age. Table 3 presents the age frequency distribution of the sample.

Table 3

SAMPLE DISTRIBUTION BY AGE LEVEL

Age	Frequency	Age	Frequency
6.0 to 6.11	30	14.0 to 14.11	58
7.0 to 7.11	62	15.0 to 15.11	44
8.0 to 8.11	66	16.0 to 16.11	66
9.0 to 9.11	64	17.0 to 17.11	49
10.0 to 10.11	54	18.0 to 18.11	17
11.0 to 11.11	63	19.0 to 19.11	3
12.0 to 12.11	68	20.0 to 20.11	1
13.0 to 13.11	63		

Grade: The grade placements of the children in the sample ranged from first through twelfth grades. Table 4 compares the percentage of sample children in each grade with the actual percentage of children in each grade in the total population.

Table 4

COMPARISON PERCENTAGE GRADE LEVEL DISTRIBUTIONS OF THE SAMPLE AND TOTAL POPULATION

Grade	% of Sample	% of Population
1	7.7	7.6
2	10.8	7.7
3	8.5	8.3
4	8.1	8.7
5	8.1	8.7
6	10.1	8.9
7	8.8	8.9
8	9.1	8.6
9	6.8	8.5
10	8.2	8.5
11	7.4	7.4
12	4.6	6.6
Sp. Ed.	1.7	1.6

There was no statistically significant difference between the sample and the population distributions by grade level.

Language: Parents of 642 of the 718 children responded to a questionnaire investigating the language(s) spoken in the home. Ninety-five per cent indicated they spoke English in the home. Thirty-seven per cent indicated they spoke Spanish in the home. Two and one-half per cent indicated they spoke Navajo in the home. One and four-tenths per cent indicated they spoke some other language (e.g., Zuni) in the home. Of the total, 60 per cent indicated they spoke only English; 35 per cent indicated that they spoke English and another language, and 5 per cent indicated that they spoke no English.

While the language datum obtained was not directly comparable to existing information on ethnic origin of the statewide population, it was generally consistent with the pattern of ethnic composition reported and bore strong similarity to previous projections related to the need for bilingual education in the public schools.

Intelligence: The mean I.Q. of the sample population on the Wechsler I.Q. Scale was 100.07, with a mean Verbal I.Q. of 97.9 and a mean Performance I.Q. of 102.77. Table 5 shows a comparison of the distribution by I.Q. range of the sample population and the national norm group used in standardizing the Wechsler Scale.

Table 5

COMPARISON PERCENTAGE DISTRIBUTIONS OF THE SAMPLE AND THE NATIONAL NORM GROUP ACROSS INTELLIGENCE LEVELS

Classification	I.Q.	N.M. Sample	Norm Group
Very Superior	130 & above	2.5%	2.2%
Superior	120-129	8.1	6.7
Bright Normal	110-119	17.0	16.1
Average	90-109	50.4	50.0
Dull Normal	80- 89	15.2	16.1
Borderline	70- 79	3.8	6.7
Mental Defective	69 & below	3.1	2.2

The mean I.Q. of the sample was almost identical to that of the norm group (i.e., 100.00), and there was relatively close agreement between the two groups in the percentage distributions at each range. The exception was in the "Borderline" range where the percentage of children in the norm group noticeably exceeded that in the sample group.

Achievement: The mean levels of academic achievement in reading and arithmetic on the Wide Range Achievement Test of the children in the sample were calculated by grade level and are shown in Table 6.

Table 6

MEAN SAMPLE READING AND ARITHMETIC GRADE EQUIVALENTS BY GRADE LEVEL

Actual Grade Placement	Mean Grade Equivalent Reading	Mean Grade Equivalent Arithmetic
1.8	2.1	2.0
2.8	3.0	2.8
3.8	4.3	3.7
4.8	5.0	4.1
5.8	5.4	4.9
6.8	7.1	5.8
7.8	7.8	6.1
8.8	8.5	6.7
9.8	8.6	6.9
10.8	9.7	7.1
11.8	9.7	7.4
12.8	11.0	8.4

The achievement results presented were not exactly comparable to the selected reported results of the Statewide Public School Group Testing Program for two reasons. The tests used with the sample population were not the same tests as those employed in the Statewide Testing Program; thus, the specific skills measured were somewhat different. As well, all testing in the study was done on an individual basis, and tests were administered by experienced diagnosticians. However, the pattern of achievement in relationship to grade level demonstrated by the sample population was similar to that reported by the Statewide Testing Program for selected portions of the total population.

Summary: In view of the direct and indirect evidence available, the sample population appeared well representative of the total population. Representativeness by size and geographic considerations was directly controlled by the stratification procedure. The random selection of children resulted in a sample which was representative across grade levels. The datum regarding language spoken in the homes of the sample children was compatible with statewide ethnic composition statistics. The intelligence level distribution of the sample children was almost identical to that of the national norm group. The achievement pattern demonstrated was similar to that reported by the Statewide Testing Program. On these bases, it was concluded that the exceptionality incidence rates were obtained on a sound sample and could be extrapolated to the general population as valid and reliable indices of the need for special education services.

Categorical Incidence Rates

A 29.03 per cent rate of exceptionality was found in the sample. Generalizing from the sample to the total population, it is projected that there would be 80,854 conditions of exceptionality found among the public school children in New Mexico. Table 7 shows the incidence rates by category and the corresponding numbers of such conditions in the total population.

Table 7

PROJECTED INCIDENCE OF EXCEPTIONALITY BY CATEGORY IN THE NEW MEXICO PUBLIC SCHOOL POPULATION

Conditions of Exceptionality	Rate	Number
Vision Impairment	.28%	766
Hearing Impairment*	3.91%	10,865
Speech Impairment	7.80%	21,731
Physical Handicap	1.53%	4,269
Learning Disability	7.38%	20,567
Mental Handicap**	3.48%	9,701
Giftedness	2.51%	6,985
Emotional Handicap***	2.00%	5,572
Multiple Handicap	.14%	388
Total Conditions of Exceptionality	29.03%	80,854

*Includes 2.65 per cent mild, .42 per cent moderate, .84 per cent severe

**Includes 2.92 per cent educable, 0.56 per cent trainable

***Estimated

The numbers projected in the total population, as shown in Table 7, are numbers of exceptionalities. If children who had two or more exceptionalities are counted only once, the total number of exceptional children in the public school population would be 70,377 children or 25.26 per cent of the total population.

The incidence data, reported as they were in Table 7 in the traditional psycho-medical categories of exceptionality, were useful in defining the number and kinds of children to whom the special education system may be responsible for the provision of services but of limited value in making management and program organization decisions. Not all exceptional children necessarily require special education programs, and the special needs of those children who do require such programs range from minimal to profound. In order to use the data to project the number and kinds of programs required, it was necessary to review the information in an additional context, that is in light of its educational implications.

Educational Implications

A series of public school special education program options were defined at four levels of intervention, and criteria were established for placement in each. The description and the criteria for each level are included in Appendix C. The data were re-analyzed on the basis of these criteria, and program placements were projected accordingly. Of the 70,377 exceptional children in the public school population, it was estimated that 12,808 children or 4.60 per cent of the total population could function adequately in the regular classroom with no special program support. Of the remaining 57,569 children who need special services, 13,194 or 4.73 per cent of the total population would require only the services of a speech therapist (21,731 children needed speech therapy, but 8,735 children were included in other categories). Forty four thousand, three hundred seventy-five (44,375) children or 15.93 per cent of the total population would require some form of special education program placement.

It was estimated that 32,785 children or 11.77 per cent of the total population could remain in the regular classroom if special education support were available to the children and to their regular classroom teachers (Programs A and B). Seven thousand, twenty-seven (7,027) children or 2.63 per cent of the total population would require placement in a structured special class but could be integrated into the regular program on some basis (Program C). Four thousand, two hundred and eighteen (4,218) children or 1.51 per cent of the total population would require highly structured special class placement (Program D).

Table 8 shows the categorical distribution of children by recommended program type.

Approximately 9,500 children now receive some kind of public school special education services. More than 48,000 children who need either special education program support and/or speech therapy, then, are not now being served.

Table 8

EXCEPTIONAL POPULATION BY CATEGORICAL DISTRIBUTION AND BY PROGRAM TYPE

Program Type	Gifted[1]	E.H.[2]	L.D.	H.H. Deaf[3]	P.H.[4]	MT.H.	M.R.[5]	V.I. Blind	Speech Impaired[6]	Totals
A B	3,492	4,458	17,075	1,552	1,552		3,880	776	N/A	32,785
C	N/A		3,492				3,880		N/A	7,372
D	N/A	1,114		1,164		388	1,552		N/A.	4,218
Totals	3,492	5,572	20,567	2,716	1,552	388	9,312	776		Total 44,375

[1] Total number less 3,493 children who can function in regular classroom

[2] Estimated

[3] Total number less 1,164 children programmed by another classification and 6,985 children who can function in regular classroom.

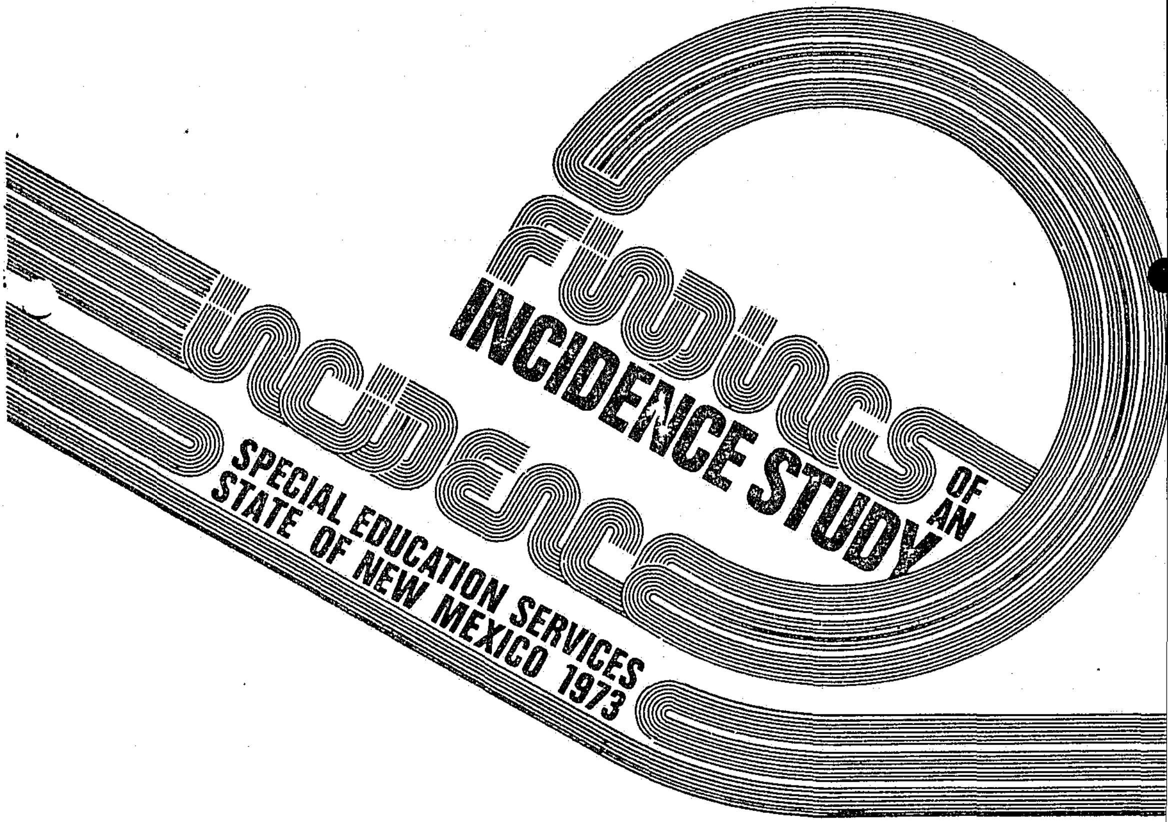
[4] Total number less 776 children programmed by another classification and 1,941 children who can function in regular classroom.

[5] Total number less 389 children who can function in regular classroom.

[6] 21,731 children need speech therapy; 13,194 are only speech handicapped; 8,537 are shown above in other categories.

IDENTIFICATIONS OF TABLE 8 HEADINGS

E.H. — Emotionally Handicapped
L.D. — Learning Disabled
H.H. Deaf — Hard of Hearing/Deaf
P.H. — Physically Handicapped
MT.H. — Multi Handicapped
M.R. — Combination of Trainable Mentally Handicapped and Educable Mentally Handicapped
V.I. Blind — Visually Impaired & Blind



FINDINGS OF AN INCIDENCE STUDY

SPECIAL EDUCATION SERVICES
STATE OF NEW MEXICO 1973

DIAGNOSTIC & EVALUATIVE FINDINGS

More than 20 per cent of New Mexico's public school children need special education services; fewer than 4 per cent receive these services.

More than 48,000 students who could benefit from special education services will not receive these services during the 1973-74 school year.

Special Education difficulties increase with age of child. The earlier the child receives special education services, the better.

In the support of special education programs, major shortages exist in the availability of diagnosticians, trained teachers and aides, specialized materials, suitable media, developed programs, usable equipment and properly designed and operable environments.

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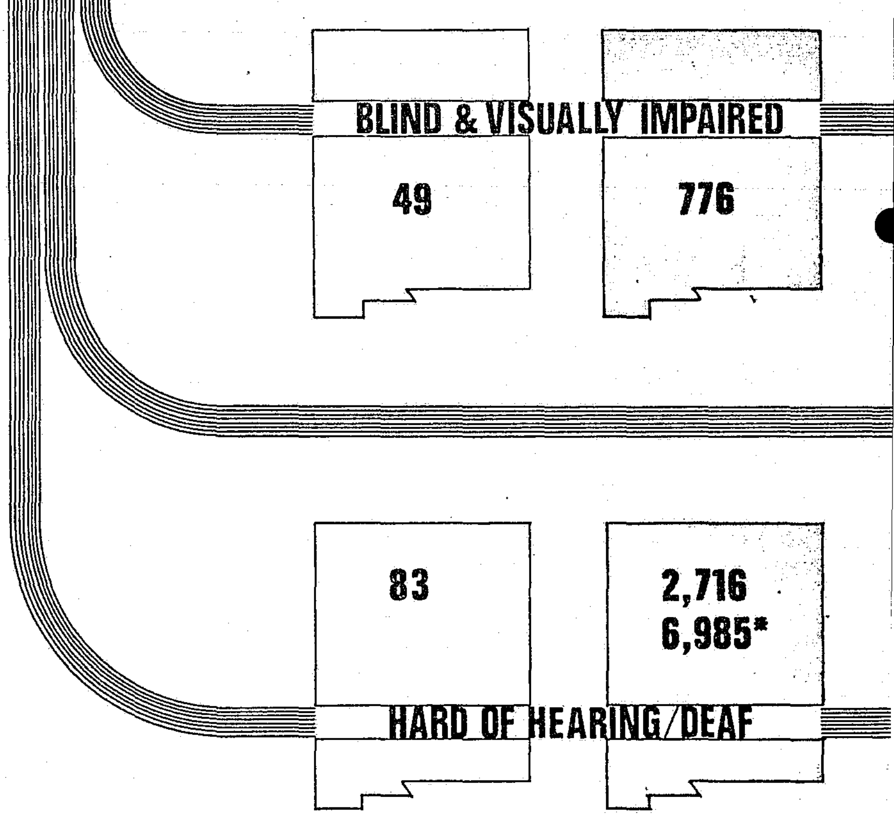
APPROXIMAT



BLIND & VISUALLY IMPAIRED

49

776

83

2,716
6,985*

HARD OF HEARING/DEAF

*OTHERS CAN FUNCTION IN CLASS W/O SPECIAL ED.

ICAL THE NEED FOR

LY ONE FIFTH OF THE PUBLIC SCHOOL CHILDREN

SPEECH IMPAIRED

122

21,731

MULTI HANDICAPPED

201

388

DENTS RECEIVING SPECIAL EDUCATION SERVICES ☐ STUDENTS NEED

242

3,493
3,492*

346

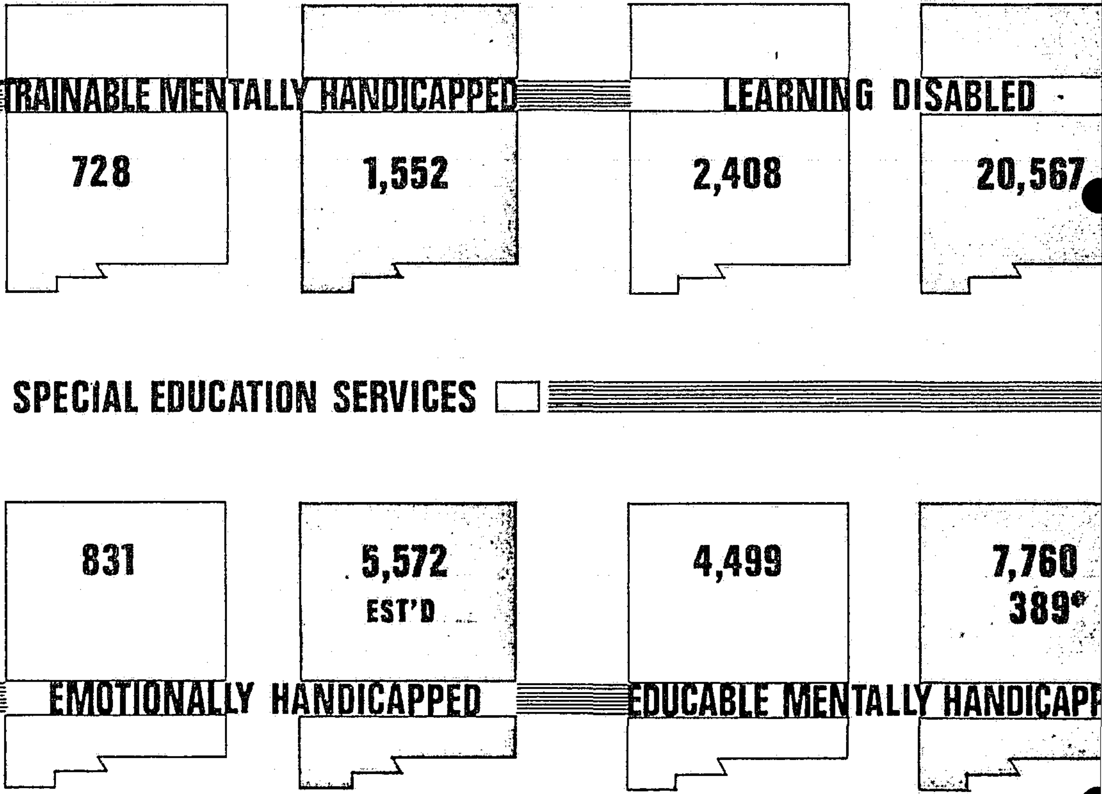
1,552
1,941*

GIFTED

PHYSICALLY HANDICAPPED

SPECIAL EDUCATI

IN NEW MEXICO **NEED SPECIAL EDUCATIO**



TRAINABLE MENTALLY HANDICAPPED

728

1,552

LEARNING DISABLED

2,408

20,567

ING SPECIAL EDUCATION SERVICES ☐

831

5,572
EST'D

EMOTIONALLY HANDICAPPED

4,499

7,760
389*

EDUCABLE MENTALLY HANDICAPP

SERVICES IS
CRITICAL

BASED ON THE FINDINGS OF THIS STUDY:

70,377 PUBLIC SCHOOL CHILDREN WOULD BE EXCEPTIONAL.

80,854 EXPECTED TOTAL AMOUNT OF EXCEPTIONALITIES.*

57,569 CHILDREN WOULD NEED SPECIAL EDUCATION.

9,503 CHILDREN ARE RECEIVING SPECIAL EDUCATION.

48,066 CHILDREN NEED BUT ARE NOT RECEIVING SPEC. ED.

*SOME HAVE MORE THAN ONE EXCEPTIONALITY

FINDINGS INDICATE A NEED FOR:

INCREASED FINANCING FOR THESE COMPONENTS OVER A FIVE-YEAR PERIOD, 1974-79.

1 IDENTIFICATION AND DIAGNOSIS

- Classifying
- Determining Needs/Defining Behavioral Objectives
- Choosing Programs
- Developing Prescriptions

2 PROGRAM DEVELOPMENT

- Forecasting
- Identifying Program Objectives
- Selecting Delivery Mechanisms
- Evaluating Outcomes

3 TEACHER TRAINING AND EDUCATION

- Resident University Courses
- Summer Programs
- Continuing Education
- Workshops, Conferences

4 MEDIA, MATERIALS, EQUIPMENT

- Designing
- Selecting
- Adapting
- Demonstrating
- Disseminating

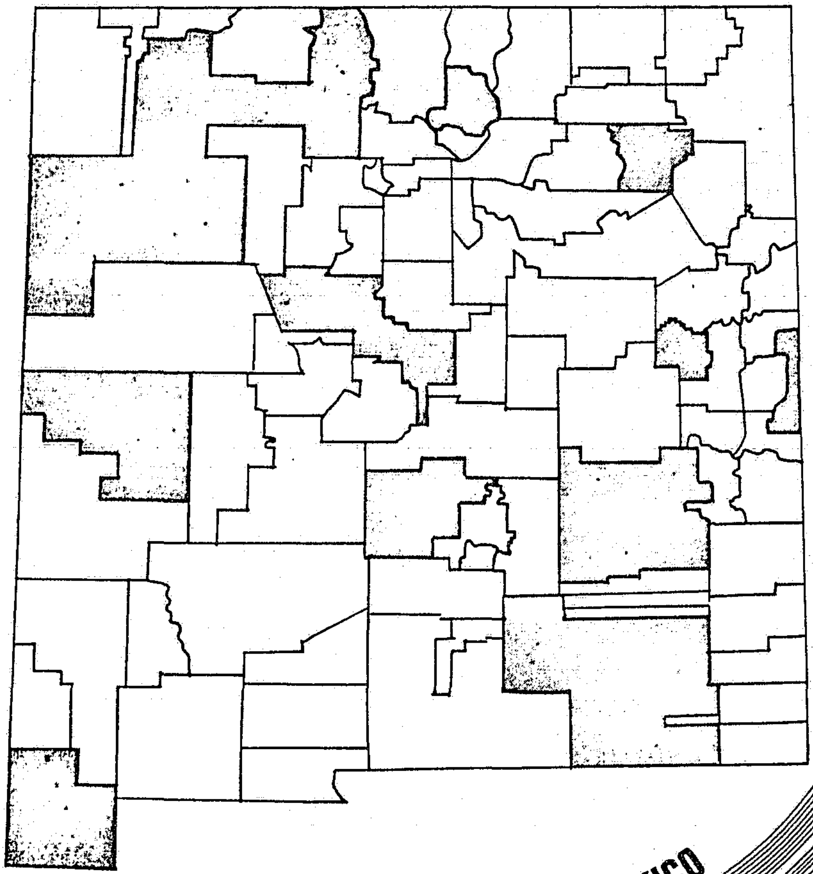
5 ENVIRONMENTAL ADAPTATION

- Reallocating Space
- Eliminating Architectural Barriers
- Designing Indoor-Outdoor Space Utilization

6 MONITORING AND EVALUATION

- Reporting
- Auditing
- Reconciling Discrepancies
- Follow-up System

WHERE THE CHILDREN CAME FROM



SCHOOL DISTRICT MAP OF NEW MEXICO

SUMMARY AND CONCLUSIONS

Based on projections from a representative random sample of public school children in New Mexico, 57,569 exceptional children require special education program placement and/or speech therapy. During the 1973-74 school year, approximately 9,500 children are receiving some form of special education. More than 48,000 children who need services are not now receiving them. State mandatory special education legislation dictates an urgent need to expand services to more than six times the current level in the next few years. If high quality is to be maintained during a period of rapid expansion, issues of program capability and management and support must be carefully examined. Three critical factors underpin the success of local public school program growth. They are as follows: the identification and diagnosis of children, the availability and competency of manpower and the system of accountability and quality control that is developed.

The special education process is essentially a process of managing learning by objectives: forecasting, identifying objectives, organizing strategies, selecting delivery mechanisms and evaluating outcomes. The process presumes appropriate diagnosis and prescription and highly skilled selection of activities, methods and materials, and lends itself well to check-pointing measures of success. However, ensuring and maintaining high quality during expansion of special education services in New Mexico demands immediate and intensive, concerted efforts in the areas of identification and diagnosis, teacher education and training, and the development of a system of monitoring and evaluation. A pooling of federal, state and local resources, both human and financial, is imperative.

Part II of a *State Plan for Special Education* addresses itself to the development of a regional network of Special Education Services Centers and to a realistic time frame for the rational and orderly phase in and maintenance of quality programs for all exceptional children who need them.

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APPENDICES

Appendix A

STANDARD SCREENING AND EVALUATION PROCEDURE NEW MEXICO EDUCATIONAL NEEDS ASSESSMENT 1973

Parental Consent: Each sample district would obtain parental consent for all children's participation, prior to evaluation. If consent was denied, an alternate would be selected using the next consecutive name on the ADM list that represented a different family. The manner in which consent was obtained (mailing, telephone contact, personal visitation, etc.) was left to the district's discretion, although personalization to the highest degree possible was advised. No child would be included without parental consent.

Parent Checklist: Each sample district would obtain information from participants' parents on a prepared checklist of items significant as indicators of various exceptionalities, prior to evaluation.

Teacher Inventory: Each sample district would obtain information from participants' teacher(s) on a prepared inventory of items significant as indicators of various exceptionalities, prior to evaluation.

School Record Summary: Each sample district would record on a prepared form, participants' previous intelligence, achievement and other test data, history of behavior, previous referrals, etc., prior to evaluation.

Health History and Child Observation: Each sample district's school nurse (or county nurse serving that district) would summarize on a prepared observation inventory the medical and health data prior to evaluation.

Vision Screening: Each sample district's school nurse (or assigned public health nurse) would vision screen participants, using the Snellen E Chart, and record results on a prepared form, prior to evaluation.

Hearing, Speech, and Language Screening: A team from outside each sample district would administer the following to all participants:

- —Audiometric Testing with "pass" or "fail" results; all "fails" would be retested to establish hearing threshold and degree of severity of loss.
- —Fifty word imitation Templin-Darley, with scores recorded and errors noted.
- —Four sentence imitation (to assess voice quality, intonation, and fluency) with abnormalities noted.
- —Four picture sequence stimulus story and repetition (to assess vocabulary, usage, morphological structure, and grammar) with results noted.

If, at this point, vision, hearing or speech and language deviations represented extreme problems, child might be scheduled for special individual diagnosis.

Psycho-educational Evaluation: A diagnostician from outside each sample district would administer the following to all participants:

- —The full Wechsler Intelligence Scale for Children (ages 5-15) or the Wechsler Adult Intelligence Scale (ages 16+). The Binet, the Raven, the Leiter, the Draw-a-Person, etc., could be used for confirmation of questionable results, especially when cultural or linguistic differences were significant.
- —The Reading and Arithmetic sections of the Wide Range Achievement Test.

Initial Review and Classification: At this point in the process, an initial review and classification would be conducted by the diagnostician. If a "clean" classification was possible, the process was completed.

Follow-Up Evaluation: If exceptionality was indicated but classification was "questionable," the following would be administered:

- —Bender-Gestalt.
- —Selected Subtests of the Illinois Test of Psycholinguistic Ability (or full test).
- —Other tests as indicated.

Final Review and Classification: At this point, a final review and classification would be conducted by the diagnostician.

Committee Review and Check-Off: At the end of the study, all data would be reviewed for completeness, accuracy and concurrence with the final classification by an evaluation committee established for this purpose.

In addition to the standard procedure outlined above, certain guidelines were established regarding the credibility and confidentiality of the information. Those guidelines were as follows:

- —No diagnostician was to be assigned to his own school district.
- —Bilingual, bicultural diagnosticians were to be assigned to fulfill individual child needs.
- —All screening and evaluation would be performed by outside resources assigned by the Division.
- —Information was regarded as highly confidential and even casual discussions between diagnosticians and school personnel were discouraged.
- —Feedback would be given districts only upon the Division's receipt of a written request for such from the district, including parent permission for feedback to be used by the district.

Appendix B

CATEGORICAL DEFINITIONS AND CLASSIFICATION CRITERIA NEW MEXICO EDUCATIONAL NEEDS ASSESSMENT 1973

Blind and Visually Impaired*

Definition: A *blind* child is a child with visual acuity of 20/200 or less in the better eye with the best possible correction, or a restriction in the field of vision to an angle subtending an arc of 20 degrees or less.

Criterion: Recorded visual acuity on Snellen E of less than 20/200 after correction.

Definition: A *partially seeing* or visually handicapped child is a child with visual acuity between 20/200 and 20/70 in the better eye with the best possible correction.

Criterion: Recorded visual acuity on Snellen E of 20/70 to 20/200 after correction.

Hearing Handicapped and Deaf:

Definition: Hearing loss is significant at three levels of severity. A mildly hearing impaired child is a child with a hearing loss from 20 to 40 decibels in the better ear. A hard of hearing or moderately hearing impaired child is a child with a hearing loss from 40 to 60 decibels in the better ear. A *deaf* or *severely hearing impaired* child is a child with a hearing loss of greater than 60 decibels in both ears.

Criteria: Mild — a loss of 20-39 decibels in the better ear in at least one of the following frequencies: 500, 1000, or 2000 Hz.

Moderate — a loss of 40-59 decibels in the better ear in at least one of the following frequencies: 500, 1000, 2000, or 6000 Hz.

Severe — a loss of 60 decibels or more in both ears in at least one of the following frequencies: 500, 1000, 2000, or 6000 Hz.

Speech Impaired

Definition: A speech impaired child is a child with any deviation in speech or language which is outside the range of acceptable variation in a given environment (in this usage, *language* refers to impaired language processes indicating a pathological deficit and is not to be confused with problems of bilingualism).

Criterion: A "yes" response from the speech pathologist which indicated a significant problem in articulation, fluency or voice quality, etc.

Physically Handicapped

Definition: A physically handicapped child is a child who is so handicapped in the use of his body through congenital or acquired defects, as to be unable to function with normal children of the same age or who has chronic illness which prevents his attendance in a regular class and requires special services.

Criterion: A "yes" response from the examining nurse which indicated the presence of a crippling condition or a chronic illness.

Learning Disability

Definition: A learning disabled child is a child who exhibits one or more deficits in the essential learning process which may be characterized by various combinations of deficits in perception, conceptualization, language, memory and control and attention, and impulse or motor function. These deficits may be demonstrated verbally or non verbally. A discrepancy between expected and actual academic achievement is observable.

Criteria: A Full Scale Wechsler I.Q. of 76 or above.

Achievement in reading or arithmetic on the Wide Range Achievement Test which was 75 per cent or less of that expected on the basis of grade placement.

Significant deviation of one or more clusters of Wechsler subtests (six clusters of subtests were formed, and if the mean of one or more clusters was 2.0 or more points below the mean of all subtest scores, this criterion was met). If the native language was one other than English, the cluster(s) deficit must be in one or more clusters which did not reflect English language ability. The purpose of this criterion was to eliminate misclassification of children whose school difficulty stems primarily from an inadequate English language background.

Educable Mentally Handicapped

Definition: An educable mentally handicapped child is a child whose intellectual development, mental capacity, adaptive behavior and academic achievement is so markedly below his peer group in all essential learing processes that education in the public schools requires provision of special services.

Criteria: Normal or only mildly impaired hearing.

Full Scale Wechsler I.Q. of 50 to 75, Performance I.Q. below 85. No more than a 19 point difference between the Verbal I.Q. and the Performance I.Q. The purpose of the latter criterion was to eliminate incorrect classification of children whose inadequate English language background depressed overall I.Q. score.

Trainable Mentally Handicapped

Definition: A trainable mentally handicapped child is a child whose intellectual development, mental capacity, adaptive behavior and academic achievement is moderately to severely deficient, and who may be expected to benefit from training in a group setting designed to meet his special needs.

Criteria: Normal or only mildly impaired hearing.

Full Scale Wechsler I.Q. of less than 50.

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*Note: Uncorrected vision handicaps were not included since there was no way of determining correctibility.

Emotionally Handicapped

Definition: An emotionally handicapped child is a child with normal or above normal learning potential whose emotional condition is characterized by maladaptive behavior to the extent that he cannot learn at expected levels nor adjust to procedures for his peer group.

Criterion: This category was exempted from the classification procedures since the classification is not possible without observation and evaluation of the child's ability to adapt or adjust to a set of situations and contexts. The amount of time spent with each child, the instruments and techniques used and the types of behavior evaluated in the sample were not adequate to yield this information. The emotionally handicapped incidence reported in this report is estimated.

Multi-Handicapped

Definition: A multi-handicapped child is a child who has a combination of two or more handicaps which produce such serious learning, developmental and/or behavioral problems that successful progress in a program designed to accommodate a single major handicap is limited or prohibited.

Criterion: A "no score" on the specified tests involved in the evaluation procedure.

Gifted

Definition: A gifted child is a child with superior intellectual and emotional adjustment and creative ability.

Criterion: Full Scale Wechsler I.Q. of 130 or more.

This study would not have been possible without the excellent cooperation and support on the part of administrative, clerical and nursing personnel in the sixteen New Mexico public school districts from which the sample population was selected (Albuquerque, Animas, Artesia, Bloomfield, Carlsbad, Carrizozo, Chama, Estancia, Gallup, House, Jemez Mountain, Quemado, Roswell, Roy, Taos, and Texico).

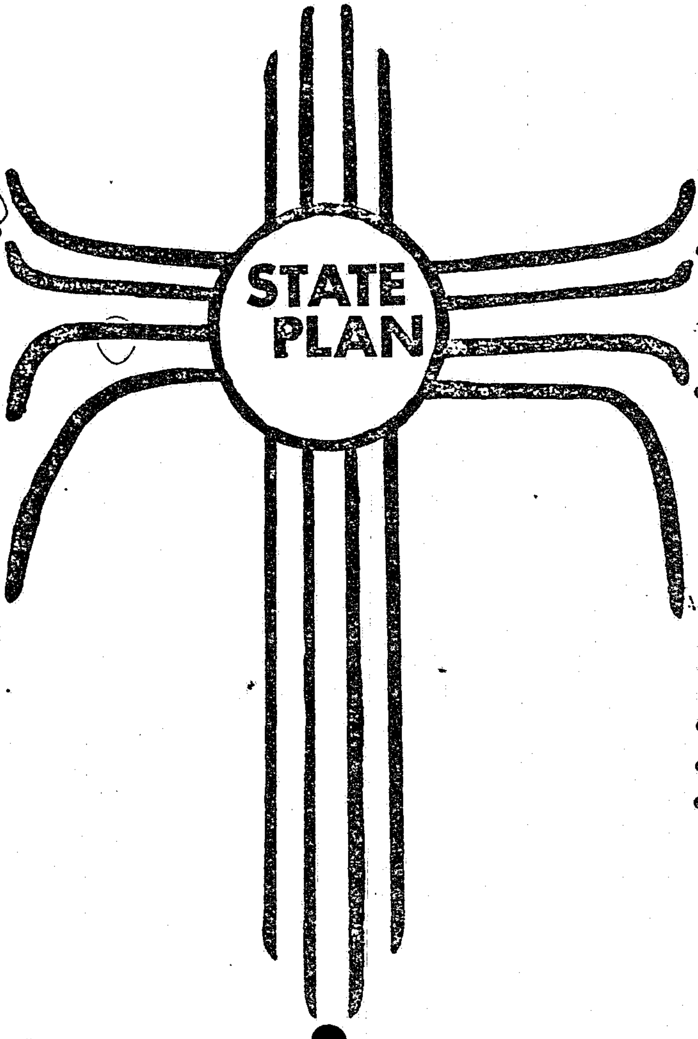
The Special Education staff of the State Department of education are sincerely grateful for the generous contribution of diagnostic manpower from eleven school districts (Albuquerque, Artesia, Carlsbad, Clovis, Gallup, Hagerman, Las Cruces, Los Alamos, Roswell, and Ruidoso), the Bureau of Indian Affairs, the Navajo Tribe, the Department of Hospitals and Institutions and the Southwest Regional Resource Center, along with the fine consortium of speech, hearing and language screening personnel donated by the University of New Mexico, Department of Communicative Disorders; New Mexico State University, Speech and Hearing Department; Eastern New Mexico University, Speech and Hearing Department; the New Mexico School for the Deaf; and the New Mexico Health and Social Services Department, Crippled Children's Services. The enthusiasm and unflagging efforts of the diagnosticians involved undoubtedly account for the success of the venture and for the efficacy of the results, of such critical importance in planning the expansion of special education services.

Finally, the technical assistance from the staff of the Southwest Regional Resource Center proved invaluable in the design and implementation of the study and in the preparation of this report. Our thanks go to former Southwest Regional Resource Center staff Thomas Chastain, Joseph Jenkins, Michael Boravicka and Charles Miller, who left an impact on the future of special education in New Mexico through their participation in this study.

New Mexico State Plan for Training Clients
(Personnel to Receive Training)

University of New Mexico
Continuation Grant

TRAINING CLIENTS
(PERSONNEL TO RECEIVE TRAINING)



GENERAL EDUCATION

- TEACHERS
- ALLIED PERSONNEL
  - PARENTS
  - PHYSICIANS
  - BOARDS of EDUCATION
  - PARA-PROFESSIONALS
  - OTHERS
  - COUNSELORS
- ADMINISTRATORS

SPECIAL ED. PERSONNEL

- TEACHERS {DIAGNOSTICIANS}
- ALLIED PERSONNEL
  - PARA-PROFESSIONALS
  - PARENTS
  - PHYSICIANS
  - BOARDS of EDUCATION
- ADMINISTRATORS

LIMITS

GENERAL EDUCATION

- AWARENESS LEVEL • FIRST PRIORITY
- COMPETENCIES
- SEPARATE from PERSONNEL
- CREDIT—NON-CREDIT
- COORDINATION of ALL TRAINERS
- UNIVERSITY-APPROVED
- AVAILABILITY

LIMITS

SPECIAL EDUCATION

- AVAILABLE MONEY
- HIGHER LEVEL NEEDED
- LIMITED NUMBER

STATE TRAINING PLAN

The process of training personnel to staff Special Education classrooms and provide related services to exceptional children will require coordination and planning in view of the increased need reflected in the managed growth plan of Part II: Delivery of Special Education Services.

The education of teachers is inherently career-long and best carried out through the collaborative efforts of colleges and universities, state departments and public schools. For purposes of clarification of roles and responsibilities, it is useful, however, to consider teacher training in two phases: pre-service and in-service.

Pre-Service Preparation:

The projections based on data from the 1973 Incidence Study indicate the need for over 1,800 new special education teachers in New Mexico in the next several years. In addition, it is estimated that over thirty thousand exceptional children who receive special education services will remain in the regular classroom for a substantial portion of their learning experiences, which has significance in terms of the preparation of regular teachers, now in, and entering New Mexico's classrooms.*

It is clearly the urgent task of the state's teacher training institutions to apply their ingenuity and their resources to the issues involved in speeding up the preparation of special education teachers. As well, attention must be given to the input of special education content into the requisite for preparation of regular teachers.

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*House Memorial 16, exhibit

All vehicles for the delivery of such training must be explored, e.g., resident university courses, summer programs, continuing education, demonstration projects, workshops. Sources of entries into higher education must be carefully examined.

In addition to new entries, an excellent source of special education manpower might be the regular classroom teacher who is willing to reprepare. This could be a particularly viable strategy in light of the impending displacement of some regular teachers as a result of the movement of children into full or part-time special education programs and with regard to the problem of finding and keeping good special education teachers in rural and remote areas.

TRAINING SERVICES

NATURE OF DELIVERY SYSTEM

I. UNIVERSITY COURSES (CREDIT)
   A. REGULAR FACULTY
   B. EXTENSION FACULTY
   C. RELATED TRAINING AGENCIES (INDIVIDUALS)
      FORMAT AS APPROPRIATE TO NEED

II. LOCAL EDUCATION AGENCIES (BOARD OF EDUCATION CREDIT)
   CONSULTANTS
   LOCAL TRAINERS
   RELATED TRAINING AGENCIES

III. REGIONAL TRAINING INSTITUTES

THE NEED FOR A TRAINING PLAN

The State Training Plan must consider the need for teachers, speech therapists, and diagnosticians, and the rate in which they should be produced in order to prevent over or under production.

According to the best information now available (Part Two: Plan for the Delivery of Special Education Services) over 1,800 additional special education teachers are needed along with an additional 70 diagnosticians and 200 speech therapists.

The production rate of personnel must be geared to the annual program expansion need rate. Two time lines must be considered in planning for program expansion; the Managed Growth Plan which spaces the growth sequence over six (6) annual stages, and the Legislative Mandate (Senate Bill 77) which spaces the growth sequence over three (3) annual stages.

The following tables are prepared to illustrate the needs using both time lines.

PROJECTED STAFF NEED TABLE
BASED ON INCIDENCE STUDY USING
MANAGED GROWTH TIME LINE

PROJECTED STAFF NEED TABLE BASED ON *INCIDENCE STUDY FIGURES USING MANAGED GROWTH TIME LINE

YEAR	NUMBER OF CHILDREN SERVED	NOT SERVED	NUMBER OF UNITS CUMULATIVE	NUMBER OF UNITS NEEDED	YEARLY PROGRAM INCREASED	TOTAL PERSONNEL NEEDED, INCLUDING SPEECH THERAPISTS AND DIAGNOSTICIANS
1974 - 1975	9,590	34,776	649	1,825		680
1975 - 1976	11,891	32,475	753	1,722	103.5	825
1976 - 1977	15,923	28,443	963	1,512	210	1,089
1977 - 1978	22,259	22,107	1,293	1,182	330	1,475
1978 - 1979	31,859	12,507	1,793	682	500	2,021
1979 - 1980	41,789	2,577	2,311	164	518	2,575
1980 - 1981	44,366	0	2,475	0	164	2,775

*All figures include speech therapists and diagnosticians

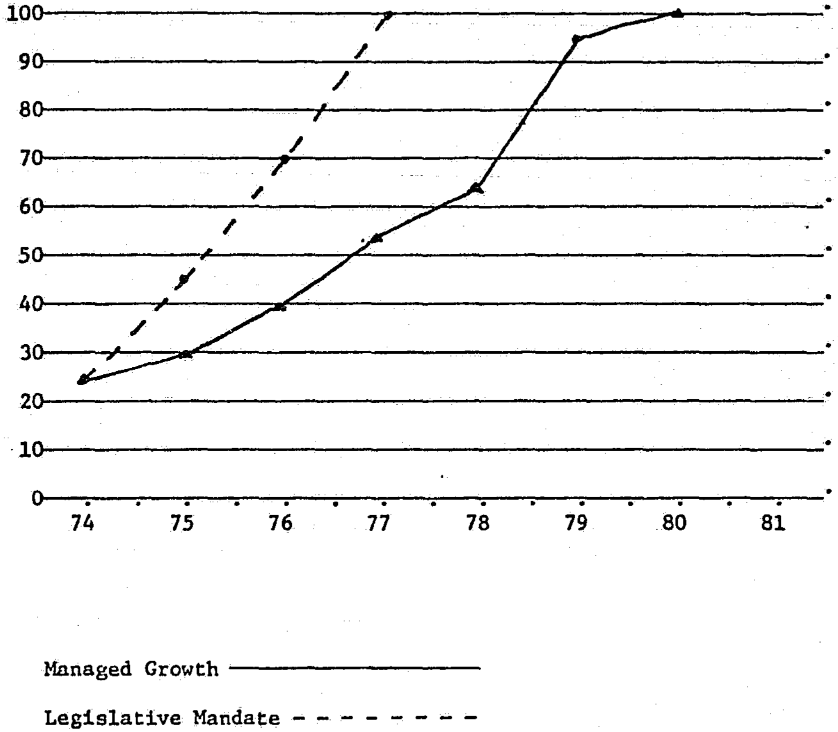
PROJECTED STAFF NEED TABLE WITH TRAINING PRODUCTION RATES BASED ON INCIDENCE STUDY DATA USING MANAGED GROWTH TIME LINE

YEAR	RETURNING STAFF	ATTRITION	STAFF PRODUCTION AND RECRUITMENT			TOTAL STAFF	*TOTAL NEEDED STAFF	
			+PRE-SERVICE	IN-SERVICE	OUT-OF-STATE			
1974 - 1975	680							
1975 - 1976	680	68	159	54	--	825	825	--
1976 - 1977	825	83	159	50	200	1,051	1,089	-38
1977 - 1978	1,051	105	159	40	200	1,345	1,475	-130
1978 - 1979	1,345	134	159	30	200	1,600	2,021	-421
1979 - 1980	1,600	160	159	20	200	1,810	2,575	-765
1980 - 1981	1,810	181	159	20	200	2,008	2,775	-767

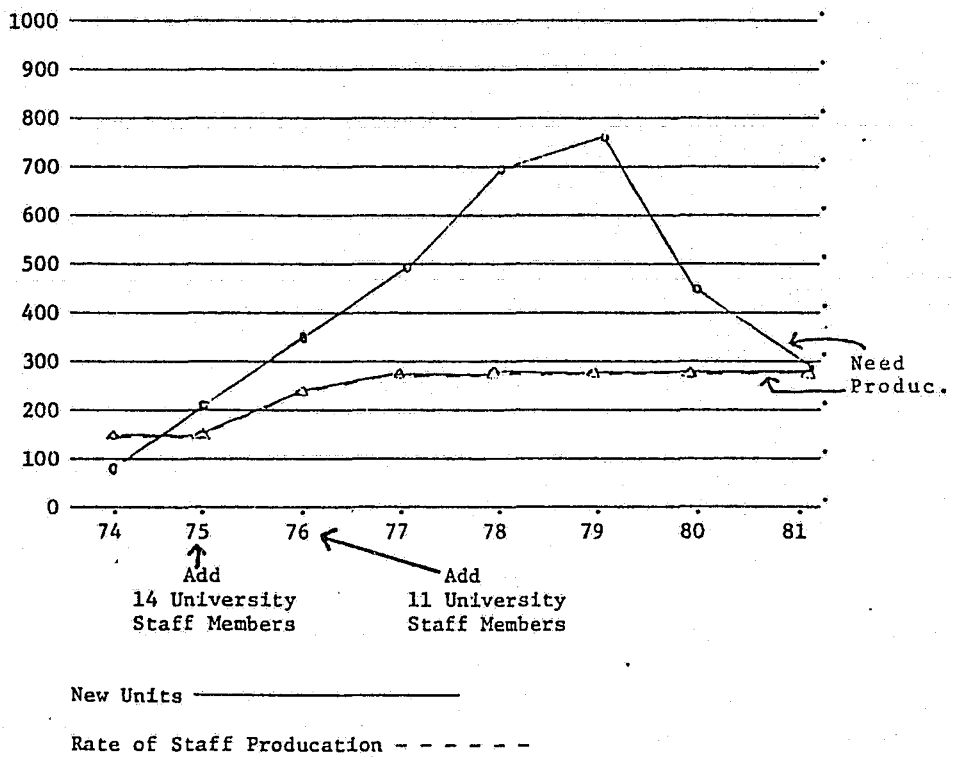
*Based on data from Projected Staff Need Table
+Based on Present Rate of Production, New Mexico Universities and Colleges

PERCENT OF STUDENT NEED BEING MET IN ALL EXCEPTIONALITIES

MANAGED GROWTH PLAN
AND
LEGISLATIVE MANDATE PLAN



PRODUCTION RATE OF SPECIAL EDUCATION PERSONNEL VS GROWTH RATE



PROJECTED STAFF NEED TABLE
BASED ON INCIDENCE FIGURES USING
LEGISLATIVE MANDATE TIME LINE

Discussion Draft
8/26/74

PROJECTED STAFF NEED TABLE BASED ON INCIDENCE STUDY FIGURES USING LEGISLATIVE MANDATE TIME LINE: 1974-1975......................1977-1978

Year	Number of Children Served	Not Served	Number of Units Cumulative	Needed	Returning Staff and New Staff Produced Total Personnel Avail.
1974-1975	9,590	34,776	680	2,095	680
Speech	0	21,731	0	200	
1975-1976	20,023	24,343	1,308	1,467	1,036
Speech	6,519	15,212	60	120	
1976-1977	30,456	13,910	1,936	838	1,336
Speech	13,038	8,693	120	80	
1977-1978	44,366		2,774		1,592
Speech	21,731		200		

Discussion Draft
8/26/74

PROJECTED STAFF NEED TABLE WITH TRAINING PRODUCTION RATES BASED ON INCIDENCE STUDY DATA USING LEGISLATIVE MANDATE TIME LINE: 1974-1975..................1977-1978

Year	Returning Staff	Attrition	Staff Production and Recruitment			Total Staff	*Total Need	Deficit
			+Pre-Service	In-Service	Out-of-State			
1974-1975	680					680	680	0
1975-1976	680	68	159	65	200	1,036	1,308	272
1976-1977	1,036	104	159	45	200	1,336	1,936	600
1977-1978	1,336	133	159	30	200	1,592	2,774	1,182

*Based on data from Projected Staff Need Table

+Based on present rate of production, N.M. Colleges and Universities

Projected Manpower Needs and Supply for 1980 Expansion Plan
By Program Category

gram	Cumulat. Progs.	Manpower Product.* Grads.	Manpower Product.* Leave State	Manpower Product.* Net Supply	Needed Person. New Progs.	Needed Person. Existing Progs.	Total Children Served	Total Children Unserved	Manpower Available Instate Surplus	Manpower Available Need out state
-76 A/S	122	117	35	82	68	12	5700	27,085	+2	0
C	412	45	14	31	9	41	5207	2165	-19	19
D	113	10	3	8	27	11	984	3234	-30	30
agnost.	30				20	3				
. Ther.		27	8	19	22		1320	20,411	-3	3
-77 A/S	190	+160 117	48 35	112 82	126	19	9102	23,683	-33 -63	33 63
C	423	65 45	20 14	45 31	21	42	5459	1913	-18 -32	18 32
D	140	38 10	11 3	27 7	63	14	1362	2855	-50 -70	50 70
agnost.	50				20	5				
. Ther.	22	36 27	11 8	25 19	34	2	3360	18,371	-11 -17	11 17
-78 A/S	316	157 117	47 35	110 85	198	32	14448	18,337	-120 -145	120 145
C	444	85 45	25 14	60 31	33	44	5855	1517	-17 -46	17 46
D	203	60 10	18 3	42 8	99	20	1956	2261	-71 -111	71 111
agnost.	70				20	7				
. Ther.	56	42 27	14 8	28 19	36	6	5520	16,211	-14 -23	14 23

+ Production if 14 Special Education and Speech/Hearing positions are added for 1975-76

* Figures are approximations, to be firmed by university personnel

UNIVERSITY PRODUCTION RATE OF
SPECIAL EDUCATION AND SUPPORTIVE PERSONNEL
AS RELATED TO
THE STATE SPECIAL EDUCATION GROWTH SERVICE PLAN

PRESENT RATE OF PRODUCTION SPECIAL EDUCATION TEACHING STAFF

The preceeding staff need tables refer to the present production rate of New Mexico Universities and Colleges. The production rate of 159 is determined by the numbers of Special Education teachers and support personnel now graduating from in-state institutions of higher learning.

A survey of university instructional personnel shows the following existing manpower:

I. Existing University Training Personnel

	Special Education	Speech	Total
University of New Mexico	11	8	19
New Mexico State University	1.5	4	5.5
Eastern New Mexico University	3	3	6
Highlands University	1	0	1
Western New Mexico University	0	0	0
University of Albuquerque	0	0	0
College of Santa Fe	0	0	0
Total Special Services Training Staff			31.5

The capacity production level ratio figure of university instructor to produced Special Education teacher is approximately 5.3 to 1.

The preceeding tables point out that 159 new Special Educators per year will not be sufficient numbers to staff needed positions. It will either be necessary to increase the production rate or recruit teachers from other states or retrain general education teachers to staff Special Education positions.

A combination of all three strategies may be necessary in years where phenomenal growth is expected.

However, once full growth has occurred and 2,775 Special Education personnel are on staff, it will require 277 new staff members each year to fill vacancies caused by attrition. At the present rate of production (159) this maintenance level of staff supply cannot be handled.

This would seem to appear that an increase of university instructional personnel is essential.

II. Present Rate of Staff Production and Suggested Staff Expansion.

Year	Number Instructors	Production
1974 - 1975	31.5	159
1975 - 1976	add 14 = 45.5	add 64 = 223
1976 - 1977	add 11 = 55.5	add 52 = 277
1977 - 1978	maintain level	

This level of added instructional capacity at the pre-service university level will permit maintenance when the full Special Education teaching staff of 2,775 has been attained.

A conservative estimate of maintenance production when Special Education Managed Growth plan is fully operant with a staff of 2,775 is to produce the 10% attrition of 277 added Special Education teachers per year.

STRATEGY OPTIONS FOR INCREASING PRODUCTION RATE OF SPECIAL EDUCATION TEACHERS

1. Recruitment of faculty to build up a University/College staff of 52 (to produce in excess of 277 students per year).
2. Out-of-state recruitment of teaching staff personnel.
3. A combination of the above.
4. Organize intensive summer training university sessions bringing in guest lecturers until needed manpower has been provided then retain university instructional positions at level to service maintenance needs.

SOURCES OF SPECIAL EDUCATION TRAINEES (MANPOWER)

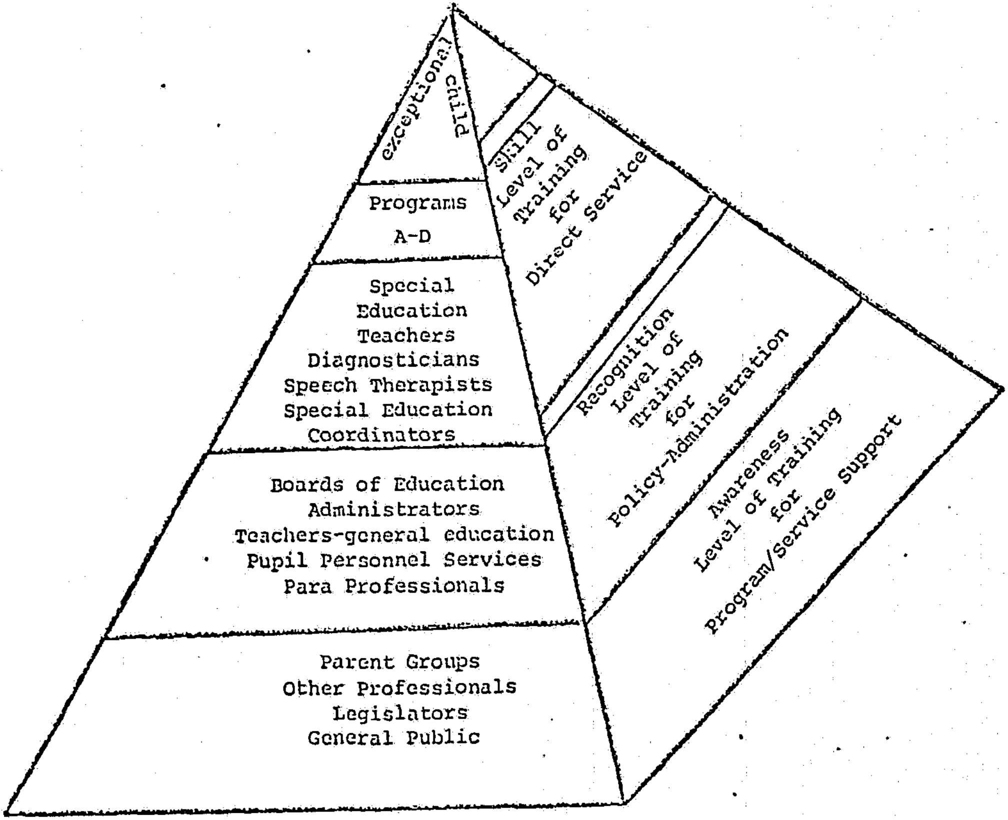
1. Special Educators now in general education.
2. Special Educators now unemployed.
3. General education teacher with some course work in Special Education.
4. General Educator on provisional certification.

A TRAINING PROGRAM
THE CONTENT AND RECEIVERS OF TRAINING

In defining the parameters of a Statewide Training Program, the receivers of training services will include besides teachers and support personnel, parents, boards of education, legislators, administrators, other professionals, and the general public.

The content and level of training cannot be the same for all groups. The following illustration charts the division of content into three areas: awareness, recognition, and skill development. The corresponding receivers of training are positioned according to their general level of Special Education training.

PERSONNEL INVOLVEMENT AND LEVEL OF TRAINING



STATE DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION

STATE TRAINING PLAN

SCOPE OF TRAINING NEED
RECEIVERS OF TRAINING

PERSONNEL	LEVEL OF TRAINING
1. Special Education Teachers	Skill
A. Numbers	
B. Disability Category	
2. Supportive Staff	Skill
Diagnosticians	
Speech Therapists/Language Therapists	
Special Education Coordinator/Director	
A. Numbers	
B. Training Strategy	
3. Other Public School Personnel	Recognition
A. Boards of Education	
B. Administrators (General Education)	
C. Teachers (General Education)	
D. Pupil Personnel Services (nurses, counselors, specialists, etc.)	
E. Para professionals (Ancillary Support)	
4. Public	Awareness
A. Parent groups (ARC, ACLD, special interest)	
B. Other professionals (physicians, lawyers, etc.)	
C. Legislators	
D. General Public	

EXPANSION OF CONTENT LEVEL INTO BASIC TRAINING OBJECTIVES

Each level of training content (awareness, recognition, skill) has been expanded showing the basic training objectives for differing groups to be trained. Included with the objectives are processes suggesting the style of service delivery and the input denoting actual providers of service.

LEVEL: Awareness - Knowledge that exceptional children exist
and that something can be done

PARENT GROUPS
OTHER PROFESSIONALS
LEGISLATORS
GENERAL PUBLIC

OUTCOME	PROCESS	INPUT
1. Increased knowledge of numbers of exceptional children needing service.	1. Use of Media	1. Data State Plan I & II
2. Increased knowledge of types of exceptional children needing service.	2. Presentations a. Community b. School c. General public d. Other professions e. Parent groups f. Legislators	2. Providers of service: State Department of Education Division of Special Education Special Interest Groups Professional Organizations LEA Leaders Related Agencies Universities Exceptional Children
3. Increased knowledge of plans to provide service.	3. Conferences	
4. Increased knowledge of procedures to use with exceptional children.	4. Personal visitation	
5. Increased knowledge of added support needed for legislation (exceptional children programs).	5. Letters	

Evaluation:

LEVEL: <u>Recognition</u> - Increased knowledge of appropriate services to be provided for handicapped children.

BOARDS OF EDUCATION
ADMINISTRATOR (GENERAL EDUCATION)

OUTCOME	PROCESS	INPUT
1. Will conduct local needs assessment.	*Inservice A. Workshops	1. Data State Plans I & II
2. Will recommend appropriate program to the Board of Education.	B. Consultants Conferences Retreats	2. Providers of service: State Department of Education Division of Special Education Universities Related Agencies Lea Leaders Legislators
3. Will request needed program through the appropriate funding agency.	C. Documentary Materials Directory of available funding agents Procedural reports for funding	

*Some competencies can be obtained through formal course work.

LEVEL: Recognition

GENERAL EDUCATION TEACHER
PUPIL PERSONNEL

OUTCOME	PROCESS	INPUT
1. Competency in identification.	1. Workshops Conferences Retreats	1. Input: Content
2. Competency in appropriate referral procedures.	2. Consultants	2. Providers of service: Universities Related Agencies State Department of Education Division of Special Education Consultants
3. Adaptation and evaluation of curriculum.	3. Documentation	
4. Utilization of appropriate support services.		
5. Communication with others about child.	(Credit)	

LEVEL: Recognition **PARA PROFESSIONAL**

OUTCOME	PROCESS	INPUT
1. Competency in delivery of behavioral prescriptions in area of responsibility.	1. Workshops Conferences In-service Sessions	1. Content
2. Communication with others about child.	2. Consultants	2. Providers of service:
	3. Documentation Reports, research, etc.	State Department of Education Division of Special Education Universities Related Agencies Consultants LEA, Training Agent

LEVEL: Skills

DIAGNOSTICIANS
SPEECH THERAPISTS
SPECIAL EDUC. COORD./DIRECT.

OUTCOME	PROCESS	INPUT
1. Evaluation of handicapping condition.	1. Pre-service Activities	1. Content
2. Selection of appropriate educational procedure.	Course work Practicum	2. Providers of service:
3. Delivery of appropriate educational procedure.	2. In-service Activities	Universities, Staff and Resources
4. Evaluation of above sequence.	Workshops Training Sessions	State Department of Education Division of Special Education Consultants
5. Management		
6. Supervision		

LEVEL: Skills

SPECIAL EDUCATION TEACHER

(Training emphasis depending on Level and Type of responsibility)

OUTCOME

1. Competency in interpretation of test/assessment results.
2. Competency in individual program planning and appraisal
   a. Developing objectives
   b. Selection, analysis and utilization of Materials
   c. Selection, analysis and utilization of Methods.
   d. Continuous monitoring and measurement of child's progress
3. Competency in Parent Training.
4. Competency in utilizing support services.
5. Competency in providing consultant services.

PROCESS

1. Pre-service Training
   a. course work
   b. practicum
2. In-service Training
   a. workshops
   b. course work
   c. practicum
   d. institutes
   e. conventions
   f. other training agents

INPUT

Content: (will vary according to distinct need)

1. A/B Programs for mildly handicapped children placed in regular classrooms.
2. C Programs for moderately handicapped children placed in self-contained classroom.
3. D Program for severely handicapped children placed in self-contained classroom.
4. Providers of service:

   Universities & Colleges staff and resources

   State Department of Education
   Division of Special Education
   Consultants
   Related Training Agencies
   LEA Training Agents

PROVIDERS OF TRAINING SERVICES

New Mexico Universities and Colleges (and staff)

Local Education Associations

State Department of Education

Division of Special Education

State Institutions (Deaf/Blind)

Professional Organizations (CEC/ALCD/NMEA)

Regional Training Agencies

Contracted Resource Consultants

Training Terms Defined

An attempt is sometimes made to differentiate between university training and that conducted by other training agents, usually for no credit or board of education credit, by using the terms pre-service and in-service.

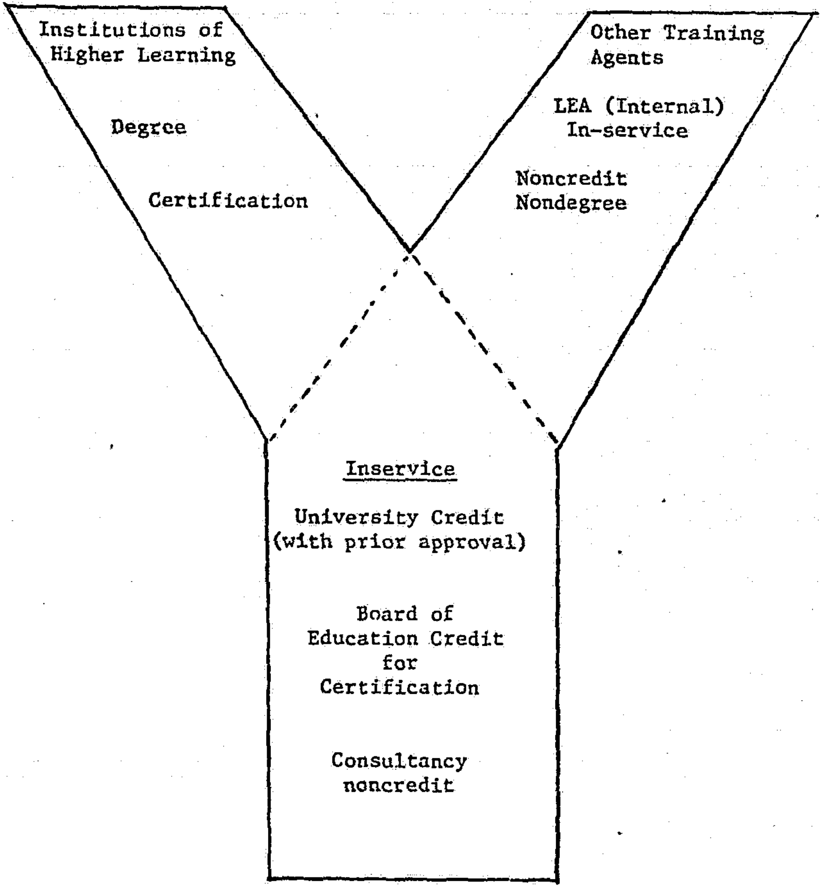
This distinction is in error. While pre-service training is usually the work done on the undergraduate level under the direction of the universities and colleges, in-service may also be conducted by the institutions of higher learning and for university credit.

Pre-service training is that which is conducted prior to employment as a certified professional. In-service training is that study which is done after employment has been secured and usually for; recertification, advanced degree, upgrade classification, or change of field.

In-service training also covers another aspect of study. It is often considered as that training received during the school year conducted by the LEA to upgrade skills. Conventions and state/district/regional workshops also conduct in-service training and within recent years have arranged for credit, both State Board of Education and University, to be awarded for the study.

LEA's can conduct in-service training for which the participants will be awarded university credit. However, prior arrangements and approval must be completed with the university before this is done. In this case the LEA is conducting the session but under the supervision of the university.

The following illustration pictures the overlap of services:



In-Service Training

In conjunction with an accelerated pre-service preparation effort on the part of higher education, the State Department of Education and the local school districts must come to task with the vast and ongoing in-service upgrading called for. While some teachers will choose to continue independently their in-service preparation via advanced study at colleges and universities, and while the Division of Special Education will continue to use federal funds earmarked for training to provide student support and training costs for special courses and workshops, large numbers of special education and regular teachers now in the field and of those who enter in the next few years will look to other avenues for additional upgrading and selective skill building.

In this respect, a viable, collaborative delivery mechanism is the proposed Regional Special Education Service Center Network, through which the Division of Special Education and the local school districts could offer in-service training programs in partnership. They also could develop, demonstrate and disseminate materials and provide technical and diagnostic assistance. Universities and colleges could be valuable sources of input by training the trainers employed at the regional level and through demonstration and research in all facets of special education. Similar input would come from the Division of Special Education. A third source of expertise into the regional centers might be the state's specialized institutions and residential schools whose own roles will change as more children move into expanded public school program options.

It is obvious that the demand for teachers requires commitment in terms of additional dollars generated and allocated for training and student costs. Financial support (federal, state, local, and private) must be brought directly to bear on the training issue.

RECOMMENDATION - TEACHER CERTIFICATION AS RELATED TO LEARNING DISABILITIES - H.M. 16:

RESPONSE TO HOUSE MEMORIAL 16

After careful analysis of House Memorial 16 and an exploration of the feasibility of requiring the training it proposes as a condition of certification in New Mexico, it is recommended that the State Board of Education go on record as supporting the intent of the Memorial, i.e., that all teachers in New Mexico be made aware of methods of recognition and treatment of exceptional children. The State Board of Education, if so directed, could expedite the implementation of such a requirement by:

a. contacting the deans of colleges of education of the State's institutions of higher education for the purpose of defining such training to be instituted by them through revision of the present requirements for an approved program of teacher education (thus establishing the requirement as a condition of teacher preparation);

b. contacting the superintendents of all LEA'. for the purpose of defining such training to be instituted by them as a requirement in an approved plan of refresher courses for all teachers who have not previously completed such training (thus establishing the requirement as a condition of in-service training) and to assist them in making such program content or experience available for in-service credit.

It is further suggested that the State Board of Education recommend that, if the legislature pursues making the requirement mandatory, it appropriate and allocate to the proper authorities the funds adequate to carry out the training required, at pre-service and in-service levels of teacher preparation.

(81)

A.69

The Legislature

of the

State of New Mexico

31st Legislature, 1st Session

LAWS 1973

CHAPTER ____________

HOUSE MEMORIAL 16

Introduced by

REPRESENTATIVES VERNON N. KERR,
JOHN F. BIGBEE, WILLIAM E. WARREN AND
JAMES H. KOCH.

1912

A MEMORIAL

REQUESTING THE STATE BOARD OF EDUCATION TO TRAIN TEACHERS TO RECOGNIZE AND TREAT CHILDREN WITH A LEARNING DISABILITY AND TO INVESTIGATE WHETHER SUCH TRAINING SHOULD BE A CONDITION OF CERTIFICATION.

WHEREAS, children with a learning disability represent the largest single category of exceptional children in the state of New Mexico; and

WHEREAS, these children constitute a high risk of involvement in drug abuse and delinquency; and

WHEREAS, the diagnosis and educational rehabilitation of such children must begin with identification of such children through professional training of teachers designed to enable teachers to recognize and treat a child with a learning disability;

NOW, THEREFORE, BE IT RESOLVED BY THE HOUSE OF REPRESENTATIVES OF THE STATE OF NEW MEXICO that the state board of education is requested to require training of all teachers in methods of recognition and treatment of a child with a learning disability; and

BE IT FURTHER RESOLVED that the state board of education is requested to investigate the feasibility of requiring such training as a condition of certification in New Mexico; and

BE IT FURTHER RESOLVED that a copy of this memorial be transmitted to each member of the state board of education.

s/Walter K. Martinez
Walter K. Martinez, Speaker
House of Representatives

s/Albert Romero
Albert Romero, Chief Clerk
House of Representatives

SPECIAL EDUCATION
CONSORTIUM REPORT

In order to provide an educational service to the many handicapped children in New Mexico, it is necessary to establish adequate training programs, both pre-service and in-service, innovative and model demonstration programs, and an ongoing research program. The purpose of this report is to present a strategy that is flexible enough to satisfy present needs and to allow for continuous and long range planning through Special Education Consortium.

In realizing this need all special education faculty participated in the development of the consortium (see Appendix A). Through this procedure, constant program evaluation, quality control and mutuality of planning on a statewide basis can occur.

CONTENTS

SUMMARY

According to the needs assessment study by the State Department of Education Division of Special Education, there are 44,375 children in New Mexico who are mentally, physically, emotionally, or sensorily handicapped who need some type of special education services. Of this number only 8,537 are presently receiving any kind of special service. To deal with this problem a Special Education Consortium has been formed among the teacher training institutions under the coordination of the Board of Educational Finance to engage in statewide planning on the part of member universities with a commitment to service for handicapped children.

The Special Education consortium has compiled data on the number of staff employed, the areas of special education training and the number and types of teachers trained in the state universities. The consortium has analyzed this data, compared it with the state needs assessment study and made projections for future directions in special education. The consortium report as adopted by the education deans and the academic officers concludes that additional resource teachers are needed to assist the regular classroom teacher and, in addition, teachers are needed for the severely handicapped child. The consortium recommends that universities devote more resources to in-service activities. In order to implement these changes the consortium recommends that (as a first step) additional staff be hired to upgrade quality of the training programs in all the universities. Specifically, the consortium recommends that eleven new positions be added throughout the universities to provide for the new directions in special education and to upgrade the quality of the programs. During the coming year the consortium will meet on a regular basis at each of the universities to review in detail the individual programs and to carry out its mission of satisfying training needs while avoiding duplication of effort. It should be pointed out that in addition to the 44,375 children who are mentally, physically, emotionally, or sensorily handicapped to whom this special education consortium is addressing itself there is an additional incidence of 21,731 speech impaired who need special service. A communicative disorder consortium has recently been created to study this problem.

THE CONSORTIUM PLAN

The following plan represents a statewide planning effort on the part of member universities with a commitment to service to handicapped children. Each teacher training facility has compiled data on the number of staff employed, the number and types of teachers trained, analyzed this data, and made projections for future needs. The result of an analysis of these data would indicate that there are an insufficient number of teachers being trained in needed areas and insufficient staff to produce the needed teachers to meet the state needs. The results also indicate that additional personnel are required to upgrade the quality of the programs in all the universities. It is proposed that the creation of a special education consortium be approved so as to allow the member universities to share plans and needs, and provide guidance to each other in the future.

A. Organization
   1. Purpose - The Consortium is a cooperative effort of all university training programs in Special Education in the State of New Mexico.

B. Justification for Consortium
   1. To meet training needs (see Appendix B)
   2. To avoid duplication of effort (see Appendix B and D).
   3. To assist each other in recruitment of staff and determining needs
   4. To provide continuous planning for future needs

C. Activities of the Consortium
   1. Major goal - Develop quality in research, demonstration and training in services to handicapped children.
   2. Procedures
      a. To meet quarterly under coordination of the Board of Educational Finance
      b. Identify and delineate functions that will produce quality graduates (see Appendix C)
      c. Establish priorities and needs for a statewide effort and report these annually to member universities and the Board of Educational Finance

DEFINITION OF THE PROBLEM

According to the needs assessment study of April 1973 by the Division of Special Education, 44,375 children are mentally, physically, emotionally, or sensorily handicapped in New Mexico. There are also 21,731 speech impaired who also need special services. At this time only 8,537 children are receiving special services. In order to solve this problem a New Mexico Special Education Continuum services plan has been developed. This plan is explained in the following tables.

Table I is a categorical deliniation by handicap. These percentages and numbers are based on a random sample of all children in New Mexico public schools.

Table II is description of the continuum services plan which is endorsed by the state. An extensive research project funded by the USOE Bureau of Education for The Handicapped has proven the efficiency of the continuum model.

Table III is a projection of needed programs to serve handicapped children. This projection will need to be modified as individual districts plan services unique to their needs. However, even the minimum of increases including expansion of in-service programs, necessitates the proposed increase of eleven new professors in New Mexico.

Table I

PROJECTED INCIDENCE OF EXCEPTIONALITY
BY CATEGORY IN THE NEW MEXICO
PUBLIC SCHOOL POPULATION

Conditions of Exceptionality	Rate	Number
Vision Impairment	.28%	766
Speech Impairment	7.80%	21,731
Hearing Impairment	3.91%	10,865
Physical Handicap	1.53%	4,269
Learning Disability	7.38%	20,567
Mental Handicap	3.48%	9,701
Giftedness	2.51%	6,985
Multiple Handicap	.14%	388
Total Conditions of Exceptionality	27.03%	75,282

TABLE II

NEW MEXICO PLAN OF PUBLIC SCHOOL SPECIAL EDUCATION PROGRAM ALTERNATIVES

Level of Special Learning Needs of Exceptional Child	Recommended Program Provision & Description	What Happens to Child
A. Minimal - Child's special learning needs are such that he does not require a basic modification of the regular curriculum but can remain full time in the regular classroom with support and back up.	Resource Teacher - Suggested ratio 1/30-35. Special teacher serves a number of teachers with exceptional students and travels from class to class/school to school assisting teachers and children on a part-time basis.*	Child is given special help in the regular classroom and is taught primarily by the regular classroom teacher who is assisted by the resource teacher.
B. Mild - Child's special learning needs are such that he does not require a basic modification of the regular curriculum but does need additional intensive, remedial assistance outside the classroom.	Resource Room - Suggested ratio 1/18-24. Special teacher is permanently based and works with children on a regular part-time basis.	Child is given special help in the resource room by the resource room teacher who coordinates with the regular classroom teacher. Child is taught primarily by the regular classroom teacher.
C. Moderate - Child's special learning needs are such that the content, methods and/or pacing in the regular classroom are inappropriate and must be modified.	Special Education Class - Suggested ratio 1/10-15. Special teacher works with a group (class) of children on a part-to full-time basis and integrates children into regular program to greatest extent possible.	Child is taught by the special teacher in the special classroom and by the regular classroom teacher for integration activities.
D. Severe - Child's special learning needs are such that the regular classroom program is totally inappropriate and unresponsive. An individualized program is required.	Special Education Class - Suggested ratio 1/4-8. Special teacher works with small group of children on a highly structured, full-time basis and integrates children into regular program if possible.	Child is taught by the special teacher in the special classroom.

*Speech therapists would be included under type A program funding; however, the caseload for speech therapy would average 1/60 and more rapid caseload turnover would be expected.

Table III

RECOMMENDED PROGRAM EXPANSION PLAN

	1974-75	1975-76	1976-77	1977-78
Programs A/B				
itional Children		2,025	3,402	5,346
itional Programs		67.5	126	198
ulative Children	3,675	5,700	9,102	14,448
ulative Programs	122.5	190	316	514
Cent A/B Need Met	11.2%	17.4%	27.8%	44.1%
Program C				
itional Children		115	252	396
itional Programs		9.35	21	33
ulative Children	5,092	5,207	5,459	5,855
lative Programs	413.65	423	444	477
Cent C Need Met	69.1%	70.6%	74.0%	79.4%
Program D				
itional Children		160.5	378	594
itional Programs		26.65	63	99
ulative Children	823.5	984	1,362	1,956
ulative Programs	113.35	140	203	302
Cent D Need Met	19.5%	23.3%	32.3%	46.4%
Totals				
al Children	9,590.5	11,891	15,923	22,259
al Programs	649.5	753	963	1,293
Cent Total Need Met	21.6%	26.8%	35.9%	50.2%

PROPOSED SOLUTIONS

The following universities acting as a consortium are in agreement concerning solutions to deal with present and future problems facing them in the delivery of trained teachers for exceptional children. They suggest the following initial steps:

1. Creation of a consortium to aid in statewide planning among the training institutions. The procedures and basic operational design in delineated heretofore in this proposal.
2. Immediate increase in faculty in a statewide basis. We propose 11 additional staff with the division as follows:

University of New Mexico	4
New Mexico State University	2
Eastern New Mexico University	2
New Mexico Highlands University	2
Western New Mexico University	1
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These additional faculty will accommodate most of the training needs in New Mexico and allow greater effort in in-service training.

The consortium with its built-in mechanism for cooperative planning will allow us to continue to plan together for quality training, demonstration and research programs.

The following brief statements present proposed new directions in the various training programs.

PROJECTED USE OF NEW STAFF

A. Eastern New Mexico University - Two Full-Time Positions

Eastern New Mexico University's Department of Special Education emphasizes a program of interrelated disabilities which is deemed necessary to prepare special education teachers to work in the rural schools of New Mexico which do not have enough children in any one category to justify the employment of a special education teacher. The rural schools are able to identify enough youngsters with learning problems to warrant the establishment of a resource room to assist children who have a variety of handicaps that cause learning problems.

Students desiring categorical preparation for type C (self-contained classrooms) may be certified in the field of Educable Mental Retardation or Behavior Disorders (Emotionally Disturbed).

Type D programs are available to students who wish to work with severely retarded trainable children in public schools or institutional settings.

Position No. 1

The responsibilities of this position will be to establish a program for the preparation of special education diagnosticians using Eastern's interrelated disciplines and to teach courses in Special Education to enable the department to offer more advanced work.

Position No. 2

The faculty member employed in this position will teach some classes on campus and will work directly with public school in-service Special Education programs. He will also be given the responsibility of recruiting teachers for Special Education.

Emphasis Anticipated at Eastern New Mexico University:

Type A (little growth anticipated)

Type B (major area of emphasis):

Resource Room Teachers for Rural Schools

(Interrelated disabilities - Generalist)

Type C (continuation of program in L.D., E.M.R., and Behavioral Disorders)

Type D (minimal growth anticipated in T.M.R. and Severely Emotionally Disturbed)

B. New Mexico Highlands University - Two Full-Time Positions

The Special Education Program at NMHU is based on a non-categorical approach leading to generalist preparation; however, general emphasis is placed in the areas of (1) mild to moderate learning disorders, (2) behavioral disorders, and (3) learning disabilities. These areas of study are supplemented by a series of selected topic courses in other exceptionalities, e.g., Survey of Physical Handicaps, Education of the Hearing Impaired, Education of the Speech Impaired.

The main areas of study are followed by methods coursework, for example, Educational Procedures for Learning Disabled Children; Methods and Materials in Special Education. There are two courses in Diagnosis that students may take at the graduate or undergraduate level. One course in advanced diagnosis is presently offered at the graduate level only.

Position No. 1

Would be filled by a doctoral level person having extensive background in the area of A/B programs - leading to the specific training of the "itinerant" and resource teacher.

Position No. 2

Would be filled by a doctoral level person having extensive background in the area of learning disabilities supplementary to the training of A/B teachers.

C. New Mexico State University - Two Full-Time Positions

New Mexico State University currently provides training in the following areas: (1.) Undergraduate training in Special Education leading to allied endorsement (certification); (2.) Graduate course offerings for training Special Education teachers at the master's level.

Position No. 1

The primary responsibility of this position will be to coordinate and supervise the practicum and student teaching activities of undergraduate special education students. Secondly, this position will provide additional course offerings in the undergraduate Special Education sequence to improve the quality of the Special Education teacher preparation area.

Position No. 2

The primary responsibility of this position will be to teach courses at the graduate level and to coordinate field experiences and in-service activities with the public schools. The major thrust of this position will be to enhance New Mexico State University's capability to prepare master special education teachers for New Mexico A, B, or C certification.

D. University of New Mexico - Four Full-Time Positions

An emphasis by the College of Education on meeting the needs of New Mexico will allow for the following redirection of the Department of Special Education.

Memorial House Bill 16 which directs institutions to provide training of all educators in identification of exceptional children has prompted the University of New Mexico, College of Education to initiate plans for involving all of its future educators in an awareness program. Plans are underway to integrate into all training programs in the College of Education, Special Education coursework. It is the College's belief that if all teachers are familiar with exceptional children and how to help them all children will receive a better education. The Department of Special Education is emphasizing the training of teachers for rural New Mexico and have initiated "Project Outreach" which takes its professors to the local level for training of regular and special education teachers.

The preservice program is in the process of redirection and will move quickly with the four new staff to emphasize training type A and D teachers. This redirection is not a quick decision but one that has been in planning for three years. In order to meet the state needs and in accordance with the consortium plan a limitation on type C teachers will occur in the future.

Utilization of new positions will occur as follows:

1. Hire a person with extensive background in plan A type teachers. This person will teach and coordinate practicum experiences in Albuquerque and "Project Outreach".
2. Hire two professors to teach in the plan D program. They will have extensive experience with severely handicapped children and youth.
3. Hire a professor with extensive methods, materials and technique skills. This person will teach the methods courses for severely handicapped children.

A two-phase redirection is proposed:

1. To reduce the emphasis on Plan C programs
2. To increase Plan A and Plan D training programs

E. Western New Mexico University - One Full-Time Position

The proposed staff member at Western New Mexico University will be used to develop the program there. Emphasis is expected to be in Plan C and Plan D programs.

CONCLUSION

These additional faculty will not necessarily produce a marked increase in number of graduates, but it will allow for a redirection of emphasis which will accommodate most of the training needs in New Mexico.

The consortium with its built in mechanism for cooperative planning will allow us to continue to plan together for quality training demonstration and research programs.

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CONSORTIUM PLANNING
INTRODUCTION FOR TABLES

The following information is an example of the information that resulted through the consortium planning. The next few tables and the appendices depict what has happened (Table IV) in terms of numbers and types of teachers trained since 1970 to present, what is happening and should happen in the coming three years (Table V) in teacher needs, what will happen as a result of mutuality of planning among the state's training programs when new professors and the consortium (Table VI) and a composite state plan for redirection (Table VII) are approved. The appendices are further elaboration of who the professors are. (Appendix A); what kinds of teachers do they train (Appendix B); how much do they do (Appendix C); and what kinds of training is available (Appendix D).

Table IV

This table depicts the best available information as to how many teachers were trained at each university and category of training (A-B-C-D certifications as described on page 3)

	1970-71[1]		1971-72		1972-73		1973-74	
	G	UG	G	UG	G	UG	G	UG
n A[2]								
U	-	-	-	-	29	-	29	-
US	13	-	10	-	14	-	14[3]	72
S	-	-	-	-	-	-	-	-
SS	-	-	9	6	8	13	18	8
E	-	-	-	-	-	-	-	-
ES	9*	6	3	5	2	6	3	6
H	-	-	-	-	-	-	-	-
W	-	-	-	-	-	-	-	-
A	-	-	-	-	-	-	-	-
SF	-	-	-	-	-	-	-	-
C	-	-	-	-	-	-	-	-
al								
ec. Educ.					29		29	
eech	22	6	22	11	24	19	35	86

* 5 teaching of discontinued Deaf Education

	1970-71		1971-72		1972-73		1973-74	
	G	UG	G	UG	G	UG	G	UG
B								
U	20	-	13	-	25	-	20	-
S	-	6	4	9	9	10	4	5
E	-	-	4	8	6	14	8	19[5]
H	-	-	1	-	3	6	5	1
W	-	-	-	-	-	-	-	-
A	-	-	-	-	-	-	-	-
SF	-	-	-	-	-	-	-	-
C	-	-	-	-	-	-	-	-
l	20	6	22	17	43	30	37	25

	1970-71		1971-72		1972-73		1973-74	
	G	UG	G	UG	G	UG	G	UG
C								
U	10	26	13	34	14	27	8	52
S	18	12	8	28	10	24	7	33
E	7	12	8	17	7	13	4	14
H	-	-	2	10	6	14	2	18
W	-	-	-	-	-	-	-	-
A	-	-	-	2	-	4	-	5
SF	-	-	-	-	-	-	-	-
C	-	-	-	-	-	-	-	-
1	35	50	31	91	37	82	21	122

		1970-71		1971-72		1972-73		1973-74	
		G	UG	G	UG	G	UG	G	UG
Plan D									
	U	10	11	9	10	4	9	10	25
	S	-	-	-	-	1	1	1	3
	E	-	-	-	-	1	2	1	3
	H	-	-	-	-	-	-	-	2
	W	-	-	-	-	-	-	-	-
	A	-	-	-	-	-	-	-	-
	SF	-	-	-	-	-	-	-	-
	C	-	-	-	-	-	-	-	-
Total		10	11	9	10	6	12	12	33
Total Graduates Per Year		132		180		239		279	

1. Figures include all graduates in 12 month period beginning September and ending in August for institutions on semesters.
2. Listed separately are speech pathologists and audiologist function in the Plan A program.
3. No information is available prior to 1973.
4. American Speech and Hearing Association standards do not allow Bachelor level graduates to be employed as speech pathologists.
5. Six are work-study students.

Legend:

U	=	University of New Mexico
US	=	Dept. of Communicative Disorders at UNM
S	=	New Mexico State University
SS	=	Dept. of Communicative Disorders at NMSU
E	=	Eastern New Mexico University
ES	=	Dept. of Communicative Disorders at ENMU
H	=	New Mexico Highlands University
W	=	Western New Mexico University
A	=	University of Albuquerque
SF	=	College of Santa Fe
C	=	College of Southwest

EXPLANATION OF TABLE V

This table compares the teacher production rates of 1974-75 for plans A/B, C, and D with the projected state teacher need figures for the 1975-76, 1976-77, and 1977-78 school years. Plans A and B are combined in order to maintain consistency with the state needs assessment document of 1973. All teacher production rates are adjusted according to a 20% attrition rate. Projected teacher need estimates are adjusted according to a 10% attrition rate.

Looking at the figures for plans A and B, for example, it can be seen that 64 teachers will be produced for 1974-75, but when the 20% attrition* rate is applied to this figure, 11.8 must be subtracted from 64, leaving 5 1.2 teachers trained in A/B programs who will actually remain in the state and teach.

The state need for A/B teachers for 1975-76 is 67.5, but after applying the 10% attrition rate to this figure, the estimated need increases to 80.

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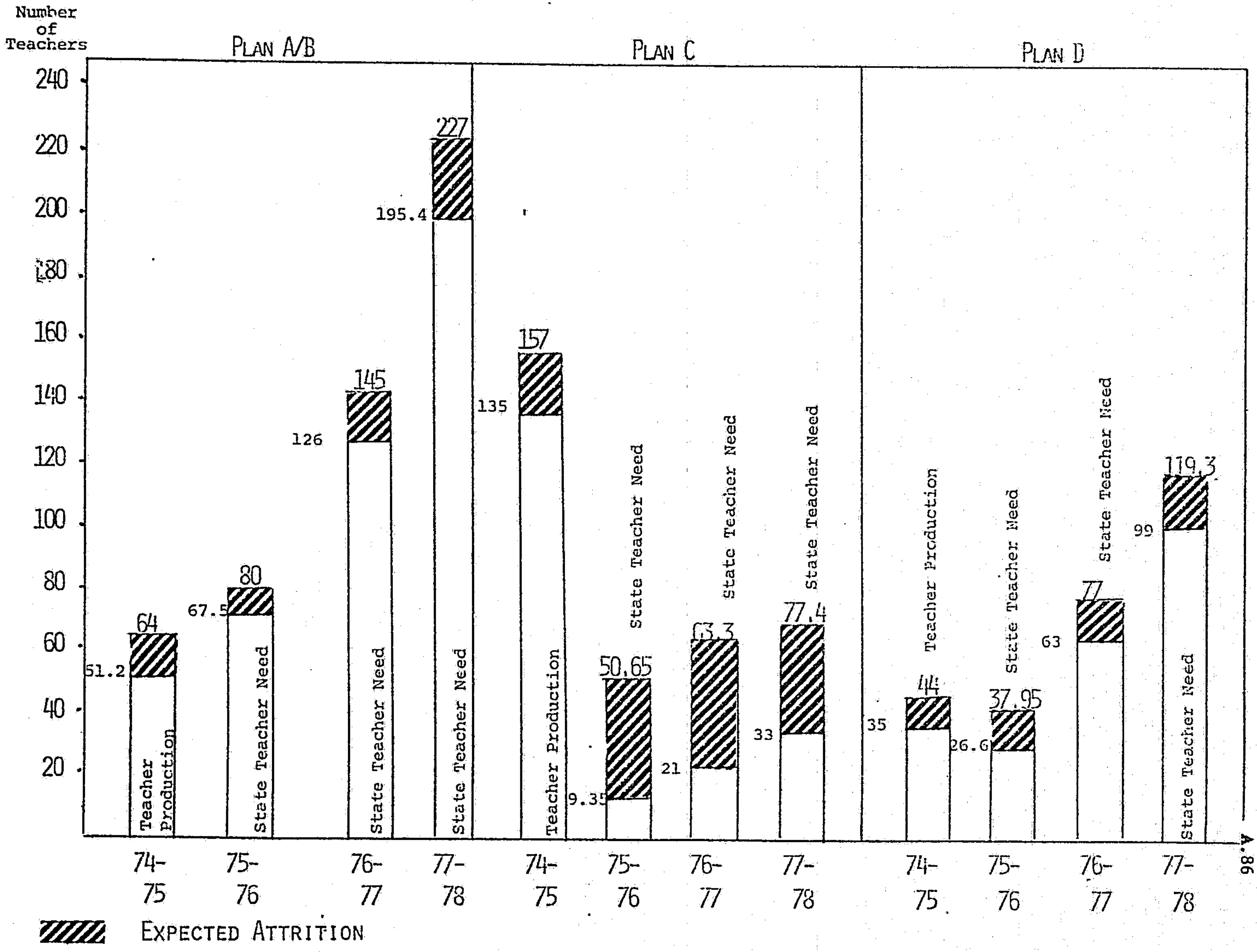
*These teachers either go on to graduate training, leave the state or take positions with agencies other than public schools or just simply do not take a position. There has never been a graduate who could not get a job!

CONSORTIUM PLANNING



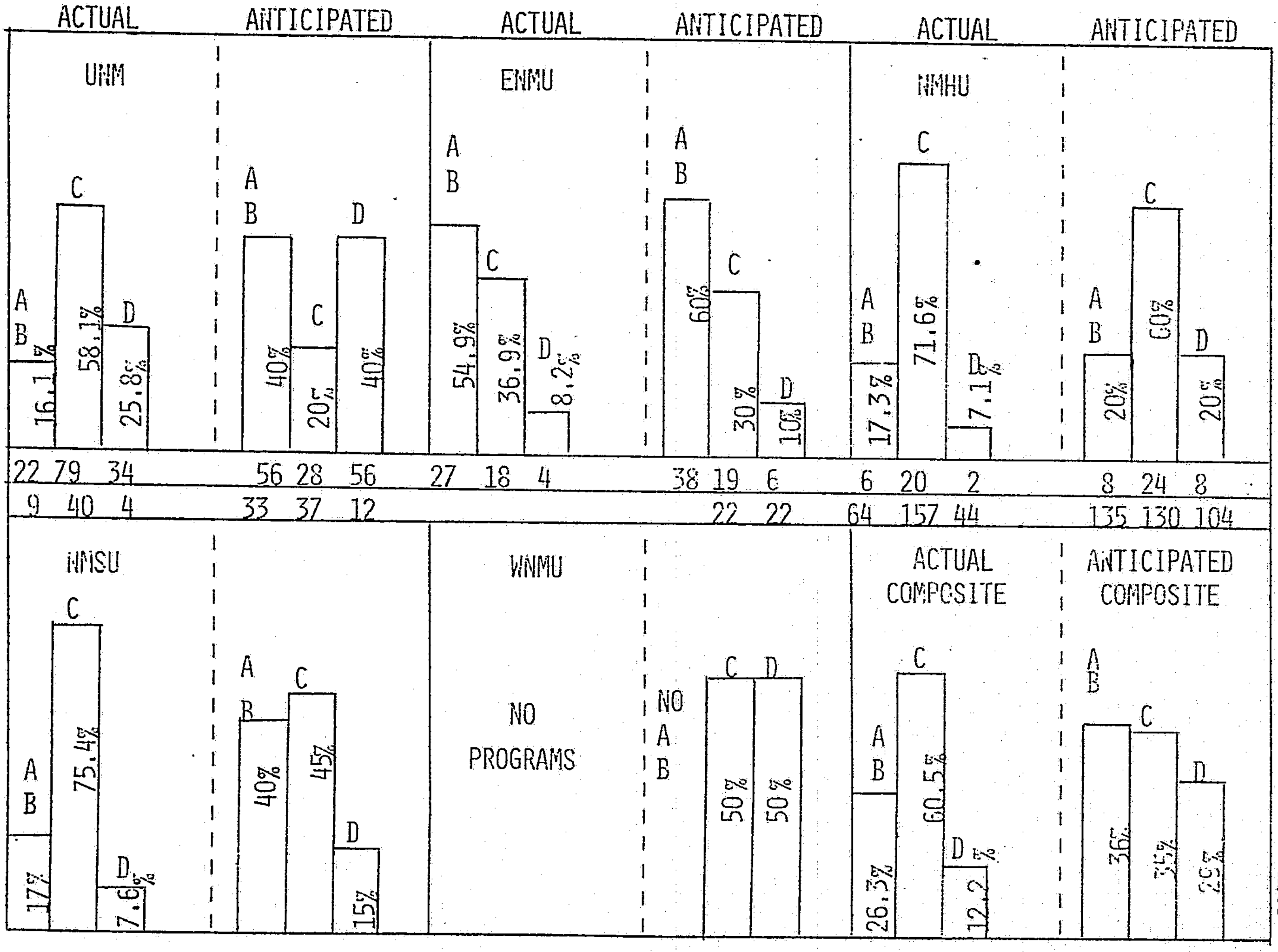
EXPLANATION OF TABLE VI

This table compares the actual number of students produced in plans A/B, C and D during the 1973-74 academic year at each of the universities with the anticipated production of students in plans A/B, C, and D for the 1974-75 academic year for each of the institutions. Plans A and B are combined in order to maintain consistency with the state needs document of 1973.

As an example, looking at the figures for UNM, notice that 16.1% of UNM's Special Education students, or 22 students, were produced in plan A/B programs during 1973-74. The first column to the right of the dotted line shows that UNM intends to redirect its emphasis to 40% so that approximately 56 students would be produced in plans A & B for 1974-75.

The left hand side of the square in the lower right corner shows the composite percentages of actual student production for all Special Education Programs in New Mexico for 1973-74. The right hand side displays through composite percentages the way in which the Special Education Programs intend to redirect themselves as a whole during 1975-76.

TABLE VI. PRESENT AND ANTICIPATED NUMBER OF GRADUATES WITH ADDED STAFF

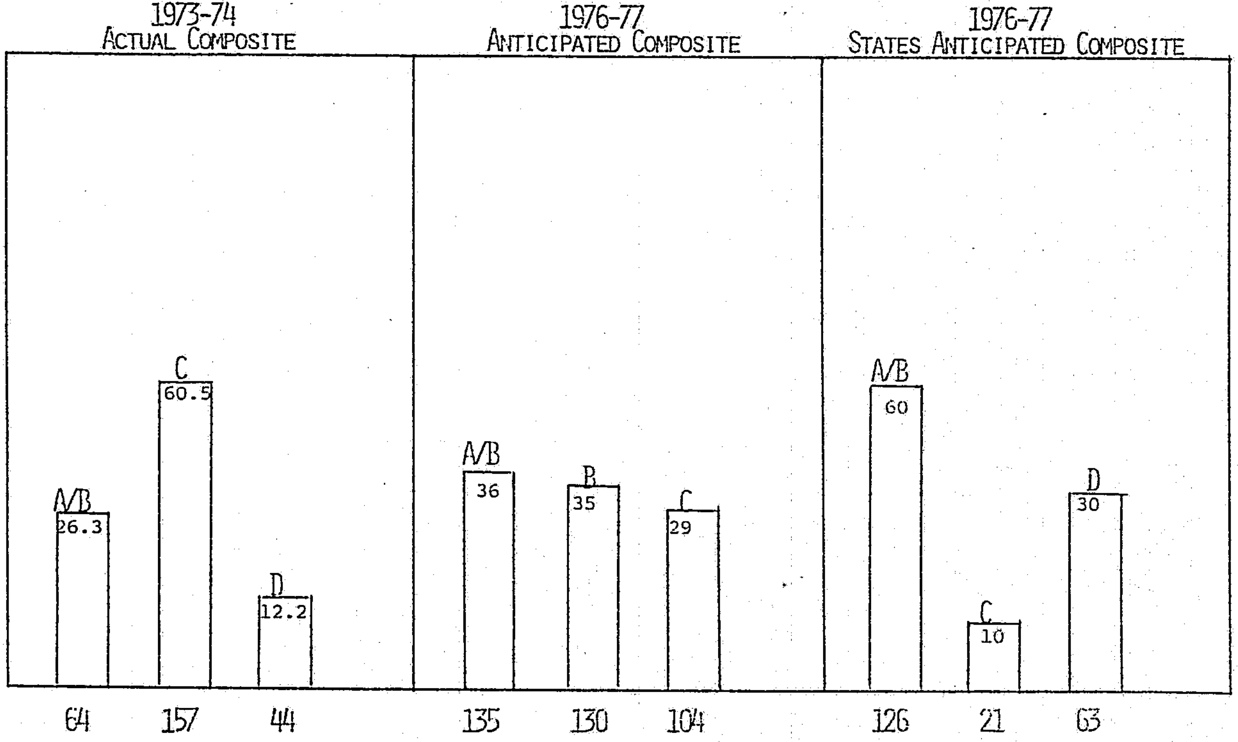


EXPLANATION OF TABLE VII

The first section of this table explains the actual composite of students produced in Plans A/B, C, and D during 1973-74. The second section explains the anticipated composite of students in Plans A/B, C, and D that would be produced if the consortium were functioning. The third section explains the State's anticipated composite of students that would be produced in Plans A/B, C, and D.

TABLE V11.

BASED ON FUNCTION OF CONSORTIUM



APPENDIX A

This appendix is an accurate list as of January 1, 1975. This list indicates the professional staff (these are full-time faculty, but some are not full-time Special Education Faculty) at each university. The supplemental staff are regularly hired part time staff or staff from other university departments who teach a course or two on a regular basis. The adjunct staff are usually highly talented professionals not employed by the university, but who occasionally teach or lecture at the university.

APPENDIX A

PRESENT FACULTY BY INSTITUTION DIRECTLY INVOLVED WITH SPECIAL EDUCATION TRAINING

(100% or Less)

The following table is accurate to October, 1974, of the names specific to Special Education teaching and source of funding.

The University of New Mexico - Department of Special Education

Professional Staff	Source of Funds for Support
G. Adamson, EdD., Chairman	University
B. Apodaca, PhD.	Federal Funds
J. Everett, EdD.	University
E. Gonzales, PhD.	Federal
R. Kroth, EdD.	University
R. McDowell, EdD.	University
F. Papcy, PhD.	University-Joint appt.
M. Pynn, M.A.	Federal Funds
M. Works Shelton, Ph.D.	University
G. VanEtten, EdD.	Federal
B. Watson, EdD.	25% University 75% Federal
Supplemental	
C. VanEtten, Ed. Spec.	Federal Funds
Z. Dobkins, M.A.	Federal Funds
Adjunct Staff	
G. Brown, M.D.	----------
H. Pepe, Ed.D.	----------
Graduate Asst.	

New Mexico State University - Department of Special Education

Professional Staff	Source of Funds for Support
Joy A. Brown, Ph.D.	University
Dale Baum, Ed.D.	University

Eastern New Mexico University - Department of Special Education

Professional Staff	Source of Funds for Support
Harold Brasell, Ph.D.	University
Box Herman, M.A.	University
Tom Hartman, M.A.	University
Virginia Klapperich, M.A.	University

New Mexico Highlands University - Special Education Faculty

Professional Staff	Source of Funds for Support
Larry Cordova, Ph.D.	University
James Alarid, E.D.	University
Vacancy	University
Supplemental	
Shirley Jones	Federal
Lanince Robinson	Federal
Mildred Williams	Federal
Tony Espinosa	Federal

Western New Mexico University - Special Education Faculty

Professional Staff	Source of Funds for Support
None	
Supplemental	
Dr. Robert Agan	
Dr. James Colson	
Dr. Alfred Biggs	
Dr. Thomas Lloyd	
Dr. Bonnie Maldonado	
Dr. Wyley Peeples	
Dr. Barbara Sperling	

University of Albuquerque - Special Education Faculty

Professional Staff	Source of Funds for Support
Rose Cosden, Ph.D.	University
Supplemental	
None	
Graduate Asst.	
None	
Adjunct	
None	

College of Santa Fe - Special Education Faculty

Occasional course work only

College of the Southwest

Professional Staff	Source of Funds for Support
Marguerite Ordway	University
Supplemental	
None	
Graduate Asst.	
None	
Adjunct Staff	
None	Program just starting No majors planned

APPENDIX B

In an effort to visually display what happens as a result of the consortium planning and the addition of new faculty we have compared for the reader what the teacher production was and in what areas in 1973-74 in relation to how it can be in 1975-76.

We have also for the readers benefit shown how time in instruction was spent in 1973-74 and how it can be in 1975-76.

These calculations were taken from Board of Educational Finance reports and are as accurate as possible. Possible inaccuracies may occur if the university has not designated a department or area of Special Education.

DISTRIBUTION OF 73-74 FACULTY AND TEACHER TRAINING PRODUCTIVITY

	Mental Retarded	Training Productivity Learning Disability	Behavioral Disorders	Total
A		9*		9
B		20		20
C	60			60
D	29		6	35
				124*

*20 additional were trained on a special E.P.D.A. grant now terminated

DISTRIBUTION OF FACULTY IN TERMS OF ACTUAL TIME SPENT IN INSTRUCTION

	Lower Division	Upper Division	Graduate Division		Total
. Ed. Fac.	1.520	2.600	2.630	=	6.750
. Asst.	.000	.225	.025	=	.250
rns	.375	.375	.000	=	.750
Supp.	.000	.665	.210	=	.875
Supp.	.125	.595	.155	=	.875
					9.500

PROJECTED DISTRIBUTION OF TOTAL FACULTY IN TERMS OF TIME SPENT IN INSTRUCTION 1975-76 TEACHER TRAINING PRODUCTIVELY

	Mental Retarded	Learning Disability	Behavioral Disorders	Diagnosis	Total
A		30	5	10	45
B		15	5		20
C	20				20
D	40		15		55
					140

Additional: Project Outreach 8 classes = 120 Reg. C.R. teachers
Summer Emphasis 2 or 3 yr. = 40 Plan A teachers

PROJECTED DISTRIBUTION OF TOTAL FACULTY IN TERMS OF TIME SPENT IN INSTRUCTION

	Lower Division	Upper Division	Graduate Division		Total
. Ed. Fac.	0.55	4.5	8.45	=	13.5*
. Asst.	1.00	1.0	1.000	=	3.0
:ns	.5	.0	.000	=	.5
;upp.	.0	.500	.250	=	
upp.	.125	.595	.155	=	.75
					17.620

*2.5 positions added for 1974-75 under special grant

Total proposed faculty in terms of time spent in instruction

New Mexico State University

DISTRIBUTION OF 73-74 FACULTY AND TEACHER TRAINING PRODUCTIVITY

		Training Productivity			
	Mental Retarded	Learning Disability	Behavioral Disorders		Total
Plan A					
Plan B	5	4			9
Plan C	33	7			40
Plan D	3	1			4
					53

DISTRIBUTION OF FACULTY IN TERMS OF ACTUAL TIME SPENT IN INSTRUCTION

	Lower Division	Upper Division	Graduate Division		Total
Spec. Ed. Fac.	.02	.60	.255	=	.875
Grad. Asst.				=	
Interns				=	
Pd. Supp.				=	
Fac. Supp.					
					.875

PROJECTED DISTRIBUTION OF TOTAL FACULTY IN TERMS OF TIME SPENT IN INSTRUCTION 1975-76 TEACHER TRAINING PRODUCTIVELY

	Mental Retarded	Learning Disability	Behavioral Disorders	Diagnosis	Total
Plan A		10		5	15
Plan B		23			23
Plan C	37				37
Plan D	12				12
					87

PROJECTED DISTRIBUTION OF TOTAL FACULTY IN TERMS OF TIME SPENT IN INSTRUCTION*

	Lower Division	Upper Division	Graduate Division		Total
Spec. Ed. Fac.		2.0	2.0	=	4.0
Grad. Asst.				=	
Interns				=	
Pd. Supp.				=	
Fac. Supp.					
					4.0

*If existing facilities are made full time and and two new positions are added.

DISTRIBUTION OF 73-74 FACULTY AND TEACHER TRAINING PRODUCTIVITY

	Mental Retarded	Training Productivity Learning Disability	Behavioral Disorders	Total
A				
B		27		27
C	18			18
D	4			4
				49

DISTRIBUTION OF FACULTY IN TERMS OF ACTUAL TIME SPENT IN INSTRUCTION

	Lower Division	Upper Division	Graduate Division		Total
. Ed. Fac.	.20	3.49	.30	=	4.0
. Asst.				=	
rns				=	
Supp.				=	
Supp.				=	
					4.0

PROJECTED DISTRIBUTION OF TOTAL FACULTY IN TERMS OF TIME SPENT IN INSTRUCTION 1975-76 TEACHER TRAINING PRODUCTIVELY

	Mental Retarded	Learning Disability	Behavioral Disorders	Diagnosis	Total
A		2			2
B		30		10	40
C	10		2		12
D	5				5
					59

PROJECTED DISTRIBUTION OF TOTAL FACULTY IN TERMS OF TIME SPENT IN INSTRUCTION

	Lower Division	Upper Division	Graduate Division		Total
. Ed. Fac.	1.0	3.0	2.0	=	6.0
. Asst.				=	
rns				=	
upp.				=	
upp.				=	
					6.0

New Mexico Highlands University

DISTRIBUTION OF 73-74 FACULTY AND TEACHER TRAINING PRODUCTIVITY

	Mental Retarded	Training Productivity Learning Disability	Behavioral Disorders	Total
Plan A				
Plan B	4	2		6
Plan C	18		2	20
Plan D	2			2
				28

DISTRIBUTION OF FACULTY IN TERMS OF ACTUAL TIME SPENT IN INSTRUCTION

	Lower Division	Upper Division	Graduate Division		Total
Spec. Ed. Fac.	.382	1.404	.214	=	2.000
Grad. Asst.	.000	.000	.000	=	.000
Interns	.000	.000	.000	=	.000
Pd. Supp.	.000	.625	.000	=	.625
Fac. Supp.	.000	.125	.000	=	.000
					2.750

PROJECTED DISTRIBUTION OF TOTAL FACULTY IN TERMS OF TIME SPENT IN INSTRUCTION 1975-76 TEACHER TRAINING PRODUCTIVELY

	Mental Retarded	Learning Disability	Behavioral Disorders	Diagnosis	Total
Plan A		2	2		4
Plan B		2	2		4
Plan C	24				24
Plan D	8				8
					40

PROJECTED DISTRIBUTION OF TOTAL FACULTY IN TERMS OF TIME SPENT IN INSTRUCTION

	Lower Division	Upper Division	Graduate Division		Total
Spec. Ed. Fac.				=	
Grad. Asst.				=	
Interns				=	
Pd. Supp.				=	
Fac. Supp.				=	

APPENDIX C

The following information is an accurate accumulation of data as to the credit hour production of the average Special Education professor in each university. For purposes of clarity the information is broken down into several areas:

1. Special Education Staff: only the actual courses taught by Special Education faculty were counted.
2. Special Education Staff and Graduate Assistants: only the actual courses taught by Special Education Staff and Graduate Assistants were counted.
3. Special Education Staff, Graduate Assistants and Interns: only the actual courses taught by Special Education Staff, Graduate Assistants and Interns were counted.
4. Special Education Staff, Graduate Assistants, Interns and Paid Supplemental Staff: only the actual courses taught by Special Education Staff, Graduate Assistants, Interns and Paid Supplemental Staff were counted.
5. Special Education Staff, Graduate Assistants, Interns, Paid Supplemental Staff and Supplemental Staff: only the actual courses taught by Special Education Staff, Graduate Assistants, Interns, Paid Supplemental Staff and Supplemental Staff were counted.

Credit hour production is computed by multiplying the number of students by the number of credit hours in the course, i.e. 30 students take a three hour course = credit hour production of 90.

Under the proposed differential funding approach adopted by the Board of Educational Finance, the following credit hour production is recommended:

1. 680 credit hour production for Lower Division
2. 460 credit hour production for Upper Division
3. 220 credit hour production for Graduate Division

UNIVERSITY OF NEW MEXICO

	CREDIT HOUR (ACTUAL PRODUCTION	SPECIAL EDUCATION STAFF ONLY	CREDIT HOUR PRODUCTION PER/PROF
L.D.	1271	1.52	836.1
U.D.	2151.7	2.6	827.5
G.D.	2196.4	2.63	835.1
		6.75	
		SPECIAL EDUCATION STAFF & G.A.'s	
L.D.	1271	1.52	836.1
U.D.	2526.7	2.825	894.4
G.D.	2223.4	2.655	837.4
		7.000	
		SPECIAL EDUCATION G.A.'s & INTERNS	
L.D.	1608	1.895	848.5
U.D.	2934.7	3.2	917.0
G.D.	2253.4	2.655	848.7
		7.750	
		S.E., G.A.'s, INTERNS & PD. SUPP.	
L.D.	1608	1.895	848.5
U.D.	3438.7	3.865	889.7
G.D.	2400.4	2.865	837.8
		8.625	
		S.E., G.A.'s, INTERNS, PD SUPP., & SUPP.	
L.D.	1653	2.02	818.3
U.D.	3762.7	4.46	843.6
G.D.	2472.4	3.02	818.6
		9.50	

NEW MEXICO STATE UNIVERSITY

A.102

	CREDIT HOUR (ACTUAL PRODUCTION	SPECIAL EDUCATION STAFF ONLY	CREDIT HOUR PRODUCTION PER/PROF
L.D.	.28	.02	1400
U.D.	797	.60	1328.33
G.D.	90	.255	352.94

	SPECIAL EDUCATION STAFF & G.A.'s
L.D.	
U.D.	
G.D.	

	SPECIAL EDUCATION G.A.'s & INTERNS
L.D.	
U.D.	
G.D.	

	S.E., G.A.'s, INTERNS & PD. SUPP.
L.D.	
U.D.	
G.D.	

	S.E., G.A.'s, INTERNS, PD SUPP., & SUPP.
L.D.	
U.D.	
G.D.	

EASTERN NEW MEXICO UNIVERSITY

	CREDIT HOUR (ACTUAL PRODUCTION	SPECIAL EDUCATION STAFF ONLY	CREDIT HOUR PRODUCTION PER/PROF
L.D.	573.9	.21	2732.8
U.D.	872.0	3.49	249.8
G.D.	102.1	.30	340.3

		SPECIAL EDUCATION STAFF & G.A.'s	
L.D.			
U.D.			
G.D.			

		SPECIAL EDUCATION G.A.'s & INTERNS	
L.D.			
U.D.			
G.D.			

		S.E., G.A.'s, INTERNS & PD. SUPP.	
L.D.			
U.D.			
G.D.			

		S.E., G.A.'s, INTERNS, PD SUPP., & SUPP.	
L.D.			
U.D.			
G.D.			

NEW MEXICO HIGHLANDS UNIVERSITY

	CREDIT HOUR (ACTUAL PRODUCTION	SPECIAL EDUCATION STAFF ONLY	CREDIT HOUR PRODUCTION PER/PROF
L.D.	102	.382	267.0
U.D.	375.32	1.404	267.3
G.D.	56	.214	261.7
		2.000	
		SPECIAL EDUCATION STAFF & G.A.'s	
L.D.	102	.382	267.0
U.D.	375.32	1.404	267.3
G.D.	56	.214	261.7
		2.000	
		SPECIAL EDUCATION G.A.'s & INTERNS	
L.D.	102	.382	267.0
U.D.	375.32	1.404	267.3
G.D.	56	.214	261.7
		2.000	
		S.E., G.A.'s, INTERNS & PD. SUPP.	
L.D.	102	.382	267.0
U.D.	743.32	2.029	366.3
G.D.	138.66	.214	647.9
		2.625	
		S.E., G.A.'s, INTERNS, PD SUPP., & SUPP.	
L.D.	102	.382	267.0
U.D.	823.32	2.154	382.2
G.D.	138.66	.214	647.9
		2.750	

APPENDIX D

The information the reader gains from this appendix is not a contradiction to cooperative planning. It might appear to be a duplication of effort in that many universities have programs to train the same type teacher. The reader must remember that any training program for Special Education teachers has many core courses and in order for the student teacher to get training in dealing with more than one type exceptionality after taking this core may mean only two or three extra courses. The real mutuality comes from non-duplication of emphasis by universities and this has been accomplished (see projected use of new staff, pages 6-10.)

Appendix D (Cont)

	Highlands Univ.							Eastern N.M. State U.					
	Doctorial	Specialist	M.A. or M.S.	B.A. or B.S.	Certification	Course Work		Doctorial	Specialist	M.A. or M.S.	B.A. or B.S.	Certification	Course Work
Blind and Visually Impaired	o	o	o	o	o	o		o	o	o	o	o	o
Auditorally Impaired	o	o	o	o	o	▨		o	o	o	▨	o	▨
Speech	o	o	o	o	o	▨		o	o	▨	▨	▨	▨
Phys. Educ. Handicapped	o	o	o	o	o	o		o	o	▨	▨	▨	▨
Learning Disability	o	o	▨	o	o	▨		o	o	▨	▨	▨	▨
Educable Mentally Retarded	o	o	▨	o	o	▨		o	o	o	▨	▨	▨
Trainable Mentally Retarded	o	o	o	o	o	▨		o	o	o	▨	▨	▨
Behaviorally Disordered	o	o	▨	o	o	▨		o	o	o	▨	▨	▨
Multiply Handicapped	o	o	o	o	o	o		o	o	o	o	o	o
Diagnosis	o	o	o	o	o	▨		o	o	o	o	o	▨
Physically Handicapped	o	o	o	o	o	o		o	o	o	o	o	o
Gifted/ Talented	o	o	o	o	o	▨		o	o	o	o	o	▨
Generalized Interrelated				▨						▨ X*	▨		

The black indicates that the Institution has a program. The 0 indicates no program.

Appendix D

		Blind and Visually Impaired	Auditorally Impaired	Speech	Phys. Educ. Handicapped	Learning Disability	Educable Mentally Retarded	Trainable Mentally Retarded	Behaviorally Disordered	Multiply Handicapped	Diagnosis	Physically Handicapped	Gifted/ Talented	Generalized Interrelated
Univ. of New Mexico	Coursework	0	■	■	■	■	■	■	■	■	■	■	■	
	Certification	0	0	■	■	■	■	■	■	0	0	0	0	
	B.A. or B.S.	0	0	■	■	0	■	■	0	0	0	0	0	
	M.A. or M.S.	0	0	■	■	■	■	■	■	0	0	0	0	
	Specialist	0	0	0	■	■	■	■	■	0	0	0	0	
	Doctorial	0	0	0	■	■	■	■	■	0	0	0	0	
New Mexico State Univ.	Coursework	■	■	■	■	■	■	■	■	0	■	0	0	
	Certification	0	0	■	0	■	■	0	0	0	0	0	0	
	B.A. or B.S.	0	0	■	0	■	■	0	0	0	0	0	0	
	M.A. or M.S.	0	0	■	0	■	■	0	0	0	0	0	0	
	Specialist	0	0	0	0	0	0	0	0	0	0	0	0	
	Doctorial	0	0	0	0	0	0	0	0	0	0	0	0	

Appendix D (Cont)

College of Southwest		Blind and Visually Impaired	Auditorally Impaired	Speech	Phys. Educ. Handicapped	Learning Disability	Educable Mentally Retarded	Trainable Mentally Retarded	Behaviorally Disordered	Multiply Handicapped	Diagnosis	Physically Handicapped	Gifted/ Talented	Generalized Interrelated
College of Southwest	Coursework	0	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	0	0	0	0	0	
	Certification	0	0	0	0	0	0	0	0	0	0	0	0	
	B.A. or B.S.	0	0	0	0	0	0	0	0	0	0	0	0	
	M.A. or M.S.	0	0	0	0	0	0	0	0	0	0	0	0	
	Specialist	0	0	0	0	0	0	0	0	0	0	0	0	
	Doctoral	0	0	0	0	0	0	0	0	0	0	0	0	

You will note it is possible to get coursework and certification and not have a degree in an area of study

You will note that it is possible to get a Masters and not a Bachelors degree at some universities

Appendix D (Cont)

		Blind and Visually Impaired	Auditorally Impaired	Speech	Phys. Educ. Handicapped	Learning Disability	Educable Mentally Retarded	Trainable Mentally Retarded	Behaviorally Disordered	Multiply Handicapped	Diagnosis	Physically Handicapped	Gifted/ Talented	Generalized Interrelated
Western N.M. State	Coursework	0	0	0	▨	0	▨	▨	0	0	▨	▨	0	
	Certification	0	0	0	0	0	▨	▨	0	0	0	0	0	
	B.A. or B.S.	0	0	0	0	0	0	0	0	0	0	0	0	
	M.A. or M.S.	0	0	0	0	0	0	0	0	0	0	0	0	
	Specialist	0	0	0	0	0	0	0	0	0	0	0	0	
	Doctorial	0	0	0	0	0	0	0	0	0	0	0	0	
Univ. of Alb.	Coursework	0	0	0	0	0	▨	▨	0	0	0	0	0	
	Certification	0	0	0	0	0	▨	0	0	0	0	0	0	
	B.A. or B.S.	0	0	0	0	0	0	0	0	0	0	0	0	
	M.A. or M.S.	0	0	0	0	0	0	0	0	0	0	0	0	
	Specialist	0	0	0	0	0	0	0	0	0	0	0	0	
	Doctorial	0	0	0	0	0	0	0	0	0	0	0	0	

APPENDIX E

STATE DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
SANTA FE, NEW MEXICO

JANUARY 30, 1975

STATEWIDE SPECIAL EDUCATION NEEDS DATA EXHIBITS

I. SUMMARY OF 1974-75 APPROVED STATEWIDE LEVEL OF SPECIAL EDUCATION UNITS

II. SUMMARY OF 1974-75 LOCAL EDUCATION AGENCIES' REPORTED ADDITIONAL STATEWIDE SPECIAL EDUCATION LEVEL FINANCED BY OTHER THAN SPECIAL EDUCATION UNITS AS OF NOVEMBER, 1974

III. SUMMARY OF 1975-76 STATEWIDE SPECIAL EDUCATION LEVEL NEEDS ASSESSMENT SUBMITTED BY LOCAL EDUCATION AGENCIES

ATTACHMENT: SUMMARY OF LOCAL EDUCATION AGENCY REPORTED JUSTIFICATION OF 1975-76 STATEWIDE SPECIAL EDUCATION NEEDS ASSESSMENT DATA (SUBMITTED SUBSEQUENT TO DAT 001, DAT 005).

STATE DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
SANTA FE, NEW MEXICO

JANUARY 30, 1975

EXHIBIT I:

SUMMARY OF 1974-75 APPROVED STATEWIDE LEVEL OF SPECIAL EDUCATION UNITS

LEVEL OF SPECIAL NEED	CHILDREN	NO. OF PROGRAMS		UNITS
A (SPEECH)	- 0 -	- 0 -	=	- 0 -
A	- 0 -	- 0 -	=	- 0 -
B	2,792.0(1)	125.5	=	2,510.0
C	5,040.0(2)	402.5	=	9,576.0
D	728.5(2)	100.5	=	2,768.3
D (HPTC)	98.0(2)	14.0	=	372.4
TOTALS	8,658.5	642.5	=	226.7 15,266.7

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(1) ACTUAL NUMBER SERVED PER LOCAL EDUCATION AGENCIES' REPORTS AS OF NOVEMBER, 1974.

(2) AVERAGE DAILY MEMBERSHIP APPROVED, CONTINGENT UPON 1974-1975 CERTIFIED ADM REPORTS.

STATE DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
SANTA FE, NEW MEXICO

JANUARY 30, 1975

EXHIBIT II:

SUMMARY OF 1974-75 LOCAL EDUCATION AGENCIES' REPORTED ADDITIONAL STATEWIDE SPECIAL EDUCATION LEVEL FINANCED BY OTHER THAN SPECIAL EDUCATION UNITS AS OF NOVEMBER, 1974.

LEVEL OF SPECIAL NEED	CHILDREN	NO. OF[1] PROGRAMS		EQUIVALENT SPECIAL EDUCATION UNITS
A (SPEECH)	1,261.0	20.25	=	405.0
A	48.0	1.00	=	20.0
B	693.0	34.00	=	680.0
C	79.0	6.00	=	150.1
D	60.0	9.00	=	228.0
D (NPTC)	1.0	- 0 -	=	3.8
TOTALS	2,142.0	70.25	=	1,486.9

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[1] EQUIVALENT NUMBER OF PROGRAMS REQUIRED TO SERVE NUMBER OF CHILDREN REPORTED BY LOCAL EDUCATION AGENCIES, BASED ON RECOMMENDED AVERAGE PROGRAM/CHILD RATIOS, AS AFFECTED BY CONCENTRATION OF CHILDREN AND CURRENT LEVEL OF SPECIAL EDUCATION WITHIN THE LOCAL EDUCATION AGENCIES.

STATE DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
SANTA FE, NEW MEXICO

JANUARY 30, 1975

EXHIBIT III:

SUMMARY OF 1975-76 STATEWIDE SPECIAL EDUCATION LEVEL NEEDS ASSESSMENT SUBMITTED BY LOCAL EDUCATION AGENCIES

LEVEL OF SPECIAL NEED	CHILDREN	NO. OF PROGRAMS (1)		UNITS
A (SPEECH)	3,166	62.75	=	1,255.0
A	1,787	61.00	=	1,220.0
B	8,680	343.50	=	6,870.0
C	5,350	388.35	=	10,165.0
D	1,465	198.15	=	5,567.0
D (NPTC)	120	17.00	=	456.0
TOTALS	20,568	1,070.75	=	25,533.0

(1) ACTUAL NUMBER OF PROGRAMS REQUESTED BY LOCAL EDUCATION AGENCIES. VARIATION FROM RECOMMENDED AVERAGE PROGRAM/CHILD RATIOS IS AFFECTED BY CONCENTRATION OF CHILDREN AND CURRENT LEVEL OF SPECIAL EDUCATION WITHIN THE LEA'S.

STATE DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
SANTA FE, NEW MEXICO

JANUARY 30, 1975

EXHIBIT II:

ATTACHMENT A

SUMMARY OF LOCAL EDUCATION AGENCY REPORTED JUSTIFICATION OF 1975-1976 STATEWIDE SPECIAL EDUCATION NEEDS ASSESSMENT DATA (SUBMITTED SUBSEQUENT TO DAT 001, DAT 005)

REPORTED JUSTIFICATION AS OF 11/15/74				PROJECTED JUSTIFICATION THROUGH 5/31/75						PROJECTED JUSTIFICATION THRU 40-DAY ADM REP.PD.75-76					
				NO. OF CHILDREN WHO WILL BE DIAGNOSED		NO. OF PROGRAMS[1]		UNITS		CHILDREN WHO WILL BE DIAGNOSED		NO. OF PROGRAMS[1]		UNITS	
LEVEL OF SP. NEED	NO. OF CHILDREN DIAGNOSED	NO. OF PROGRAMS[1]	UNITS	ADD.	CUM.	ADD.	CUM.	ADD.	CUM.	ADD.	CUM.	ADD.	CUM.	ADD.	CUM.
A-Speech	4,410	65.25	1,305.0	1,027	5,437	15	80.25	300.0	1,605.0	863	6,300	13	93.25	260.0	1,865.0
A	771	23.00	460.0	623	1,394	19	42.00	380.0	840.0	202	1,596	6	48.00	120.0	960.0
B	5,440	266.00	5,320.0	2,854	8,294	136	402.00	2,720.0	8,040.0	1,343	9,637	64	466.00	1,280.0	9,320.0
C	4,792	395.00	9,104.8	706	5,498	59	454.00	1,341.4	10,446.2	467	5,965	39	493.00	887.3	11,333.5
D	1,161	198.00	4,411.8	272	1,433	45	243.00	1,033.6	5,445.4	122	1,555	20	263.00	463.6	5,909.0
D(NIT	89	16.00	338.2	11	100	2	18.00	41.8	380.0	11	111	2	20.00	41.8	421.8
TOTAL	16,663	963.25	20,939.8	5,493	22,156	276	1,239.25	5,816.8	26,756.6	3,008	25,164	144	1,383.25	3,052.7	29,809.3
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

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[1] Equivalent number of programs required to serve children diagnosed, based on recommended average program/child ratios, as affected by concentration of children and current level of special education within Local Education Agencies,

NEW MEXICO SPECIAL EDUCATION TRACKING AND INFORMATION SYSTEM

Planning units exist in most state education agencies. Their purpose is to encourage and facilitate the utilization of sound planning procedures in state and local educational agency program development and implementation.

In the past, most information reported to the Bureau for Educationally Handicapped was a reiteration of incidence figures currently in use by the United States Office of Education. However, since each state has a unique profile concerning handicapped children, reiteration is no longer acceptable to the Bureau or realistic in meeting state needs.

Currently, the Bureau for the Handicapped is emphasizing guidelines for student assessment, validated planning strategies, training programs, evaluation procedures, management assistance, specific program planning and manpower needs assessment.

New Mexico's most pressing problem in Special Education arises from its three differing cultures - Anglos, Mexican-Americans (Chicano), and Indians, attending the same schools and participating in the same learning experiences. This tri-cultural population and the inherent problems that arise from it are not reflected by national norms. Therefore, New Mexico must review its special education needs and requirements before its handicapped population is able to most benefically profit from enlargement of services.

No longer should any state assess needs and development programs simply because federal funds are available. Priority must be given to development of programs based upon the handicapped populations assessed needs first, with financing being a secondary consideration. New Mexico has the potential to become a national leader and a pacesetter in the area of program development - it is time <u>now</u> to put the needs of children first and available federal funds second.

II. Problem:

There exists a very definite lag between national planning in education and implementation within most states. This lag becomes evident when one views the *Study of the Need for Educational Manpower for Handicapped Children and Youth* (ORI, 1970), which was sponsored by the Bureau for Educationally Handicapped. A detailed analysis of each state educational agency concerning implementation of a tracking and information system was reported. Suggested ideas for this system as outlined by the Bureau for Educationally Handicapped would enhance the quality and quantity of existing and future special education programs within New Mexico. Due to the present system of reporting, the exact handicapped population within the state is unknown. The same child may be, and often is, reported by more than one category, i.e., Educable Mentally Retarded, also reported as Emotionally Disturbed. New Mexico must know precisely what its handicapped population is and the manpower serving this population before expansion, if it is to be meaningful and of appropriate quality, can be affected. Currently no such information is available, not only in New Mexico, but in other states as well.

III. Purpose:

The purpose of the proposed Pilot Project is to establish within the central region of New Mexico, a Special Education Tracking and Information System (SETIS) which will supply needed information concerning the Special Education population, and manpower requirements for serving this population.

IV. Objectives:

The child-centered objectives of this Pilot Project are:

1. To determine the number of exceptional children served according to age and handicapping condition.
2. To determine the number of exceptional children previously identified and not served by age and handicapping condition.

3. To determine the number of newly diagnosed exceptional children by age and handicapping condition.
4. To determine the number of exceptional children moving from one Special program into another by age and handicapping condition, i.e., from primary Educable Mentally Retarded to intermediate Educable Mentally Retarded classes.
5. To determine the number of exceptional children by age and handicapping condition that are attritioned from special education.

The manpower objectives of this project are:

1. To determine the number of certified special education teachers currently teaching the handicapped by age and exceptionality serviced.
2. To determine the number of uncertified special education teachers currently teaching the handicapped by age and exceptionality serviced.
3. To determine the number of special education teachers needed to serve each area of the handicapped.
4. To determine the number of ancillary personnel currently servicing the handicapped by exceptionality, i.e. teacher's aids in Educable Mentally Retarded classes.

V. Procedures:

In order to attain the stated child centered objectives, a detailed data summary type information and processing system will be developed. This necessitates the development of matrix form cards to be distributed to schools within the central region of New Mexico. Forms will request information which is needed in order to establish the target group population, i.e., the total number and age of all handicapped children by handicapping condition to be served.

Establishment of the target population is calculated by collecting the following information:

I. The number of all children serviced in special education programs by categories, i.e., the school "X", the number served Educable Mentally Retarded children last year. (100)

II. The number of identified children by categories not receiving services, i.e., the school "X", the identified, but not serviced children. (24)

III. The number of newly diagnosed children, by categories, entering this academic year, i.e., the school "X", received transfered category. (5)

IV. The number of children, by categories, entering the target area from lower levels, i.e., school, "X" graduated Elementary Educable Mentally Retarded into Secondary Educable Mentally Retarded rooms. (6)

V. The number of children no longer included in the target group population, i.e., the school, "X" the number of students lost due to graduation and/or other reasons. (10)

See Attached Exhibit #1

Establishment of the target group population is necessary for determination of manpower requirements. In order to attain the manpower objectives, the first step is to determine the existing number of special education teachers currently teaching the handicapped by exceptionality. This number is then set aside and subtracted from the manpower requirement total, which is calculated by collection of the following information:

I. Establishment of the target population, i.e., school, "X", category population.

II. Determination of the percentage of students by categories to be served, i.e., school, "X", is capable of serving 85% of its specific category population.

III. Calculation of the personnel/pupil contact ratio; i.e., school, "X", wants a ratio of 10 students per teacher - by dividing one by ten, the ratio is established.

IV. The number of children that will receive services, by categories, i.e. school, "X", will service 85% of the Educable Mentally Retarded population or so many students.

V. Manpower requirement is then yielded by subtracting the number of available teachers from the number needed, i.e., school, "X", has 3 special education teachers, 7 more full time and one half time teachers are needed.

See Attached Exhibit #2

This process is applied to all areas of exceptionality, thereby yielding the exact manpower requirements needed. Possibly, although doubtfully, New Mexico will have a sufficient number of special education teachers in one area - this information will then be used by universities as an inducement for strengthening training programs in other areas of exceptionality. More probably, this information will demonstrate state manpower needs in all areas, but will spotlight those exceptionalities in immediate need of assistance.

By development of such a Special Education Tracking and Information System (SETIS), New Mexico can realistically and accurately prepare itself for the task of educating its exceptional child population.

EXHIBIT #1

School "X" = Establishment of Target Area (EMR)

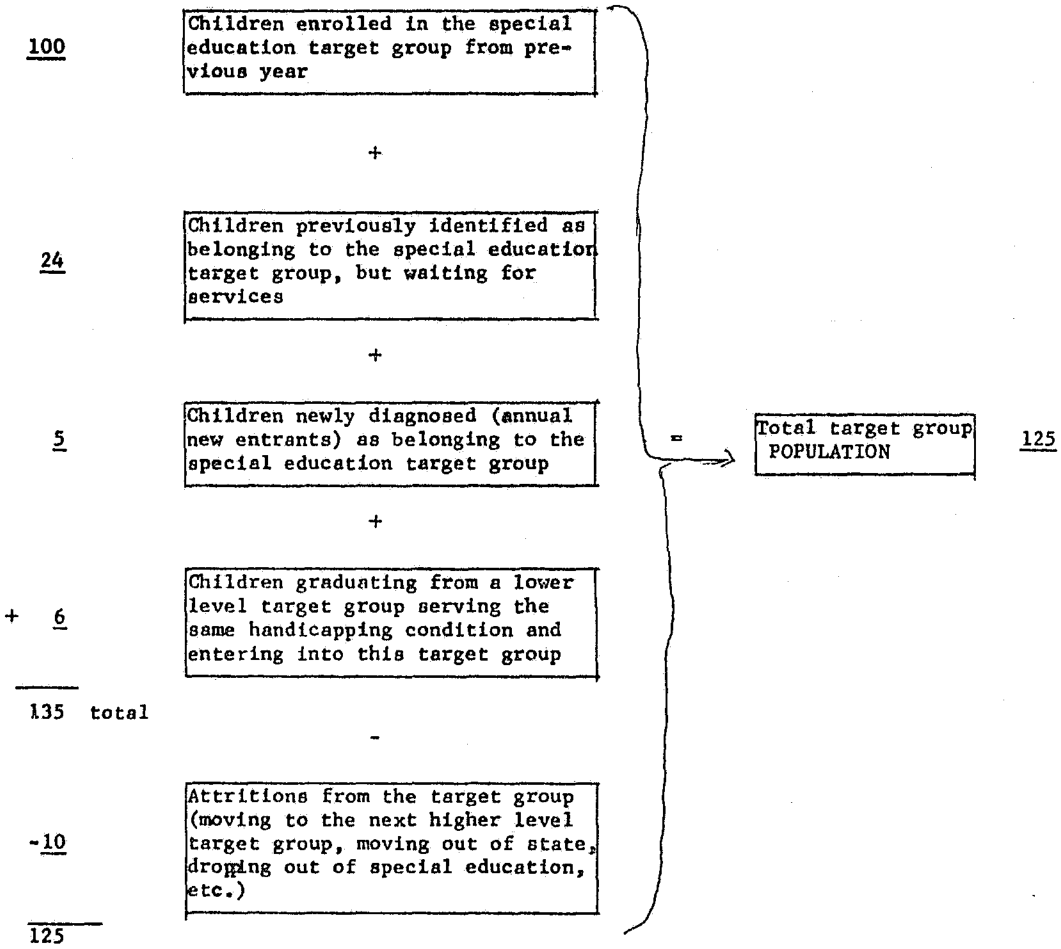
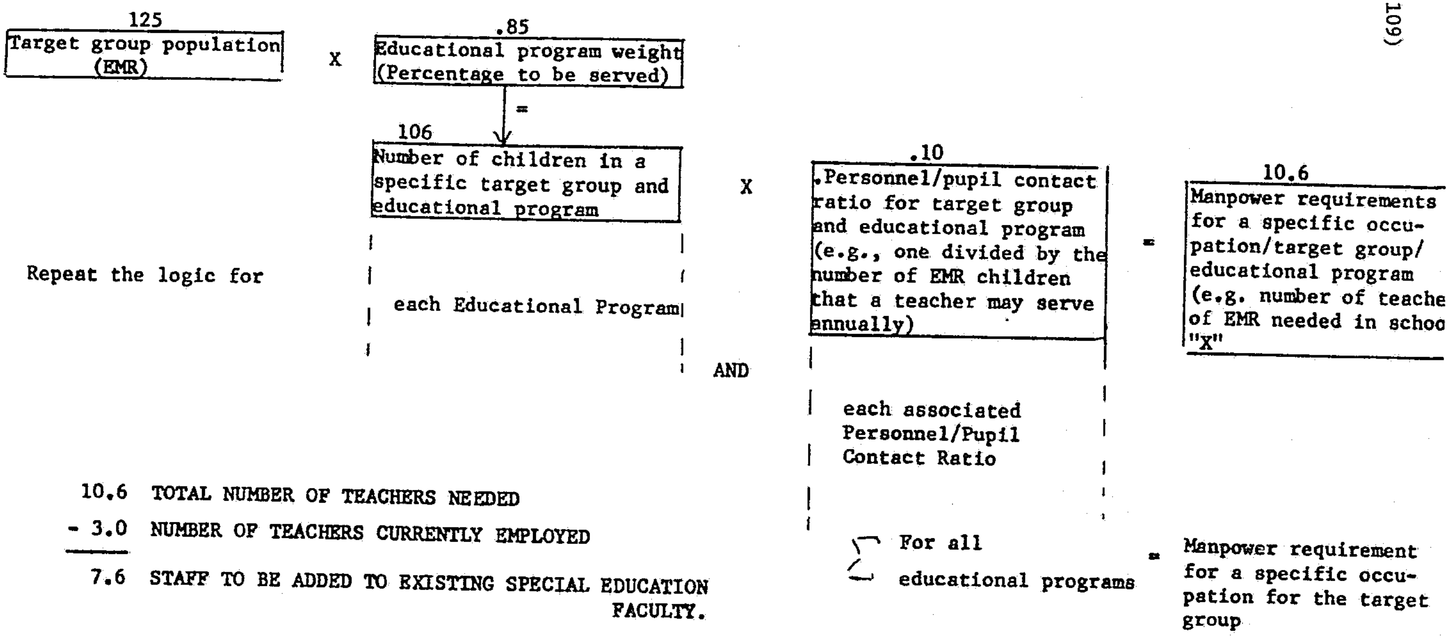


EXHIBIT # 2



125
Target group population (EMR)

X

.85
Educational program weight (Percentage to be served)

=

106
Number of children in a specific target group and educational program

X

.10
Personnel/pupil contact ratio for target group and educational program (e.g., one divided by the number of EMR children that a teacher may serve annually)

=

10.6
Manpower requirements for a specific occupation/target group/educational program (e.g. number of teache of EMR needed in schoo "X"

Repeat the logic for each Educational Program AND each associated Personnel/Pupil Contact Ratio

$\sum$ For all educational programs = Manpower requirement for a specific occupation for the target group

10.6	TOTAL NUMBER OF TEACHERS NEEDED
- 3.0	NUMBER OF TEACHERS CURRENTLY EMPLOYED
7.6	STAFF TO BE ADDED TO EXISTING SPECIAL EDUCATION FACULTY.

*ORI, 1970

COST ESTIMATE FOR SPECIAL EDUCATION DATA DEVELOPMENT AND MRPM APPLICATION AT STATE LEVEL

State: New Mexico

Resource Category		Estimated Rate $	Implementation				Maintenance			
			Auto. Data Summ. Syst.				Auto. Data Summ. Syst			
			Est Time	Cost $	Est Time	Cost $	Est Time	Cost $	Est Time	Cost $
Spec. Ed. Staff		1030 /mo.	3	3090			1	1030		
Forms Designer		700 /mo.	1	700						
System Analyst		1030 /mo.	.5	515						
Programmer		860 /mo.	.5	430			.1	90		
Clerical		/mo.								
Keypunch		2.30 /hr.	90	210			80	185		
Computer	Process	0 /hr.	5				4			
	MRPM	90 /hr.	.5	45			.5	45		
TOTALS				$4990				$1350		

Comments:
Computers: IBM 1401 H for processing; IBM 360/50 for MRPM

State: New York

Resource Category		Estimated Rate $	Implementation				Maintenance			
			Automated				Automated			
			Est Time	Cost $	Est Time	Cost $	Est Time	Cost $	Est Time	Cost $
Spec. Ed. Staff		1060 /mo.	2	2120			1	1060		
Forms Designer		700 /mo.	.5	350						
System Analyst		1060 /mo.	2	2120			.25	265		
Programmer		870 /mo.	1	870			.1	90		
Clerical		/mo.								
Keypunch*		2.50 /hr.	100	250			90	225		
Computer	Process	* /hr.	15				10			
	MRPM	* /hr.	.5				.5			
TOTALS				$5710				$1630		

Comments:
*No computer usage charge assumed

** Most input documents are in machine readable formats, i.e., mark sense

New Mexico
New York

APPENDIX B. EVIDENCE OF PLANNING

CONTENTS

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SUMMARY OF EVIDENCE OF PLANNING

Both short term and long term planning activities have been an integral part of the Department of Special Education. Members of the Department have been involved in developing program design and evaluation plans at the local, state and national levels.

UNM Special Education staff members were active in the preparation of certification standards for teachers in New Mexico. These standards have been revised a number of times in the past ten years. A new position, Educational Diagnostician, has been approved within the past year. The certification requirements are competency based and reflect the work of Drs. Eloy Gonzales, Billy Watson and James Everett of the UNM staff.

During the past two years, the UNM Department of Special Education has served as a pilot program and a demonstration site for a project sponsored by the Evaluation Research Center at the University of Virginia. The Evaluation Training Consortium (ETC) is a project funded by the Bureau for the Education of the Handicapped, USOE, to develop procedures to assist teacher training institutions of higher learning in self-evaluation procedures. Dr. Roger Kroth has served as a member of the national advisory board for the ETC for the past two years and Dr. Glen Van Etten was a member of the consortium team. Workshops have been conducted across the United States for Special Education teacher trainers in universities and colleges.

The University of New Mexico was selected as one of three demonstration sites in 1974-75 to develop a comprehensive plan for program design and evaluation. Some of these efforts are reflected in this document. There is a general program design for the UNM Special Education Department. Included in this document are twelve specific program objectives. There is also a program design and evaluation plan for both the master's program and the undergraduate program. Both of these designs and evaluation plans will continually be refined during the subsequent years. Members of the Department have worked with Carter Allen, University of Virginia, in developing instruments to collect data for departmental evaluation efforts.

Also included in this section is the University of New Mexico Development Site Plan for the period of September 1, 1974 to June 31, 1975. The objectives for this period have been delineated and activities have been specified to accomplish these objectives. Departmental activities have proceeded as planned.

The planning activities of the University of New Mexico will be shared with the Bureau for Education of the Handicapped, USOE and many university training programs throughout the United States. It is felt that improved planning and evaluation efforts by university training programs will improve accountability of funds and directly relate to improved instruction for handicapped children.

A GENERAL PROGRAM DESIGN FOR THE SPECIAL EDUCATION DEPARTMENT UNIVERSITY OF NEW MEXICO AT ALBUQUERQUE

Carter Allen and Bruce M. Bartek
November 19, 1974

Development Component
Evaluation Training Consortium
Evaluation Research Center
University of Virginia

The project presented or reported here in was performed pursuant to a Grant Number OEG-0-72-4312 from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education and no official endorsement by the U. S. Office of Education should be inferred.

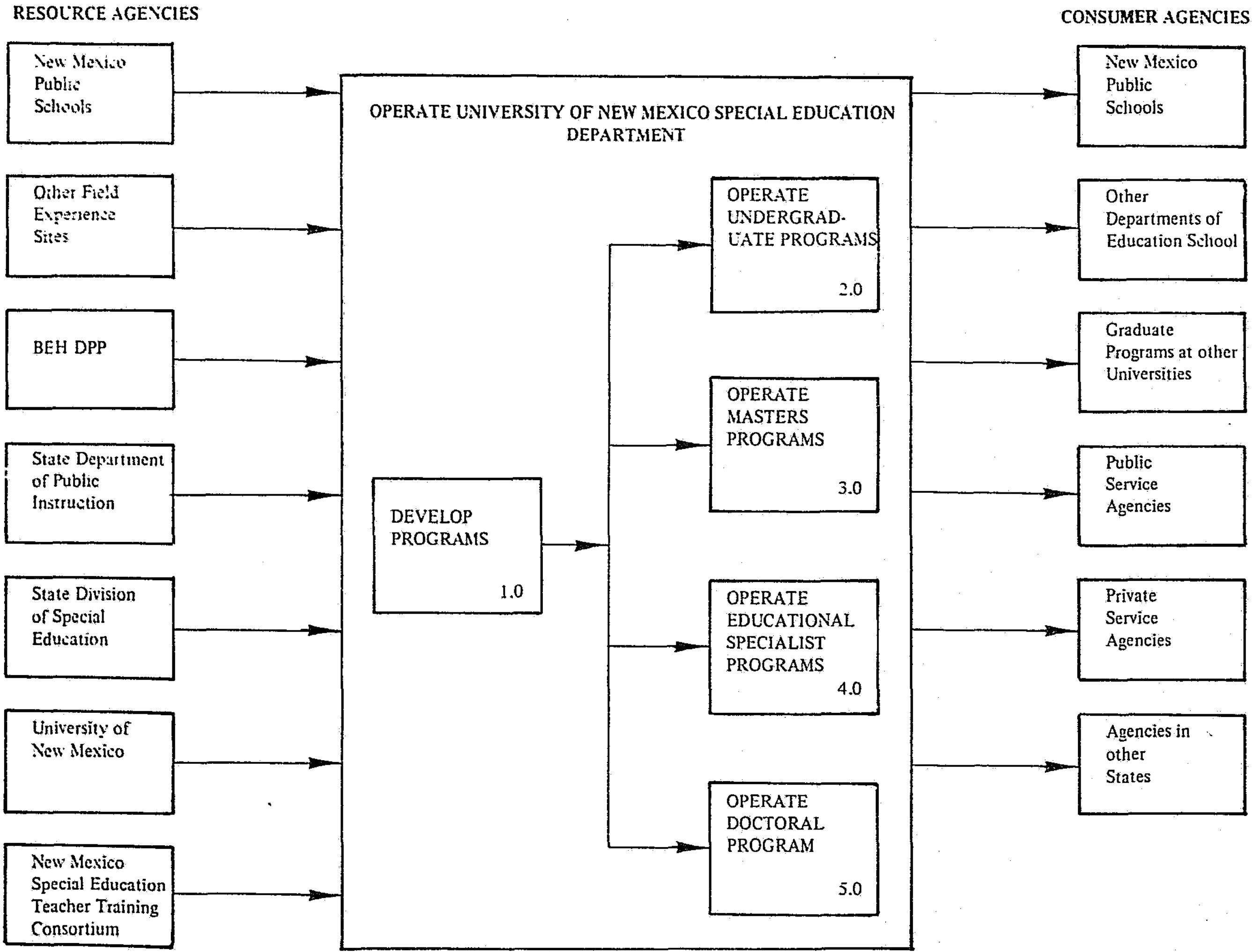
INTRODUCTION

The Evaluation Research Center at the University of Virginia has formed an Evaluation Training Consortium (ETC) to develop and disseminate effective self-evaluation procedures for programs which prepare personnel to serve the needs of the handicapped. The Special Education Department of the University of New Mexico at Albuquerque has been designated as one of three developmental sites for fiscal year 1974-75 as part of this effort. The goals at this site are to develop an integrated evaluation system to meet the needs of the Special Education Department and to derive from this experience knowledge and tangible products of use to other programs.

To begin this work it was necessary to comprehend the scope of the department's effort as a function of both its component parts and its environment. With this in mind, the attached design was drafted after the first visit by ETC staff to serve as a basis for the work to come.

The reader should keep in mind that the year's work will attempt to develop an evaluation system which collects information on all departmental activities, both to improve those activities and to stand accountable to both resource and consumer agencies. As the work progresses, it is expected that this design will be revised and elaborated based on a deeper understanding of the department.

LEVEL I NETWORK FOR UNIVERSITY OF NEW MEXICO SPECIAL EDUCATION DEPARTMENT



INPUT	PROCESS	OUTPUT
Staff: 2 Professors 7 Associate Professors 1 Instructor (Staff from other departments) Facilities: Offices Classrooms Observation Room Resource Room Field sites Learning Materials Center Manzanita Center Human Performance Lab Therapeutic Physical Education Laboratory Therapeutic Physical Education Playground Special Physical Education Pool Administrative Support: Access to field sites Office of Admissions Placement Office Field site supervisors Other Funding: BEH/DPP Grant State funds Other	This department proposes to train professional personnel to fulfill the needs of exceptional children in New Mexico by training personnel to work in continium of services model. A multicultural, multilingual, rural state such as New Mexico requires an exerted effort to promote minority involvement in the professional fields by involvement of all groups, placement of children becomes easier as different language and cultural barriers are removed allowing children to receive appropriate services from the continium available. In addition, a strong emphasis will continue to be placed on providing instruction in rural settings through project out reach. The heavy emphasis placed on selection from rural, bilingual candidates and the self-mandated emphasis on selection of professors from minority groups will enhance constructive emphasis in fulfilling the state's goals of all exceptional children receiving appropriate services by 1976 in New Mexico.	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.

INPUT	PROCESS	OUTPUT
Liaison: StateDirector of Special Education School deans Other Students: New students Continuing students		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 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 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

INPUT	PROCESS	OUTPUT
		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 coursework and planned participation in special activities.

Design for ____________________ Page ____

INPUT	PROCESS	OUTPUT
		Objective 12: To establish the first Special Education training program for educational diagnosticians in the state of New Mexico.

PROGRAM DESIGN AND EVALUATION PLAN
MASTER'S PROGRAM
SPECIAL EDUCATION DEPARTMENT
UNIVERSITY OF NEW MEXICO AT ALBUQUERQUE

Carter Allen and Bruce M. Bartek
January 24, 1975

Development Component
Evaluation Training Consortium
Evaluation Research Center
University of Virginia

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INTRODUCTION

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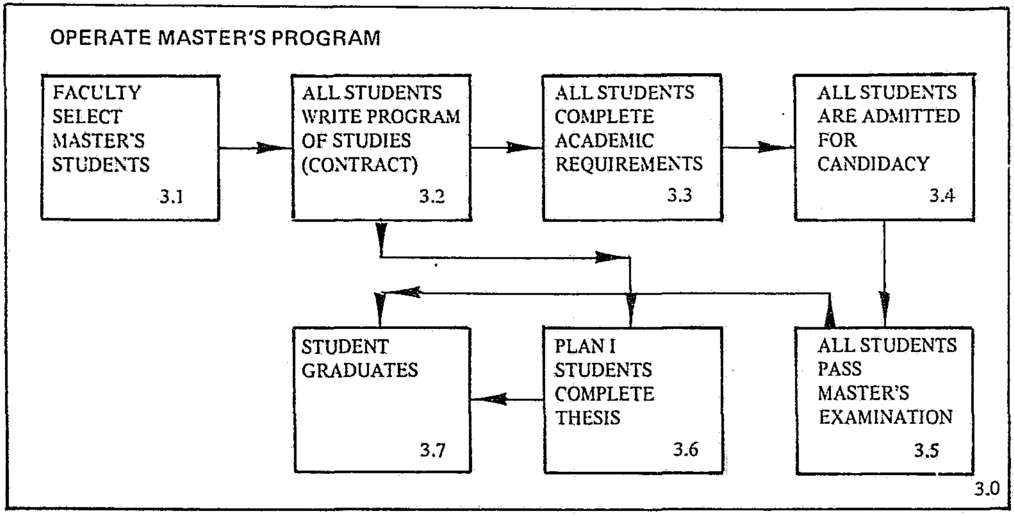
During the fiscal year 1974-1975, ETC staff plan to visit the New Mexico site six times, working actively with faculty to meet these goals. Three of these visits have been completed, and this document provides evidence of progress in regard to evaluation of the master's program.

The progress so far consists of three parts. First, after discussions with faculty and collection of documents, a program design was completed which describes the master's program. Second, a plan for the evaluation of this program was drafted based on the concerns of faculty expressed during the visits. Finally existing instruments were identified and new ones drafted to answer the questions posed by the evaluation plan.

Attached is the current draft of the program design, the current draft of the evaluation plan, and a status report on the instrument development work. The reader should keep in mind that each of these documents represents considerable progress toward meaningful self-evaluation but are by no means final products. The remainder of the year's work will focus on completing development and testing of instruments, on developing an information system to collect, analyze and report evaluation information, and on developing statements of competence for each program option.

LEVEL II NETWORK



INPUT	PROCESS	OUTPUT
Students wishing to pursue graduate programs in Education must meet the minimum requirements for admission to the Graduate School. Bachelor's Degree: Applicants for admission to the Graduate School must hold a bachelor's degree from an accredited college or university. Academic Record: Although each application is reviewed individually, in general the student must present averages of at least B in his or her last two undergraduate years and in the major field. Grade point average 3.0 (A candidate may be considered with less than a 3.0 but will be admitted on a probationary basis for 12 semester hours during which time he or she must maintain at least a 3.3 grade point.) Any student may be refused admission if his or her previous scholastic record indicates little likelihood of success in advanced work. The	Graduate School and Departmental Screening Applicants for admission must specify a major department. Credentials are screened both by the Graduate School and by the department, and admission is contingent upon acceptance by both; formal offers of admission are made only by the Graduate School. Departments frequently have more rigorous admission requirements than the B averages mentioned, and sometimes find it necessary to refuse qualified applicants on the basis of a quota. Each Student Must: A. Make application to the Graduate School for admission and be admitted. B. Make application to the Department of Special Education by submitting the application form along with a letter expressing the rationale for entering a program in Special Education and three letters of recommendation. C. Schedule and complete an interview with a faculty member of the Department of Special Education (a professor in the area of interest). D. The Department of Special Education shall consider the applicant and the recommendations of the interviewing faculty member at a regularly scheduled time.	Students selected for admission to the master's degree program Students enroll in the program

Design for Component 3.1

INPUT	PROCESS	OUTPUT
Graduate School also reserves the right to refuse admission to any student for other than scholastic reasons, but not on the basis of race, color, religion or sex. If more than one-fourth of a student's undergraduate grades are recorded as CR, the student may be asked to provide GRE scores or other means of evaluating his or her record. The minimum undergraduate prerequisite is 12 semester hours of advanced work (300-level courses or higher) in the major field.	E. If approved for admission to a program of studies, a letter of notification will be sent to the applicant.	

Design for Component 3.2 All Students Write Program of Studies (Contract) Page ___

INPUT	PROCESS	OUTPUT
Students selected for admission to the master's degree program who decide to enroll	Each student is assigned an advisor within the Special Education Department. Consulting his/her advisor, the student decides to write a program of studies (contract) which follows either Plan I or Plan II. The student and the major advisor may design a program of studies in which all work is done in the major department, in the major department and a minor department, or in the major department and one or more related departments. A copy of the completed program of studies is filed with the Special Education Department and any minor departments.	Each student has completed a program of studies contract

Design for Component 3.3 All Students Complete Academic Requirements

Page ___

INPUT	PROCESS	OUTPUT
Entry: Each student meets all admission requirements of both the graduate school and the department of special education and decides to enroll. Graduate Courses: 404. [481] Teaching Children with Learning Disabilities 405. [419] Special Education in the Regular Classroom 415. [440] Social and Psychological Problems in Special Education 427. Problems of the Hearing Impaired 429. Workshops in Special Education 431. [444] Characteristics of the Emotionally Disturbed Child 447. Topics 465. Art and the Exceptional Child 467. Survey of Physical Defects 481. [577] Education of Gifted Children 510. Techniques of Parent Counseling 512. Differential Diagnosis I 514. [579] Instructional Strategies in Special Education	Programs for the Master's degree in Special Education are designed to allow the student to progress sequentially from a general understanding of treatment for the exceptional child to actual demonstration and application, in a practicum setting, of the knowledge and mastery of specific curricular innovation and techniques. Extensive observation and participation are an integral aspect of course content in the area of Special Education. Graduate work in Special Education provides emphasis in mental retardation, special physical education, behavioral disorders, learning disabilities, educational diagnostics and administration. Students who anticipate majoring in Special Education must have an advisor assigned within the department. New Mexico certification standards allow an individual to obtain an initial teaching certificate at the graduate level in Special Education. Therefore, prior teacher certification is not required to enter the training program in Special Education, but it is desirable. The individual entering the training sequence without prior teacher certification can expect to complete some coursework beyond the normal 36 hour requirement for the Master's degree. The amount and type of additional coursework is dependent upon the individual's prior experiences.	Student meets all requirements for either a Plan I or a Plan II master's in: ● mental retardation ● special physical education ● behavioral disorders ● learning disabilities ● educational diagnostics ● administration

INPUT	PROCESS	OUTPUT
515. Differential Diagnosis II 517. [571] Curriculum Development in Special Education 521. Clinical Programs in Therapeutic Physical Education 529. Workshops in Special Education 532. [475] Education of Emotionally Disturbed Children 534. [525] Clinical and Behavioral Aspects of the Emotionally Disturbed Child 542. [578] Learning Disabilities 547. Topics 551-552. Problems 558-559. Advanced Field Experiences I and II 562. [523] Education of the Severely Retarded 573. Seminars in Special Education 574. Organization and Supervision of Special Education Programs 576 [476] Diagnosis and Remediation of Learning Disabilities 580. Practicum in Special Education 599. Master's Thesis	Plans I and II In each course hour requirement or limitation listed below, the number of hours given refers to semester hours in the major and minor (or related) fields combined, and is exclusive of thesis. Plan I 1. A minimum of 24 hours of course work. 2. A minimum of 6 hours of 500-level courses. 3. At least 18 hours completed in residence at the University. 4. A minimum of 6 hours of Thesis (599) credit. (see below) 5. A limit of 6 hours of Problems courses and 5 hours of workshop credit. 6. If a minor is declared, a minimum of 14 hours in the major and 7 hours in the minor. Plan II 1. A minimum of 32 hours of course work. 2. A minimum of 12 hours of 500 level courses 3. At least 26 hours completed in residence at the University. 4. A limit of 12 hours in Problems courses and 8 hours of workshop credit.	

Design for Component 3.3 Page ____

INPUT	PROCESS	OUTPUT
	5. If a minor is declared, a minimum of 18 hours in the major and 12 hours in the minor. In either Plan I or Plan II, the student and the major adviser may design a program of studies in which all work is done in the major department, in the major department and a minor department, or in the major department and one or more related departments. The following provisions must be observed: 1. Programs meeting the minimum requirements of Plan I or II do not automatically constitute a master's program. Each program must be approved by the major department and the Graduate School; (see Candidacy). 2. A declared major may be changed only with the approval of the new department and the Graduate School. 3. After the Application for Candidacy has been filed, a change between Plans I and II may be made only with the approval of the major department and the Graduate School.	

Design for Component 3.3 Page

INPUT	PROCESS	OUTPUT
	4. A maximum of 6 hours of graduate credit may be transferred from another graduate school. Such work must be graded B or better, must fall within the student's five-year period (see below), and must be approved by the department and the Dean of the Graduate School in the student's Application for Candidacy. 5. A maximum of 6 hours of work done in Non-Degree may be included in the master's program. (see Non-Degree Credit, p.36). 6. A maximum of 6 hours of work done in Extension may be included in the master's program. 7. At least half of the minimum required hours, exclusive of Thesis, must be taken with other than a single professor. 8. All work offered toward degree requirements must fall with a five-year period.	

Design for Component 3.4 All Students are Admitted for Candidacy

Page ____

INPUT	PROCESS	OUTPUT
Entry: Each student has completed 12 hours of graduate work in residence at the university	Candicacy: Admission to the Graduate School does not imply admission to candidacy for a degree. Application for candidacy for the master's degree must be filed with the Dean of the Graduate School soon after the student has completed 12 hours of graduate work in residence at the University. Application blanks may be obtained at the Graduate Office. The program of study listed in the application should be planned in consultation with the major adviser; both the adviser and the department chairperson must approve the application before it is submitted to the Graduate School. Approval of this application will be given only after (1) all undergraduate prerequisites have been satisfied, (2) at least 12 hours of graduate credit have been completed, with a B average or better.	Each student is admitted for candidacy for the master's degree

Design for Component 3.5 All Students Pass Master's Examination Page ____

INPUT	PROCESS	OUTPUT
Entry: Each student is approved for degree candidacy	Master's Examination The Master's Examination must be passed by all candidates for the master's degree. The examination, drawn from the major and minor or related fields as appropriate, may be written, oral, or both, at the option of the department. The examination is conducted by a committee of at least three professors. The committee is appointed by the major department in consultation with the student, and must have the approval of the Dean of the Graduate School. Under Plan I, the thesis chairperson usually serves as chairperson of the committee. The examination may be given only after the Application for Candidacy has been approved by the Graduate Dean; the student must be in good standing in the department and the Graduate School. At least two weeks prior to the date of the Master's Examination, the major department must notify the Graduate School of the date of this examination. The student must be notified of the results of the examination no later than two weeks from the date of examination. If the	Each student passes Master's Examination

Design for Component 3.5 Page ____

INPUT	PROCESS	OUTPUT
	department anticipates being unable to meet this deadline, it must give the student written notice to this effect prior to the examination; in this event, the student must be notified of the results of the examination no later than three weeks from the date of the examination. The results of examinations taken between semesters or during the summer must be given no later than two weeks after the first day of classes of the next regular semester. Results of the examination shall be reported to the Graduate School, on the form provided, by December 2, May 1, or July 7, respectively. If a candidate fails the examination, a six-month interval should elapse before a second examination is given. A candidate may take this examination only twice.	

Design for Component 3.6 Plan I Students Complete Thesis

INPUT	PROCESS	OUTPUT
All Plan I students who have written a program of studies (contract)	Thesis Each candidate for the master's degree under Plan I must submit a thesis that gives evidence of capacity for sound research. The thesis must be approved by a committee of at least three faculty members. The thesis director will serve as chairperson of this committee and assume the major responsibility for guiding the student's work. A complete draft of the thesis should be submitted to the faculty committee well in advance of the anticipated graduation date. A booklet of instructions for the preparation of thesis and dissertations is available at the Associated Students' Bookstore. The Plan I student must complete a minimum of 6 hours of Thesis (599) credit. Having once registered for Thesis, the student must continue to register for a minimum of 1 hour of 599 during each regular semester (exclusive of summer) until the thesis is approved by the Graduate School. This rule applies whether or not the student is enrolled for anything else. Once having met the 6-hour minimum requirement, the student need not re-enroll for 599 in a given semester if the thesis is submitted to	Each Plan I student has completed thesis requirement

Design for Component 3.6 Page

INPUT	PROCESS	OUTPUT
	and approved by the Graduate School by the published mid-semester date of that semester. If this deadline is not met, the student must immediately re-enroll for 599 for that semester. Two copies of the typewritten thesis, together with two copies of an abstract of 300-500 words, all in perfect form and approved by the committee, shall be submitted for the approval of the Dean of the Graduate School by December 3, May 1, or July 7, respectively. A third copy shall be deposited with the candidate's major department. Arrangements for thesis reproduction may be made at the Graduate Student Association Office, Rm. 106, New Mexico Union. The Graduate Deans are responsible for the approval, for the Graduate School, of all theses, with the Dean of the Graduate School having the final responsibility. It is the student's responsibility to submit the thesis free of grammatical errors, typing mistakes, poor reproduction, etc. The Graduate Office is not responsible for proofreading.	

Design for Component 3.6

Page

INPUT	PROCESS	OUTPUT
	The Graduate School responsibility includes the evaluation not only of the physical presentation of the thesis, but also, at least in a general way, of the substance and methodology of the work. If a Graduate Dean has questions concerning the substance or methodology of a thesis, the Dean should seek the counsel of the major professor, the department chairperson, and if it seems desirable, other scholars on or off the faculty with particular competence in the field of study. <u>Foreign Language Theses.</u> When a thesis is planned to be written in a language other than English, advance approval must be obtained from the Graduate School. It is the joint responsibility of the thesis supervisor and the student to obtain such approval before the student starts the project. A thesis submitted to the Graduate School in a language other than English must be accompanied by an abstract in English approved by the same committee that approved the thesis.	

Design for Component 3.7 Student Graduates

INPUT	PROCESS	OUTPUT
All Students Have: • completed the requirements of either Plan I or Plan II • completed any additional departmental requirements • applied for and been admitted to candidacy • passed the Master's Examination • if operating under Plan I, presented a thesis acceptable to the department and the Graduate School	Notification of Intention to Graduate By September 23, February 17, or June 16, respectively, the student should inform the major department and the Graduate School, in writing, of the intention to complete all degree requirements during that semester. Degrees are awarded three times during the year; commencement exercises are held only in May.	Each student receives master's degree in Special Education with emphasis in one of the following areas: • mental retardation • special physical education • behavioral disorders • learning disabilities • educational diagnostics • administration

CONCERN	EVALUATION QUESTION	STANDARD	INSTRUMENT	COLLECTION, ANALYSIS & REPORTING
. The recruitment creening and se- ection of Master's students	1.1 What is each student's educational background? Special education experience? Present educational characteristics (degree sought, degree status, major, minor, etc)?	3.1 Input	General Information Form	Collected at applicatio and cumulated continuou ly. Summary by reject, accept, enroll prepared also coded for predictio study
	1.2 What are the group characteristice (ethnic, geographic, etc.) of applicants, those accepted those rejected?	3.1 Input	General Information Form	Collected at application and cumulated continuou ly. Summary by reject, accept, enroll prepared also coded for predictio study
	1.3 What competencies does each student demonstrate on entry to the program?	3.1 Output	Battery for assessment of competencies of entering master's students .	Feedback to student, copy on file.
The resource con- umption of each nstructional and on-instructional rogram activity rel- tive to its immed- te outputs	2.1 How is each faculty member's time actually divided over teaching loads, special assignments, administrative responsibility, and research or creative work?	Input to all components	Program Personnel Time Use Form	Collect monthly summar by person, program, an overall.
	2.3 How is the time of other program staff actually divided across various program activities?	Input to all components	Program Personnel Time Use Form	Collect monthly summar by person, program, an overall.
	2.4 How is the time of students actually divided across various program activities?	"	Program Personnel Time Use Form	Collect monthly summar by person, program, an overall.
	2.5 What other resources are used by each program activity?	Input to all components	Facilities/Resources List and Use Record Consumables Use Record	Collect continuously summary by activity anc program over the year.

CONCERN	EVALUATION QUESTION	STANDARD	INSTRUMENT	COLLECTION, ANALYSIS & REPORTING
. The quality of the puts (instructors, esign, materials, tc.) and the process-s of each course or ther on-campus nstructional activity	3.1 How adequate was each instructor's teaching procedure?	3.3 Input	Student Reaction to Instruction and courses	End of course. Summar provided. Combine for each person, program and department
	3.2 How does each student rate each course relative to others taken at the university?	3.3 Process	Student Reaction to Instruction and courses	End of course. Summar provided. Combine for each person, program and department.
	3.3 How does each student rate his progress in each course compared to his progress in other courses?	3.3 Process Output	Student Reaction to Instruction and Courses	End of course. Summary provided. Combine for each person, program and department.
	3.4 What were each student's personal attitudes and behavior in each course?	3.3 Process	Student Reaction to Instruction and Courses	End of course. Summary provided. Combine for each person, program and department.
. The quality of the nputs (sites, supervisors, plans, etc.) nd of the processes f each field experience.	4.1 What general strengths and weaknesses does each student have when he begins a field experience?	3.3 Input	Application for Field Experience and Student Entry Assessment	Collected before each experience analysed in relation to later achievement
	4.2 What specific program competencies has each student demonstrated on entry to each field experience?	3.3 Input	Competency Sign-Off Form Application for Field Experience and Student Entry Assessment Site Supervisor, Student, and Facutly Rating of Field Experience	Collected throughout. Will summarize to reflect on student, sites site supervisors, and university supervisor's as a function of entry
	4.3 What are other characteristics of each student entering a field experience?	3.3 Input	Application for Field Experience and Student Entry Assessments	Collected throughout. Wi summarize to reflect on student, sites, site supervisors, and university supervisors as a functio of entry.
	4.4 What courses has each student completed	3.3 Output	Application for Field Experience and Student	Collected throughout. W summarize to reflect on student, s[illegible]s, site super

CONCERN	EVALUATION QUESTION	STANDARD	INSTRUMENT	COLLECTION, ANALYSIS & REPORTING
	4.5 How many placements are available? What kinds of instructional settings are at each site? How many of each kind?	Input to 3.3	Field Site Information Sheet	
	4.6 How does the exceptional population distribute across age groups? Across categories of exceptionality? Across ethnic background?	3.3 Input	Field Site Information Sheet	Updated each semester. Summarized by semest and year.
	4.7 How many potential site supervisors are available at each site?	3.3 Input	Field Site Information Sheet	Used in Assignment
	4.8 What site preferences does each student have?	3.3 Process	Application for Field Experience and Student Entry Assessment	Used in Assignment and summarized over all students.
	4.9 How adequate was the site supervisor?	3.3 Process	Site Supervisor, Student and Faculty Rating of Field Experience	Collected at end. Analysed for each person over the years.
	4.10 How adequate was the university supervisor?	3.3 Process	Site Supervisor, Student and Faculty Rating of Field Experience Evaluation of University Supervisor	Collected at end. Analysed by faculty member and fed back. Analysed by departmen
	4.11 How adequate was the field experience?	3.3 Process	Site Supervisor, Student and Faculty Rating of Field Experience	Collected at end. Analysed by faculty, s student, and departmer
	4.12 How many hours does each student spend on site? How is this time divided between instructional and non-instructional activities?	3.3 Process	Student Field Experiences Record	Collected weekly. Related to achievemen factors
	4.13 What planning of lessons has each student done for his field experience work in the area of	3.3 Process	Lesson Plan Format	Formative feedback br

CONCERN	EVALUATION QUESTION	STANDARD	INSTRUMENT	COLLECTION, ANALYSIS & REPORTING
	objectives? Procedure and activities? Time? Materials? Evaluation?			
	4.14 How many site visits does the university supervisor make?	3.3 Input	Supervisor Weekly Feedback Form	Collected weekly. Summarized over stude faculty, department.
	4.15 What activities does he observe?	3.3 Process	Supervisor Weekly Feedback Form	Collected weekly. Summarized over stude faculty, department
	4.16 What feedback is given to each student?	3.3 Process	Supervisor Weekly Feedback Form	Collected weekly. Summarized over stude faculty, department.
	4.17 What general strengths and weaknesses does each student have at the end of the field experience?	3.3 Output	Site Supervisor, Student and Faculty Rating of Field Experience	Collected at the end. Summarized over progr and department.
	4.18 What competencies does each student demonstrate in each field experience?	3.3 Output	Field Site Competency Sign-Off Form	Continuously maintaine Summarized over progr and department.
. For each student, rack the program ctivities in which e/she is involved nd the outcomes hich result, including emonstration of ompetence	5.1 What courses does each student intend to take to meet degree requirements? Are these courses completed?	3.2 Process	Graduate Program of Studies in Special Education University Grade Reports	Summarize over course and also relate to later achievement.
	5.2 At what stage in his or her program is each student?	3.3 Process	Data Accumulation Forms Graduate Program of Studies in Special Education University Grade Reports	Used for management purposes or to correlate with output data.
	5.3 What competencies has each student demonstrated? How was each competency acquired? How much time did it take?	3.3 Output	Competency Sign-Off Form Field Site Competency Sign-Off Form	Maintained continuously. Summarized for each level and correlated wi input and process variables.

CONCERN	EVALUATION QUESTION	STANDARD	INSTRUMENT	COLLECTION, ANALYSIS & REPORTING
. What graduates do ter completing the rogram, including here they work, hat they do there, nd how well prepar-ed they are.	6.1 What position of employment does each graduate have at present? What is the nature of the facility? Location? Other descriptors?	3.7 Output	Graduate Skills Rating Form Personnel Preparation and Program Impact Questionnaire	Collected yearly. Analysed by position, year of graduation and also related to prior data about the student.
	6.2 How often does each graduate perform each of a number of tasks? What is his or her skill?	3.7 Output	Graduate Skills Rating Form Personnel Preparation and Program Impact Questionnaire	Analysed by position, year of graduation.
	6.3 What was the availability of employment to each graduate?	3.7 Output	Personnel Preparation and Program Impact Questionnaire	Analysed by position, year of graduation.
. The value of rogram competen-ies in various ettings and roles.	7.1 How useful is each competency to a teacher in the field?	3.0 Output	Competency Sign-Off Form Field Site Competency Sign-Off Form Personnel Preparation and Program Impact Questionnaire	Analysed by each combination of role and competency

Status Report on Instrument Development
Master's Program, New Mexico Site, January 27, 1975
Carter Allen and Bruce M. Bartek

Instrument	Status	Comment
1. General Information Form	available for testing	look at results of testing an revise. After item revisio could be made briefer and easier to complete
2. Battery for assessment of competencies of entering master's students		none
. Program Personnel Time Use Form	to be drafted	after drafting, decide to tes revise, or use as is
4. Facilities/Resources List and Use Record	to be drafted	after drafting, decide to tes revise, or use as is
5. Consumables Use Record	to be drafted	after drafting, decide to te revise, or use as is
6. Student Reaction to Instruction and Courses	in use	use as is
7. Application for Field Experience and Student Entry Assessment	needs list of entry skills and ID card	could get over the phone, th go to format for testing
8. Competency Sign-Off Form	available for testing	may need to add faculty "rating" of skills, acceptab to exceptional
9. Site Supervisor, Student, and Faculty Rating of Field Experience	first draft completed for site supervisor section, feedback received from faculty	student, and faculty section need to be drafted and feedb obtained
10. Field Site Information Sheet	final changes made	produce in usable format for testing
11. Evaluation of University Supervisor	available	could be fit on one page; has not been discussed

Instrument	Status	Comment
dent Field Experience ecord	first draft completed, feedback from faculty obtained	produce, should fit on one page
Lesson Plan Format	faculty drafted	decide to test, revise, or use as is
Supervisor Weekly Feedback Form	use unknown	check use or interest
Field Site Competencies Sign-Off Form	needs competencies	may need to add faculty "rating" of skills, acceptable to exceptional
Graduate Program of udies in Special Education	in use	none
University Grade Reports	in use	none
Data Accumulation Form	in use	revision needed if procedures change
Graduate Skills Rating Form	drafted, needs skill areas	try for closure, general concept seemed ok
Personnel Preparation and Program Impact Question-aire	has been tested	obtain results; could be reduced in size, instructions clarified

PROGRAM DESIGN AND EVALUATION PLAN
UNDERGRADUATE PROGRAM
SPECIAL EDUCATION DEPARTMENT
UNIVERSITY OF NEW MEXICO AT ALBUQUERQUE

Carter Allen and Bruce M. Bartek
January 24, 1975

Development Component
Evaluation Training Consortium
Evaluation Research Center
University of Virginia

The project presented or reported herein was performed pursuant to a Grant Number OEG-0-72-4312 from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education and no official endorsement by the U.S. Office of Education should be inferred.

INTRODUCTION

The Evaluation Research Center at the University of Virginia has formed an Evaluation Training Consortium (ETC) to develop and disseminate effective self-evaluation procedures for programs which prepare personnel to serve the needs of the handicapped. The Special Education Department of the University of New Mexico at Albuquerque has been designated as one of three developmental sites for fiscal year 1974-1975 as part of this effort. The goals at this site are to develop an integrated evaluation system to meet the needs of the Special Education Department and to derive from this experience knowledge and tangible products of use to other programs.

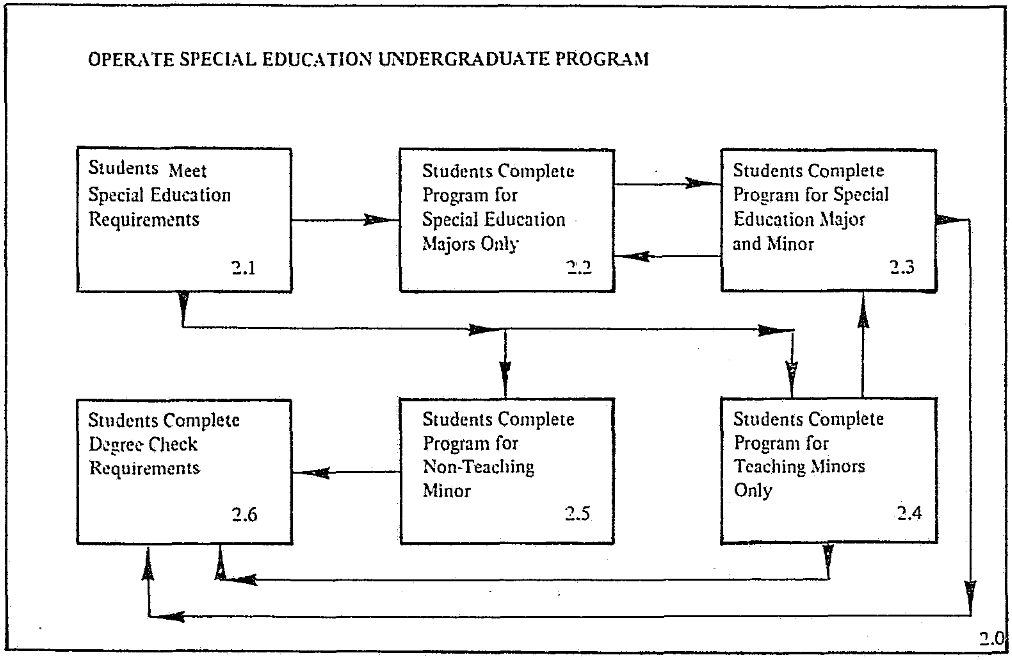
During the fiscal year 1974-1975, ETC staff plan to visit the New Mexico site six times, working actively with faculty to meet these goals. Three of these visits have been completed, and this document provides evidence of progress in regard to evaluation of the undergraduate program.

The progress so far consists of three parts. First, after discussions with faculty and collection of documents, a program design was completed which describes all undergraduate programs. Second, a plan for the evaluation of these programs was drafted based on the concerns of faculty expressed during the visits. Finally, existing instruments were identified and new ones drafted to answer the questions posed by the evaluation plan.

Attached is the current draft of the program design, the current draft of the evaluation plan, and a status report on the instrument development work. The reader should keep in mind that each of these documents represents considerable progress toward meaningful self-evaluation but are by no means final products. The remainder of the year's work will focus on completing development and testing of instruments, on developing an information system to collect, analyze and report evaluation information, and on developing statements of competence for each program option.

INPUT	PROCESS	OUTPUT
	UNDERGRADUATE PROGRAMS Special Education Majors The Department of Special Education provides the student the opportunity to major in Special Education. The major program at the undergraduate level emphasizes a Teaching Training Program for the Educable and Trainable Mentally Retarded Children in self-contained and integrated classrooms. Students wishing to pursue a Special Education major are referred to "Processes Established for all Special Education Teacher Training Programs." The Department of Special Education encourages cooperation among other Departments in the College of Education and will accept, where amenable, a double major--i. e., a major in Elementary Education and Special Education; Secondary Education and Special Education. Minor: Teaching Special Education The Department of Special Education offers a teaching Special Education Minor for students screened into the College of Education and the Department of Special Education. The teaching minor requires that the student earn a "B" or better in Special Education 210, 211 and 221. Upon completion of	● undergraduates special education majors complete program ● teaching minors complete program ● non-teaching minors complete program

INPUT	PROCESS	OUTPUT
	these courses (8 hours), the student shall file a program of studies (contract) to the College of Education and the Department of Special Education. The program of studies (contract) shall be established by the students and their major adviser. This program is generally limited to elementary or secondary education majors. Minor (Minimum 18 hours): Exceptional Children, Non-Teaching The Department of Special Education offers a non-teaching minor in Exceptional Children designed to provide students from other departments with a basic understanding of the educational, social, psychological, and medical characteristics and needs of exceptional children. The minor is not designed, and will not lead to, teaching certification in Special Education.	


OPERATE SPECIAL EDUCATION UNDERGRADUATE PROGRAM
Students Meet Special Education Requirements 2.1
Students Complete Program for Special Education Majors Only 2.2
Students Complete Program for Special Education Major and Minor 2.3
Students Complete Degree Check Requirements 2.6
Students Complete Program for Non-Teaching Minor 2.5
Students Complete Program for Teaching Minors Only 2.4
2.0

Design for Component 2.1

Student Meets Special Education Admission Requirements

INPUT	PROCESS	OUTPUT
Entry • Student eligible for admission to a teacher education program according to the following criteria: 1. You are enrolled in University College and a. you have completed 14 or more hours and have a 2.5 or higher grade point average, or b. you have completed 26 or more hours and have a 2.0 or higher grade point average, or c. you have a 2.0 or higher grade point average based upon 24 to 30 hours of work accomplished during the last two or three semesters, or d. you have received notice that this is your last semester of eligibility. 2. You are enrolled in Arts and Sciences, Fine Arts, BUS or any other degree college, or in non-degree status, and your overall grade point average is 2.0 or higher.	The student completes the appropriate forms for admission to Special Education Each student must successfully complete Sp. Ed. 210 and Sp. Ed. 211, taken concurrently with screening into the program. Each student completes Sp. Ed. 221. An advisor is assigned and a program of studies contract prepared, signed, and filed.	Each Student meets all special education admission requirements 1. "B" or better in Sp. Ed 210 and Sp. Ed 211 2. Completed "Application for Admission to a Teacher Education Program" 3. Completed data folder returned to College of Education Records Office by the second week of the semester (first week summer session) 4. Advisor assigned by Special Education Department 5. Completed program contract on file with major and minor advisors, signed by them and student

INPUT	PROCESS	OUTPUT
3. You are a transfer student provisionally enrolled in the College of Education. Some College programs can accept only limited numbers of students each semester; therefore, any student wishing to transfer should check with the department he is considering prior to making a commitment to move to Albuquerque. 4. You have already earned a bachelor's degree. ● Student meets other requirements of the Department of Special Education		

Design for Component 2.2 *Page*

INPUT	PROCESS	OUTPUT
Professional Education Courses: Educational Foundations 290 Educational Foundations 300 or Psychology 320 "Development Psychology" Educational Foundations 310 or Psychology 260 "Psychology of Learning" Media (AV)-Course approved by major advisor General Education Required Areas: 1. Behavioral Sciences 2. Communication Arts *3. Multicultural Studies 4. Fine and Practical Arts *5. Foreign Language 6. Humanities 7. Mathematics 8. Natural Sciences 9. Physical Education 10. Social Sciences		

Students Complete Program for Special Education Majors Only

INPUT	PROCESS	OUTPUT
Entry		
• Each student meets all special education admission requirements	Students take required and elective courses. Special Ed 415 and 300 act as advanced screening steps. Coursework is taken that prepares the students for their field experience. Spc Ed 410 is taken concurrently with the student teaching field experience.	Students complete professional education coursework as well as special education coursework required for student teaching
Courses Required for Major in Special Education (Courses required for Major Program of Studies) Spc Ed 322 Teaching the Mentally Retarded or Spc Ed 362 Teaching the Severely Retarded Spc Ed 410 Undergraduate Seminar in Special Education Spc Ed 415 Social and Psychological Problems in Special Education Special Education Electives: Spc Ed 404 Techniques of Teaching Children with Learning Problems Spc Ed 431 Characteristics of Children with Behavior Disorders C&I 435 Remedial Reading (required) Com Ds 430 Development of Speech and Language	Twelve hours of professional education courses are selected and taken. Students complete general education requirements by meeting minimum requirements in six of ten areas.	Students complete a minimum of 48 hours in areas outside of Special Education for a broad and well-balanced education.

Students Complete Special Education Major and Teaching Minor Program

INPUT	PROCESS	OUTPUT
Entry • Each student meets all special education admission requirements. • Major students have completed Spc. Ed. 322 or Spc. Ed. 362 and Spc. Ed. 415. • Minor students have completed Spc. Ed. 322	All students receiving a major or teaching minor complete Spc. Ed 317, Methods and Materials in Special Education, and either Spc. Ed. 400, Student Teaching in Elementary School, or Spc. Ed. 462, Student Teaching in the Secondary School.	Students who have completed all requirements for either a major or minor in Special Education with an emphasis on "a Teaching Training Program for Educible and Trainable Mentally Retarded Child in Self-Contained and Integrated Classrooms".

Completes Program for [illegible]aching Minors Only

INPUT	PROCESS	OUTPUT
Entry • Each student meets all special education admission requirements	The Department of Special Education offers a teaching Special Education Minor for students screened into the College of Education and the Department of Special Education. The teaching minor requires that the student earn a "B" or better in Special Education 210, 211 and 221. Upon completion of these courses (8 hours), the student shall file a program of studies (contract) to the College of Education and the Department of Special Education. The program of studies (contract) shall be established by the students and their major adviser. This program is generally limited to elementary or secondard education majors. Required Courses: Hours Spc. Ed 210 (250) 2 Spc. Ed 211 (271) 3 Spc. Ed 221 (381) 3 * Spc. Ed Electives 6 Spc. Ed 322 (473) 3 Spc. Ed 317 (479) 3 Spc. Ed 400 or 462 6 26 * Approved by major adviser.	Students complete coursework for teaching minor.

B.46

Design for Component 2.4

INPUT	PROCESS	OUTPUT
	Electives: Hours C&I 435 (Required) 3 Spc Ed 404 (481) 3 Spc Ed 431 (444) 3 Spc Ed 415 (440) 3 Spc Ed 383 3	

Students Complete Non-Teaching Minor Program

INPUT	PROCESS	OUTPUT
Entry • Each student meets all special education admission requirements	The Department of Special Education offers a non-teaching minor in Exceptional Children designed to provide students from other departments with a basic understanding of the educational, social, psychological, and medical characteristics and needs of exceptional children. The minor is not designed, and will not lead to, teaching certification in Special Education. Students complete 10 hours selected from the following listed courses. All students desiring a non-teaching minor must contact a Special Education adviser and a Contract (Program of Studies) must be on file with both major and minor advisers. Spc Ed 302 Communicative Disorders Spc Ed 351 Problems Spc Ed & Ed Fdn 383 Education of Mexican American Spc Ed 405 (419) Special Education in a Regular Classroom	Students complete coursework for minor. Students with a basic understanding of the education, social, psychological, and medical characteristics and needs of exceptional children.

Design for Component 2.5

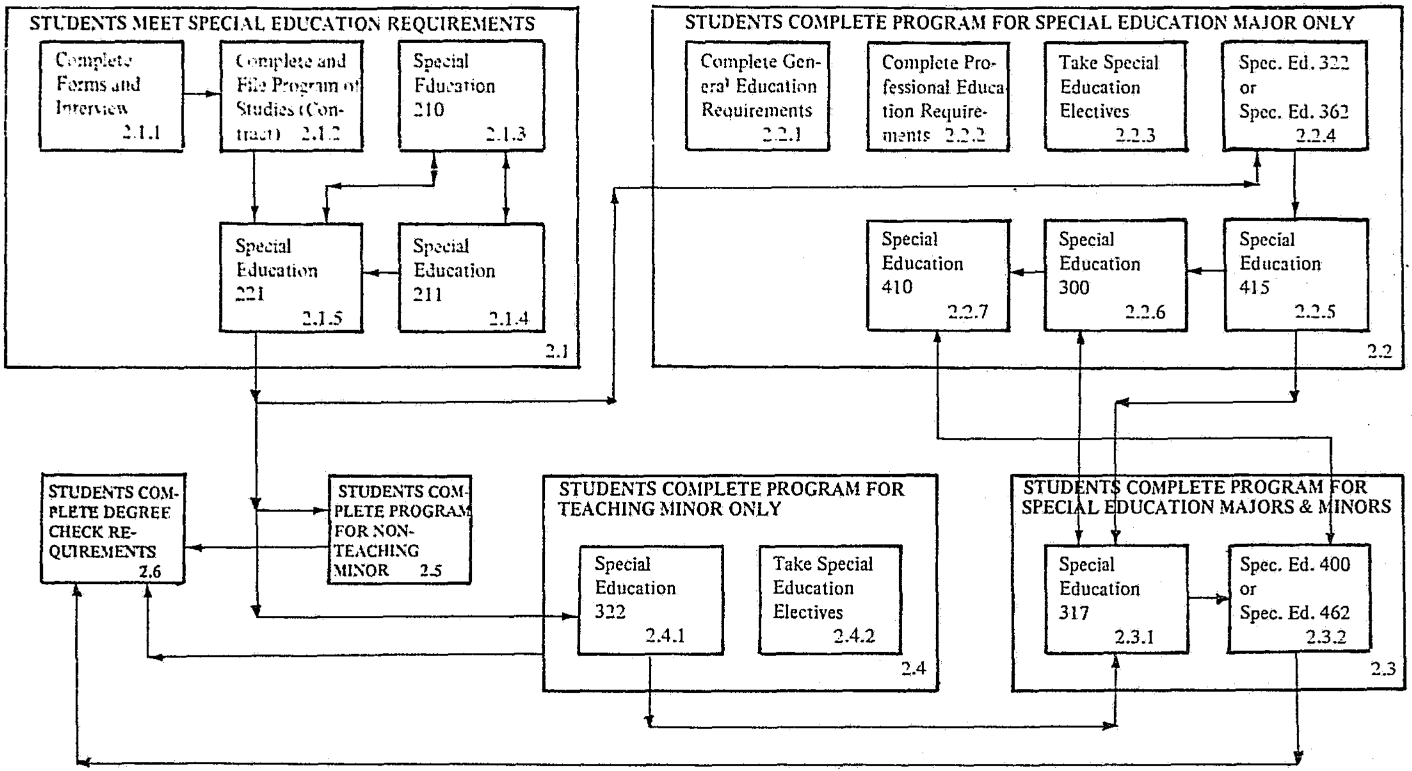
Page

INPUT	PROCESS	OUTPUT
	Spc Ed 427 Problems of the Hearing Impaired Spc Ed 431 Characteristics of the E. D. Child Spc Ed 467 Survey of Physical Defects Spc Ed 429 Workshop in Special Education Com Ds 426 Manual Communication * PE 466 Special Physical Education * PE 486 Principles of Therapeautic P. E. * PE 488 Motor Learning and Performance Rec 477 Recreation in Special Education *Psych 332 Abnormal Psychology *Psych 432 Child Clinical Psychology *Com Ds 330 Speech Pathology in the Schools * Courses may not be duplicated for major and minor program	

Students Complete Degree Check Requirements

INPUT	PROCESS	OUTPUT
Entry Students who have completed 92 hours	1. Completion of an application for final degree check immediately after completion of 92 semester hours. Application can be obtained from the Department or Office of the Dean. 2. Completion of a minimum of 128 semester hours. No more than 5 semester hours of credit earned in workshops may be used towards any bachelor's degree. (See course 429 listed with each of the Education departmental offerings). 3. A scholarship index of 2.0 or higher on the 128 semester hours being counted for graduation, at least a 2.0 grade-point average on all work attempted at the University of New Mexico, and at least a 2.3 grade-point average in the major teaching fields. Dividends and Penalties: For every 15 semester hours of A, or for every 30 semester hours of B, the hours required for graduation are reduced by one. The maximum of such dividends allowed is four. Dividends may not be applied toward the residence requirement. For every 15 semester hours of D, the hours required for graduation are increased by one. Dividends and penalties are awarded or assessed only on work done in residence at the University of New Mexico	Students complete degree requirements

INPUT	PROCESS	OUTPUT
	4. Completion of 40 semester hours in courses numbered 300 or above. 5. For minimum residence requirements, see p. 54. 6. Completion of the prescribed curriculum which leads to the desired degree (see Curricula, pp. 99-123). The student is solely responsible for completing all requirements for graduation, as described in this catalog. 7. Students who plan to teach in the State of New Mexico must complete the Application for New Mexico Certificate form available from the Graduation Clerk. Note: Students who plan to teach in the secondary schools must complete a teaching major or minor in subjects usually taught in secondary schools. See description of programs in Secondary Education for details. Students who plan to teach in the elementary schools must complete a major or minor of at least 24 semester hours in a subject area. They must follow the curriculum as outlined on pp. 102-104.	



COURSE NAME AND NUMBER

Spc Ed 210 Introduction to Special Education
Spc Ed 211 Education of Exceptional Children
Spc Ed 221 Nature and Needs of MentallyRetarded
Spc Ed 300 Pre-Student Teaching
Spc Ed 317 Methods and Materials in Special Education
Spc Ed 322 Teaching the Mentally Retarded
or
Spc Ed 362 Teaching the Severely Retarded

Spc Ed 400 Student Teaching in Elementary (Special Education)
or
Spc Ed 462 Student Teaching in Secondary (Special Education)
Spc Ed 410 Undergraduate Seminar in Special Education
Spc Ed 415 Social and Psychological Problems in Special Education

CONCERN	EVALUATION QUESTION	STANDARD	INSTRUMENT	COLLECTION, ANALYSIS & REPORTING
. The recruitment -creening and se- .ection of under- .raduate students	1.1 What is each student's educational background ? Special education experience? Present educational characteristics (degree sought, degree status, major, minor, etc)?	2.1.1 Input	General Information Form	Collected at application and cumulated continuou ly. Summary by reject, accept, enroll prepared also coded for predictio study
	1.2 What are the group characteristice (ethnic, geographic, etc.) of applicants, those accepted those rejected?	2.1.1 Input	General Information Form	Collected at application and cumulated continuou ly. Summary by reject, accept, enroll prepared also coded for predictio study
	1.3 What competencies does each student demonstrate on entry to the program?	2.1.1 Output	Battery for assessment of competencies of entering master's students .	Feedback to student, copy on file.
The resource con- sumption of each instructional and non-instructional program activity rel- ative to its immed- iate outputs	2.1 How is each faculty member's time actually divided over teaching loads, special assignments, administrative responsibility, and research or creative work?	Input to all components	Program Personnel Time Use Form	Collect monthly summar by person, program, an overall.
	2.3 How is the time of other program staff actually divided across various program activities?	Input to all components	Program Personnel Time Use Form	Collect monthly summar by person, program, and overall.
	2.4 How is the time of students actually divided across various program activities?	Input to all components	Program Personnel Time Use Form	Collect monthly summar by person, program, an overall.
	2.5 What other resources are used by each program activity?	Input to all components	Facilities/Resources List and Use Record Consumables Use Record	Collect continuously summary by activity a program over the year.

				& REPORTING
The quality of the puts (instructors, sign, materials, c.) and the process- of each course or her on-campus structional activity	3.1 How adequate was each instructor's teaching procedure?	All course components input	Student Reaction to Instruction and courses	End of course. Summar provided. Combine for each person, program and department.
	3.2 How does each student rate each course relative to others taken at the university?	All course components process	Student Reaction to Instruction and courses	End of course. Summar provided. Combine for each person, program and department.
	3.3 How does each student rate his progress in each course compared to his progress in other courses?	All course components process output	Student Reaction to Instruction and Courses	End of course. Summary provided. Combine for each person, program and department.
	3.4 What were each student's personal attitudes and behavior in each course?	All course components process	Student Reaction to Instruction and Courses	End of course. Summar provided. Combine for each person, program and department.
. The quality of the nputs (sites, supervisors, plans, etc.) nd of the processes f each field xperience.	4.1 What general strengths and weaknesses does each student have when he begins a field experience?	2.3.2 Input	Application for Field Experience and Student Entry Assessment	Collected before each experience analysed in relation to later achievement
	4.2 What specific program competencies has each student demonstrated on entry to each field experience?	2.3.2 Input	Competency Sign-Off Form Application for Field Experience and Student Entry Assessment Site Supervisor, Student, and Facutly Rating of Field Experience	Collected throughout. Will summarize to reflect on student, sites, site supervisors, and university supervisors as a function of entry
	4.3 What are other characteristics of each student entering a field experience?	2.3.2 Input	Application for Field Experience and Student Entry Assessments	Collected throughout. W summarize to reflect on student, sites, site supervisors, and university supervisors as a functic of entry.
	4.4 What courses has each student completed in the teacher training program?	2.3.2 Output	Application for Field Experience and Student Entry Assessment	Collected throughout. W summarize to reflect on student, sites, site supervisors, and university supervisors as a functio of entry.

CONCERN	EVALUATION QUESTION	STANDARD	INSTRUMENT	COLLECTION, ANALYSIS & REPORTING
	4.5 How many placements are available? What kinds of instructional settings are at each site? How many of each kind?	2.3.2 Input	Field Site Information Sheet	
	4.6 How does the exceptional population distribute across age groups? Across categories of exceptionality? Across ethnic background?	2.3.2 Input	Field Site Information Sheet	Updated each semester. Summarized by semeste and year.
	4.7 How many potential site supervisors are available at each site?	2.3.2 Input	Field Site Information Sheet	Used in Assignment
	4.8 What site preferences does each student have?	2.3.2 Process	Application for Field Experience and Student Entry Assessment	Used in Assignment and summarized over all students.
	4.9 How adequate was the site supervisor?	2.3.2 Process	Site Supervisor, Student and Faculty Rating of Field Experience	Collected at end. Analysed for each person over the years.
	4.10 How adequate was the university supervisor?	2.3.2 Process	Site Supervisor, Student and Faculty Rating of Field Experience	Collected at end. Analysed by faculty member and fed back.
			Evaluation of University Supervisor	Analysed by department.
	4.11 How adequate was the field experience?	2.3.2 Process	Site Supervisor, Student and Faculty Rating of Field Experience	Collected at end. Analysed by faculty, sit student, and departmen
	4.12 How many hours does each student spend on site? How is this time divided between instructional and non-instructional activities?	2.3.2 Process	Student Field Experiences Record	Collected weekly. Related to achievement factors
	4.13 What planning of lessons has each student done for his field exper-	2.3.2 Process	Lesson Plan Format	Formative feedback onl

CONCERN	EVALUATION QUESTION	STANDARD	INSTRUMENT	COLLECTION, ANALYSIS & REPORTING
	objectives? Procedure and activities? Time? Materials? Evaluation?			
	4.14 How many site visits does the university supervisor make?	2.3.2 Input	Supervisor Weekly Feedback Form	Collected weekly. Summarized over studen faculty, department.
	4.15 What activities does he observe?	2.3.2 Process	Supervisor Weekly Feedback Form	Collected weekly. Summarized over studen faculty, department
	4.16 What feedback is given to each student?	2.3.2 Process	Supervisor Weekly Feedback Form	Collected weekly. Summarized over studen faculty, department.
	4.17 What general strengths and weaknesses does each student have at the end of the field experience?	2.3.2 Output	Site Supervisor, Student and Faculty Rating of Field Experience	Collected at the end. Summarized over progra and department.
	4.18 What competencies does each student demonstrate in each field experience?	2.3.2 Output	Field Site Competency Sign-Off Form	Continuously maintained Summarized over progra and department.
. For each student, rack the program ctivities in which e/she is involved nd the outcomes hich result, including emonstration of ompetence	5.1 What courses does each student intend to take to meet degree requirements? Are these courses completed?	2.1.2 and all course components process	Undergraduate Program of Studies in Special Education University Grade Reports	Summarize over courses and also relate to later achievement.
	5.2 At what stage in his or her program is each student?	All course components process	Data Accumulation Forms Undergraduate Program of Studies in Special Education University Grade Reports	Used for management purposes or to correlate with output data.
	5.3 What competencies has each student demonstrated? How was each competency acquired? How much time did it take?	All course components output	Competency Sign-Off Form Field Site Competency Sign-Off Form	Maintained continuously. Summarized for each level and correlated with input and process variables.

CONCERN	EVALUATION QUESTION	STANDARD	INSTRUMENT	& REPORTING
6. What graduates do after completing the program, including where they work, what they do there, and how well prepared they are.	6.1 What position of employment does each graduate have at present? What is the nature of the facility? Location? Other descriptors?	2.0 Output	Graduate Skills Rating Form Personnel Preparation and Program Impact Questionnaire	Collected yearly. Analysed by position, year of graduation and also related to prior data about the student.
	6.2 How often does each graduate perform each of a number of tasks? What is his or her skill?	2.0 Output	Graduate Skills Rating Form Personnel Preparation and Program Impact Questionnaire	Analysed by position, year of graduation.
	6.3 What was the availability of employment to each graduate?	2.0 Output	Personnel Preparation and Program Impact Questionnaire	Analysed by position, year of graduation.
7. The value of program competencies in various settings and roles.	7.1 How useful is each competency to a teacher in the field?	2.0 Output	Competency Sign-Off Form Field Site Competency Sign-Off Form Personnel Preparation and Program Impact Questionnaire	Analysed by each combination of role and competency

Status Report on Instrument Development
Undergraduate Program
New Mexico Site
January 22, 1975
Carter Allen

Instrument	Status	Comment
1. General Information Form	available for testing	after item revision, could be made briefer and easier to complete
2. Screening Analysis form	in use	could revise to get more information. also 1-5 scale good enough
3. Data Accumulation form	in use	will need revision if procedures change
4. Undergraduate Program of Studies	in use	none
5. Student Reactions to Instruction and Courses	in use	none
6. Competency Sign Off form	available for testing	may need to add faculty "rating" of skills, acceptable to exceptional
7. Evaluation of University Supervisor	available	could be fit on one page; has not been discussed
8. Field Site Information Sheet	final changes made	produce in usable format for testing
9. Application for Field Experience and Student Entry Assessment	needs list of entry skills and ID card	could get over the phone then go to format for testing
10. Student Field Experience Record	revisions have been obtained	produce, should fit on one page
11. Field Site competency Sign Off	needs competencies	produce sample a la #6 above

Instrument	Status	Comment
12. Student-Teacher Feedback Forms #1, 2, and 3	all completed but use unknown except #2	some basic purpose, all need better instructions; try for a standard one, on a standard part
13. Supervisor Weekly Feedback Form	use unknown	check use or interest
14. Evaluation of University Supervisor	available, use unclear	needs better directions, fit on one page
15. Faculty, Student and Site Supervisor ratings of Field Experience	drafted for site supervisor	needs more work
16. Graduate Skills Rating Form	drafted, needs skill areas	try for closure; general concept seems okay
17. Personnel Preparation and Program Impact Questionnaire	has been tried	gets results; could be reduced in size; instructions clarified
18. Faculty Load Worksheets	in use	none
19. Supplement to Biographical Record	in use	none

University of New Mexico Development Site Plan for the Period of September 1, 1974 to June 31, 1975 and Report of Progress Up to January 1, 1975

Carter Allen

January 14, 1975

Development Component
Evaluation Training Consortium
Evaluation Research Center
University of Virginia

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INTRODUCTION

The Evaluation Training Consortium (ETC) is an effort to develop and disseminate effective self-evaluation procedures for programs preparing personnel to serve the handicapped. A part of this effort is the continuing development through intensive work in three training programs. Techniques and procedures which prove effective will then be disseminated to other programs across the country through a series of workshops and other appropriate channels. The Special Education Department, University of New Mexico at Albuquerque, was selected as one of the three sites for this work.

A primary assumption of the development work at each site is that ETC needs and the needs of the site may not be entirely consistent or compatible. ETC development staff can "force" predetermined objectives and activities on a site only at the risk of alienating site staff and destroying the spirit of cooperation necessary to success. Neither can ETC needs be entirely neglected in order to serve legitimate needs at each site. Rather, the desires of both parties must be honestly expressed and understood. Through continuing negotiation and discussion, areas of common interest can be identified and included in plans; where needs critical to one party must be met, trade-offs can also be negotiated.

For this reason, objectives of the work at a given site may not be directly related to the overall development objectives;* hence the two sets of objectives must remain separated. Work related to a given site objective may be unrelated to the development objectives because it is part of a trade-off. Work related to given site objectives may partially meet development objectives, but additional activity not relevant to the needs of the site may be needed to achieve development objectives. Finally, some development objectives may be met by activity unrelated to the needs of any site. Figure 1 indicates, in graphic form, how site objectives are met by site activity while development objectives are met by both site and other activity.

OBJECTIVES FOR THE YEAR

The goal of the work at New Mexico is "to develop an integrated evaluation system to meet the evaluation needs of the Special Education Department". Analysis of this goal resulted in six objectives for the year. Each objective is further defined by describing the activity which achieves it and, where appropriate, listing sub-objectives and related activities.

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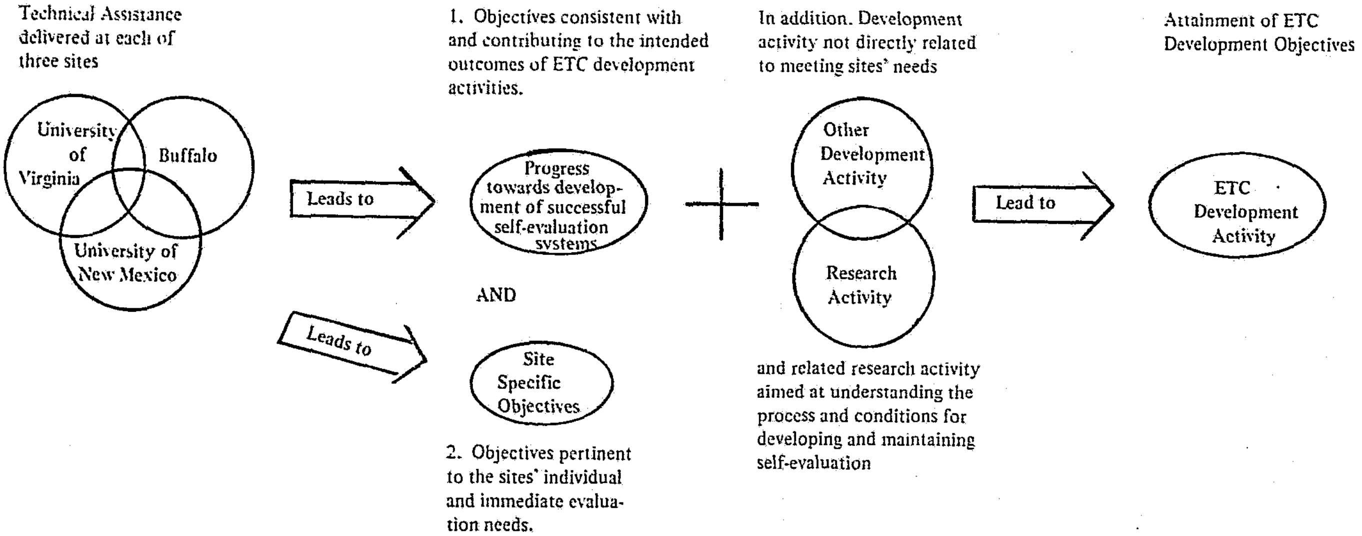
* overall development objectives are listed in attachment 1

FIGURE 1


Technical Assistance delivered at each of three sites
University of Virginia
Buffalo
University of New Mexico
Leads to
Leads to
1. Objectives consistent with and contributing to the intended outcomes of ETC development activities.
Progress towards development of successful self-evaluation systems
AND
Site Specific Objectives
2. Objectives pertinent to the sites' individual and immediate evaluation needs.
+
In addition, Development activity not directly related to meeting sites' needs
Other Development Activity
Research Activity
and related research activity aimed at understanding the process and conditions for developing and maintaining self-evaluation
Lead to
Attainment of ETC Development Objectives
ETC Development Activity

Objective 1. To develop an adequate program design for each instructional program and also for other significant department activities.

> Activity. A department design will first be prepared which identifies agencies providing resources to the department, agencies which consume the outputs of the department, and the degree programs or other activity components within the program. A general description of the outputs of the department, the activities which achieve these outputs, and the inputs to these activities will also be prepared. This general design sets the boundaries for more detailed design work for each activity component.

Sub-objective 1.2. To draft general process designs at each degree level consistent with department and university regulations.

> Activity. Documents which describe degree programs will be obtained and a description of the processes leading each degree drafted in standard program design form by ETC staff. Drafts will then be reviewed and revised with degree program coordinators and other relevant faculty until an adequate design is achieved.

Sub-objective 1.3. To achieve agreement among faculty to a final version of each design.

> Activity. Drafts of designs will be produced by working with those faculty closest to each program, but the end result must be acceptable to all faculty. Feedback on drafts will be obtained from faculty not directly involved in the preparation of them. In addition some formal process for adoption will be devised, by ETC staff and the department, which involves all faculty.

Objective 2. To identify and define in specific terms all forseeable external evaluation requirements relevant to the department.

> Activity. ETC staff will develop a general procedure for the analysis and synthesis. External agencies and other sources of requirements will be identified through interviews with faculty. A document will be prepared which describes requirements of each agency or source and integrates these descriptions into a comprehensive summary of external evaluation requirements for the department.

Sub-objective 2.1 To derive from Division of Personnel Preparation guidelines specific evaluation questions.

Activity. ETC staff will analyze DPP guidelines into specific terms and attempt to validate this analysis with DPP staff. Validated or not, this analysis will provide one part of the summary.

Sub-objective 2.2. To reduce other relevant guidelines in the same manner, validating where possible. (This includes, at minimum, any University guidelines.)

Activity. Source agencies will be listed and materials obtained. ETC staff will analyze each set using a common procedure and resulting in a list of evaluation questions posed by each agency. Where possible, the analysis will be validated with the source agency by ETC staff or Special Education faculty.

Sub-objective 2.3. To synthesize these analyses into a single list of external evaluation questions, including any conditions set on the answers.

Activity. Once all guidelines or other requests for evidence have been reduced to a common framework, the evaluation questions will be combined, removing redundancy. Conditions on the answers (such as format of report, type of evidence, source of evidence) will be summarized for each question so that reports can be designed which meet all external needs efficiently.

Objective 3.0. To develop a comprehensive evaluation plan for the Special Education Department which specifies what evaluation questions will be asked and how they will be answered.

Activity. The analysis in objective 2.0 and discussions with department faculty will indicate general concerns about the department which will be sorted out as relevant to the whole department, to particular degree levels, or to particular program options. Concerns will be prioritized and those with high priority will be further analysed first.

Sub-objective 3.1. Identify evaluation concerns and related evaluation questions at three levels: department, degree, and program option.

Activity. Through conversations with faculty, ETC staff will surface and define concerns about the department which can be addressed by the collection of evaluative information. Each concern will be further defined by posing specific evaluation questions which indicate directly information relevant to the concern. Faculty input and reaction will be obtained until concerns and questions are agreed to.

Sub-objective 3.2. Determine what information sources are effective and efficient in answering all questions and prepare a summary evaluation plan which indicates concerns, questions instruments, respondants, collection schedule, report format and contents and who receives reports.

Activity. Once evaluation questions are determined (objectives 3.1) then the means to answer them must be developed. The first step is to determine in a parallel fashion what sources of information will be reported, and who receives reports. ERC, through discussion with faculty, will lay out a draft of this summary plan to serve as a "map" for the activity under objectives 4.0 and 5.0.

Objective 4.0. To develop information sources required to implement the evaluation plan.

Activity. Procedures will be designed to collect the desired information as a joint effort of ERC and faculty. The Chairman will be informed of progress during each visit.

Sub-objective 4.1. To locate information now available which is relavant to any part of the evaluation plan.

Activity. As ETC staff describe the existing departmental information system (objective 5.1), relevant information will be identified and described.

Sub-objective 4.2. To identify existing instruments which can be used to answer evaluation questions in the plan.

Activity. Instruments available within the department will be collected and analyzed by ETC staff to determine what evaluation questions they answer. Other available instruments relevant to the evaluation plan may be located by ERC or department faculty and analyzed in the same way.

Sub-objective 4.3. To develop and test new instruments where necessary.

Activity. Where high priority evaluation questions cannot otherwise be answered, new instruments will be developed by a joint effort of ETC staff and department faculty. Every effort will be made to answer as many evaluation questions as possible with each. Arrangements will be made to test each instrument in appropriate ways within the department.

Objective 5.0. To establish a departmental information system sufficient to collect, store, analyze, and report information according to the evaluation plan.

Activity. The evaluation plan indicates what is to be done but not how. Through discussions with the chairman, other faculty, and support staff the plan can be implemented through non-disruptive evolutionary changes in present procedures.

Sub-objective 5.1. To describe the nature and capability of the existing departmental information system.

Activity. Through identification and analysis of files, file maintenance procedures, and file use procedures, a brief description of each system component will be produced and validated with department staff. Then a summary description of the total system will be written.

Sub-objective 5.2. To determine modifications to the existing systems which are feasible and acceptable to faculty and staff.

Activity. Possible changes will be described and discussed with the chairman, faculty and staff. Changes will be selected which appear possible and worth the effort. Every effort will be made to detect adverse side-effects before implementation is begun.

Sub-objective 5.3. To plan and implement approved modifications. Plans include who does what and how.

Activity. Plans for implementing approved changes will be laid out in detail by ETC staff and approved by the chairman. ETC staff will brief the staff involved on their roles and provide adequate documentation of procedures. Modification will be made in stages, with later work building on earlier progress.

Objective 6.0. To establish processes, not dependent on outside resources, to manage, maintain, and further develop the self-evaluation system.

Activity. ETC staff will carry out work jointly with faculty and staff using a "demonstrate to co-develop to critique to self-maintain" sequence which adds to skills in revelant areas. Formal training will also take place as necessary to ensure that faculty and staff have the skills to operate and develop the self-evaluation. Through close liason with the chairman and other faculty, specific plans for disengagement will be devised and implemented.

The objectives described above can only be achieved through the close cooperation of ETC staff and Special Education Department faculty. Six site visits, supplemented by telephone and written communication will be sufficient to achieve the objectives if the activities for each visit are carefully planned. As of January 1, 1975, the first two visits and off-site work was complete and planning for the third visit completed. Thus the two following sections describe work completed to date and plans for the remaining visits.

REPORT OF PROGRESS - SEPTEMBER 1, 1974 to JANUARY 1, 1975

Progress directly related to the objectives is described for the first two visits and following off-site activities. Particularly in the first site visit, much of the work was only indirectly related to these objectives, as it involved developing plans and developing rapport with faculty and staff. The numbers refer to the objectives in the list above.

Site Visit One (October 3 to October 8, 1974)

To begin the program design work (1.0) copies of relevant documents were obtained, including catalogs, course outlines, and funding proposals.

ETC staff attended the monthly meeting of all faculty where relevant external agencies were identified (2.0) and a number of evaluation concerns discussed (3.1). Follow-up discussions further defined these concerns, resulting in definitions of some evaluation questions (3.1), the collection of a number of instruments (4.1), and identification of some possible instruments to be developed (4.3). Discussions with the faculty resulted in general agreements on the general nature of the work (as reflected in this document) and on the roles to be taken by both ETC staff and Special Education faculty. Roger Kroth was identified as the primary liaison person with ETC, although the chairman indicated his desire to involve all faculty (6.0).

Off-Site Period One (October 9 to December 3, 1974)

Following the first site visit, ETC staff drafted a general design for the entire department (1.0) and process designs for the undergraduate program and the master's degree program (1.1). These were mailed to the department on November 19 so that they could be examined before the second visit; a follow-up call indicated that the designs were correct and could serve as a basis for further design work.

A general process was devised by ETC staff for reducing disparate guidelines to a common frame, but analysis of particular guidelines was not begun (2.0).

An evaluation plan for the undergraduate program was drafted by ETC staff which contained the evaluation concerns and questions surfaced during the site visit (3.1). Possible sources of information for each question were listed (3.2) based on a list of both instruments available (4.2) and those suggested for development (4.3). This was mailed October 18 for examination prior to the next visit.

Site Visit Two (December 4 to December 13, 1974)

At the second site visit, the general departmental design was accepted, as were the undergraduate and master's degree designs (1.1). Department faculty attended a three-day regional evaluation training workshop (December 11-13) where they began to develop competency statements for their programs (1.2) and discussed how to reach closure on these competencies (1.3).

Further clarification of external evaluation guidelines was begun, with particular emphasis on the University Graduate Committee requirements (2.0 and 2.2).

Further discussion of evaluation concerns, questions, and information sources resulted in a revised list of information sources to be drafted (4.3), collection of some additional instruments already developed or in use (4.2), and identification of some additional evaluation concerns and questions (3.1). Two instruments were drafted by ETC and reactions to them obtained (4.3).

ETC staff examined the files for students and faculty to determine what information they contained (4.1) and how they operated at present (5.1); some possible changes were discussed with faculty (5.2) but it was decided not to proceed until instrument development was further along.

General discussions of roles were held with a number of people (6.0). In addition most department faculty and some graduate students attended a skills workshop in evaluation held in Albuquerque by the dissemination component of ETC (6.0).

Off-Site Period Two (December 14, 1974 to January 15, 1975)

A draft analysis of DPP guidelines was completed, following the process developed during off-site period one, and critiqued by the ETC liaison component (2.1). University graduate school guidelines were read and the analysis begun (2.2), and the synthesis process was developed (2.3).

In light of progress made during the second visit, a second draft of the undergraduate evaluation plan was written (3.1), which included additional information (4.1) and instruments (4.2) which were found in the student files. Drafts of a number of instruments relating to field experiences were completed (4.3) by ETC staff, and a description of student files completed (5.1).

PLANS FOR THE FUTURE - JANUARY 1, 1975 to JUNE 31, 1975

The work during the first two visits had been designed, in part, to discover what was possible and desirable during the rest of the year. However, before site visit three, a plan of work for the entire year was drafted so that it could be modified as necessary and accepted during the third visit. This document is that plan.

The reader should keep in mind that while objectives and activity have been determined, the work during each visit may vary somewhat from the detailed descriptions below.

Site Visit Three (January 15 to January 21, 1975)

Further review of the undergraduate and master's designs will be carried out, (1.1) and ETC staff will discuss the process to be used to develop competency statements (1.3) with program coordinators. At this time, initial discussions of how to reach closure with faculty on work will also be held (1.4).

A complete list of external agencies will be completed (2.0), and the analysis of university guidelines completed (2.2). Closure will be reached on concerns and evaluation questions for both undergraduate and master's degree programs (3.1) and information sources identified for each question (3.2).

As a report to the graduate committee is due February 1, information available will be identified (4.1) and organized into the report. The list of existing instruments will be completed (4.2) and closure reached on the instruments drafted, where possible (4.3).

The general nature of the information system work will be discussed with chairman, faculty, and staff (5.0). In particular, the description of the student files will be validated (5.1) and other existing components identified for study. If relevant, a first set of modifications will be discussed (5.2) for implementation during the next visit (5.3).

The problem of dependency will be raised at this point (6.0) mainly to create initial awareness of this objective for later consideration.

Off-Site Period Three (January 22 to March 9, 1975)

Attempts at final drafts of undergraduate and master's designs (1.2) and evaluation plans (3.1 and 3.2) will be produced for inclusion in the submission to the graduate evaluation committee; of course, the implementation of these will result in some revision. A draft of a process for developing competency statements for each program will be drafted (1.2) and mailed for a trial. A draft design for doctoral and education specialist degrees will be prepared (1.1).

The analysis of DPP guidelines (2.1) will be validated with DPP and produced in final form. Other guidelines will also be analysed (2.2) and a first synthesis of all external requirements attempted (2.3).

An initial draft of a comprehensive departmental evaluation plan will be attempted, based on progress in the undergraduate and master's programs, which separates information common across all degree programs, all options within a degree program, and unique to one option (3.0).

In light of this first formal attempt at integration, instruments will be drafted to meet information needs at department, degree program, or program option levels (in that order, 4.0) in the context of external needs not already met (2.3).

Plans for the first set of changes in existing information procedures will be made (5.3), including draft operations manuals for the staff involved.

Finally, a first draft of a disengagement plan will be prepared for discussion during the fourth visit (6.0).

Site Visit Four (March 10 to March 14)

Final closure on the departmental and degree program designs will be attempted (1.1) through the process discussed during the last visit (1.3). A "first approximation" to the undergraduate competencies and related instructional activities will be attempted (1.2) so that collection of data on competencies can begin.

The analysis of external guidelines (2.1 and 2.2) and the synthesis into a single list (2.3) will be presented as a package for reaction or adoption.

The first attempt at integration of evaluation plans will be reviewed with faculty to determine if it reflects all high priority evaluation concerns (3.0); this may result in adoption of or changes in the evaluation concerns, questions, or sources of information.

The status of information source development will be reviewed (4.0) and further needs for new instruments identified (4.3). At this time, tests of instrument already produced may be complete and final versions may be agreed on (4.3).

Through demonstration, training, or other activities, the first set of modifications in the present departmental information system will be made (5.3). At this time, all existing procedures should be described (5.1) in a form adequate to suggest the next set of modifications (5.2).

Finally, the draft disengagement plan will be discussed and relevant staff development activities continued, based on the training during visit two (6.0).

Off-Site Period Four (March 15, 1975 to April 13, 1975)

Final approved versions of the department and degree level designs will be produced by ETC (1.1). Work will also continue on the specification of required competencies and related instructional activities (1.2).

A final version of the external guidelines synthesis (2.3) will also be produced, as well as final copies of each analysis (2.1 and 2.2).

A second draft of the integrated departmental evaluation plan will be produced (3.0) based on feedback during the visit.

Instrument development and testing will continue according to priorities set during the visit (4.3). Final versions will be produced where possible.

The second set of modifications to departmental information procedures will be planned, including draft operations manuals (5.3).

Finally, a revised disengagement plan will be prepared, and appropriate staff development activities planned (6.0).

Site Visit Five (April 14 to April 21, 1975)

A first attempt to reach closure on statements of competencies and related instruction for each program option will be made (1.2). Where possible, final changes will be agreed to (1.3); otherwise next steps will be set.

The analysis and synthesis of external guidelines will be adopted or final changes made (2.0).

Closure on evaluation questions (3.1) and related sources of information (3.2) will be reached, and the integrated evaluation plan revised (3.0).

Final agreement on instruments to be developed will be reached (4.3) and tested drafts revised for final production (4.3).

Acceptance of modifications to the department information system already attempted will be tested and a third set of changes suggested (5.2). At this time, the second set of modifications will be implemented (5.3) if the first set has been generally well accepted.

Staff development activity will continue and a plan toward disengagement agreed to (6.0).

Off-Site Period Five (April 22 to May 25, 1975)

Final statements of competencies and related instructional activity will be produced where closure has been reached (1.2).

A final approved copy of the synthesis of external guidelines will be produced (2.3).

A final draft of the total evaluation plan will be produced for acceptance during the last visit (3.0).

Final or final draft versions of all instruments will be produced (4.3).

A draft description of the modified departmental information system will be prepared, including final drafts of all operations manuals (5.0).

The approved plan for disengagement will be produced, and preparations completed for the final visit (6.0).

Site Visit Six (May 26 to May 30, 1975)

Closure will be reached on competencies for remaining program options wherever possible (1.2) and previous design work submitted to faculty for a comprehensive review (1.3).

Closure will also be reached on the total evaluation plan in relation to the federal grant application and the coming (3.0).

Final modifications to any remaining instruments will be determined (4.3) and a list of remaining instrument needs produced.

The description of the modified information system will be reviewed (5.0) and any remaining problems with prior modifications resolved (5.3).

Finally, most of the visit will be devoted to carrying out the tasks specified in the disengagement plan (6.0).

Off-Site Period Six (May 31 to June 31, 1975)

Final versions of any remaining documents will be prepared. Also, a package will be assembled which described the progress made and includes all products produced or other evidence of this progress.

Attachment 1

Intended Outcomes of the Development Work
Fiscal 1974
Draft 2, January 9, 1975

Note: This list includes both specific objectives of the site work, as discussed on January 8, 1975 and three additional objectives adapted from "Developmental Needs of the Evaluation Training Consortium" November 6, 1974.

Direct objectives of the work at New Mexico, Buffalo, and the University of Virginia special education department:

1. A documented procedure for deriving from any set of agency guidelines, specific questions relating to evaluation, design, or other aspects of a program. This procedure organizes these questions in a common framework to allow comparison and/or synthesis of guidelines from different agencies.

2. Application of this procedure to DPP guidelines; we will attempt, through the ETC liaison component, to validate the analysis with DPP staff, resulting in a resource document for dissemination.

3. Application of this procedure to other agencies whose guidelines impinge on New Mexico or Buffalo, including NCATE.

4. Procedures for developing program competency statements and for relating these competencies to program processes. This will include clear ideas about how the statements should look, how faculty should go about drafting and adopting them, and other aspects of the procedure which are deemed relevant.

5. Specific instruments relevant to the evaluation questions resulting from the analysis of DPP guidelines, including procedures to assess competence before and after graduation.

6. Development of model filing systems, report formats, and other tools necessary to the maintenance and use of the data base resulting from an evaluation effort.

7. Knowledge about what it takes to organize and maintain a comprehensive evaluation effort with particular emphasis on the adaptations of organization and budget required.

Development objectives not a direct outcome of the work in the three sites (each would be realized as a document):

8. A definition of a successful DEM-based self-evaluation in the context of personnel preparation programs.

9. A proposed process for installing such a system in a personnel preparation program.

10. A delineation of possible roles for consultants and other "outsiders" in this installation.

New Mexico Teacher Certification Requirements for Special Education

PROFESSIONAL CERTIFICATION IN INTERRELATED AREAS* OF SPECIAL EDUCATION

Prerequisites:

1. All prerequisites and requirements for General Certification.
2. At least three (3) years teaching experience in Special Education (course work toward Professional Certification may be begun during first year teaching experience).

Requirements:

1. Completion of a Master's degree or thirty (30) graduate credit semester hours, twenty-four (24) of which are beyond the requirements for General Certification in a college or university planned program of Special Education and fifteen (15) hours of which include each of the following areas:
   a. Nature and Needs
   b. Curriculum
   c. Methods and Materials
   d. Practicum.

Duration:

Consistent with the provisions governing Professional Certification as established by the State Department of Education.

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*i.e., Resource Teacher, Resource Room Teacher, Itinerant Teacher, Homebound Teacher, Interrelated Classroom Teacher.

All those fully certified prior to the effective date of these regulations will not be required to meet these standards.

PROFESSIONAL CERTIFICATION IN A CATEGORICAL AREA* OF SPECIAL EDUCATION

Prerequisites:

1. All prerequisites and requirements for General Certification
2. At least three (3) years teaching experience in Special Education (course work toward Professional Certification may be begun during first year teaching experience).

Requirements:

1. Completion of a Master's degree or thirty (30) graduate credit semester hours, twenty-four (24) of which are beyond the requirements for General Certification in a college or university planned program of Special Education and fifteen (15) hours of which include each of the following areas:

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* Professional Certification would be issued in any one or more of the following Categorical Areas:

1. Education of the Communicatively Impaired Child
2. Education of the Hard of Hearing/Deaf Child
3. Education of the Visually Impaired/Blind Child
4. Education of the Gifted Child
5. Education of the Learning Disabled Child
6. Education of the Child with Behavioral Disorders
7. Education of the Physically Handicapped Child
8. Education of the Mentally Retarded Child

a. Nature and Needs of the __**__ Child

b. Curriculum for the __**__ Child

c. Methods and Materials for the __**__ Child

2. Certification standards or equivalency established by nationally recognized associations approved by the State Board of Education shall be applied to the appropriate categorical areas. ***

Duration:

Consistent with the provisions governing Professional Certification, as established by the State Department of Education.

** Course work category would correspond to one of the eight (8) listed areas of exceptionality.

*** Education of the Communicatively Impaired Child (requirements or equivalence according to the American Speech and Hearing Association).

Education of the Hard of Hearing/Deaf Child (requirements or equivalence according to the Council on Education of the Deaf).

All those fully certified prior to the effective date of these regulations will not be required to meet these standards.

GENERAL CERTIFICATION IN SPECIAL EDUCATION

Requisites:

1. Bachelor's degree
2. General Requirements for Elementary or Secondary Teaching Certificate and/or undergraduate endorsement in Special Education.

Requirements:

1. Completion of twenty-four (24) semester hours in a college or university planned program of Special Education to include each of the following areas
   - a. Survey Course in the Exceptional Child
   - b. Curriculum for Special Education
   - c. Methods for Special Education
   - d. Practicum and/or student teaching in Special Education*
   - e. Knowledge of diagnostic instruments used in Special Education.

Duration:

General Certification in Special Education is contingent upon the holder's pursuit of a college or university planned program of Special Education for at least eight (8) hours every four (4) years until the Professional Certification Level (a Master's degree or thirty graduate credit semester hours) is reached. General Certification may be continued for eight (8) years only.

* Type of teaching placement should be determined by Student Teaching experience.

All those fully certified prior to the effective date of these regulations will not be required to meet the standards.

New Mexico Educational Diagnostician Competencies

PROPOSED COMPETENCIES FOR EDUCATIONAL DIAGNOSTICIANS

SCOPE I: SURVEY OF EXCEPTIONAL CHILDREN

Sequence A	EVALUATION	ACCURACY
The educational diagnostician will list and define all categories of exceptionalities as listed in the current New Mexico Special Education Guidelines.	List and briefly define all exceptionalities as presented in the current New Mexico Special Education Guidelines.	All Exceptionalities 100%
Sequence B		
The educational diagnostician will demonstrate in written format knowledge of academic and behavioral characteristics, possible etiology and identification process for each of the exceptionalities as listed in the current New Mexico Special Education Guidelines.	List the following characteristics for each of the given exceptionalities: (Minimum, two) A. Possible etiology for each B. Physical C. Behavioral D. Academic functioning E. Identification criteria as listed in the current New Mexico Special Education Guidelines. (Two exceptionalities to be selected by committee)	For two exceptionalities 100%
Sequence C		
The educational diagnostician will demonstrate in written form the philosophy, rationale, and major program elements of A,B,C,D, type programs of the current New Mexico Special Education Guidelines.	Describe the philosophy, rationale, and major program elements of the current New Mexico Special Education Guidelines to include: A. Philosophy of Special Education B. The rationale and program elements for each of the A,B,C,D, programs.	100%
Sequence D		
The educational diagnostician will be able to list in written form, sources of ancillary services for exceptional children as they relate to each exceptionality at the following levels: A. One published source at national level B. Knowledge of state sources (minimum 2)	List a minimum of two ancillary agencies for three exceptionalities to be selected by the committee at the state and local level, and one published source at the national level.	100%

Sequence E

The educational diagnostician will list the information and procedures required for an adequate referal.	List the necessary information and procedures necessary for an adequate referal.	100%

Sequence F

Given referral and screening information, the educational diagnostician will describe in writing the possible evaluation, staffing, placement, and follow-up procedures for a given individual.	Utilizing the given information on the child, describe in writing the possible evaluation, staffing design, placement and follow-up procedures.	Completed to the satisfaction of three out of four examiners.

SCOPE II: INTERPRETATION AND COMPILATION OF DATA

Sequence A

The educational diagnostician will demonstrate in writing the application of validity, reliability, and the characteristics of normative date as they relate to standardized test and how they relate to test selection.	Describe in writing the characteristics of adequate normative sample and define criterion related validity, and reliability and how they relate to test selection. (Application to be measured in Sequence C)	80%

Sequence B

The educational diagnostician will describe the major test classifications as listed in the current New Mexico Special Education Guidelines.	Describe and compare in writing the major test classfications as listed in the current New Mexico Special Education Guidelines, and list a minimum of two examples for each category.	100%

Sequence C

The educational diagnostician will demonstrate proficiency in administration of at least two required tests from a list of ten tests from the major areas as specified in Sequence B. (List of tests will be determined and published annually).	The administration of two selected tests under observation. (Check sheet used for evaluation).	Completed to the satisfaction of three out of four examiners.

Sequence D

The educational diagnostician will identify and briefly describe observation techniques, pupil rating scales, and criterion reference tests which the teacher can use for prescribed purposes in the classroom.	Given a particular behavior, describe an adequate method of recording behavior, and observation techniques. Describe criterion reference tests which the classroom teacher can use for prescription purposes.	Completed to the satisfaction of three out of four examiners.

Sequence E

The educational diagnostician will demonstrate ability by formula, to determine achievement expectancy.	Given the necessary information, compute achievement expectancy.	100%

Sequence F

The educational diagnostician will demonstrate in writing his ability to describe guidelines for interpreting data to parents and teachers.	Given the necessary information, describe the guidelines for interpreting test and observation data to parents and teachers.	Completed to the satisfaction of three out of four examiners

SCOPE III: HUMAN GROWTH AND DEVELOPMENT

Sequence A

Given a case study, the educational diagnostician will determine the levels of affective, cognitive and physical levels at which the child is presently functioning.	Given a list of affective, cognitive, and physical behaviors state the age ranges at which these behaviors would be appropriate.	Completed to the satisfaction of three out of four examiners.

Sequence B

The educational diagnostician will demonstrate knowledge in writing of a major theory of learning.	Select one of the major theories of learning listed, and briefly analyze it into its major components and implications.	Completed to the satisfaction of three out of four examiners.

Sequence C

The educational diagnostician will demonstrate knowledge in writing of a major theory of personality.	Select one of the major theories of personality listed, and briefly analyze it into its major components and its implications.	Completed to the satisfaction of three out of four examiners.

SCOPE IV: CURRICULUM/MATERIALS FOR EXCEPTIONAL CHILDREN

Sequence A

Given levels of physical, cognitive and affective functioning, the educational diagnostician will design an appropriate intervention program identifying: 1. Statement of the problem or identification of areas of intervention. 2. Identify specific behavioral objectives. 3. Write procedures or techniques for intervention utilizing tasks analyses notion. 4. Materials related to intervention techniques. (recommendation and source) 5. Evaluation design for pupil progress.	Design from accompanying data an appropriate intervention program to include: 1. Statement of the problem or identification of areas of intervention. 2. Identify and list specific behavioral objectives. 3. Describe procedures and techniques for intervention utilizing tasks analyses notion. 4. List two materials and two sources you feel would be related to the intervention technique. 5. Develop an evaluation design from the given pupils' scores.	Completed to the satisfaction of three out of four examiners.

SCOPE V: SKILLS IN TESTING CHILDREN WHOSE PRIMARY LANGUAGE AND/OR CULTURE IS OTHER THAN ENGLISH

Sequence A

The educational diagnostician will demonstrate in writing the language, culture, and socio-economic variables affecting academic failure.	Briefly list and discuss the language, cultural, and socio-economic variables which may affect the child whose primary language and/or culture is other than English.	Completed to the satisfaction of three out of four examiners.

Sequence B		
The educational diagnostician will demonstrate in writing a design for the collection of data to determine language dominance.	Design in writing a design for the collection of data to determine language dominance, and briefly describe the justification for doing so.	100%
Sequence C		
The educational diagnostician will be aware of his limitations as a result of experiences with bilingual children, and recommend other kinds of strategies of evaluation.	Discuss in writing your individual limitations in testing or evaluation of a child whose dominant language is other than English. List recommendations or other kinds of strategies you would recommend for his adequate evaluation.	Completed to the satisfaction of three out of four examiners.

APPENDIX C. EVIDENCE OF FACULTY QUALITY

CONTENTS

SUMMARY OF EVIDENCE OF FACULTY QUALITY

At the present time the UNM Department of Special Education consists of ten faculty and one person with a joint appointment in physical education. Of these, the person with a joint appointment is a full professor, the department chairman is a full professor, five are associate professors, and three are assistant professors, all with earned doctorates. The remaining person is an instructor with a master's degree.

Every member of the faculty has had public school teaching experience, as well as university teaching experience. The faculty is a relatively young staff with an average age of 39. Thirty percent of the faculty are bilingual, while one of the members is conversant in five languages. Two additional members have some reading skill in Spanish. Thirty percent of the faculty are women.

Four of the faculty members have served as external field readers for the Bureau for the Education of the Handicapped, USOE, and three of these have served as internal panelists for BEH, and two of these have served as chairmen of the panels. Members of these panels are chosen from special educators in the field to read, review and recommend training funds for special education programs across the United States. Five of the faculty members have served as chairpersons for completed doctoral degree students, two additional faculty members are presently serving as chairpersons for candidates and all seven have served on numerous doctoral committees. Eight faculty members have been the faculty sponsors for numerous master's degree students and have chaired numerous master's theses. Faculty members have been invited to present papers, workshops or serve as speakers in over sixty percent of the states and Washington, D.C.

Eighty percent of the faculty were awarded fellowships or scholarships in support of their educational program. All of the faculty are members of professional organizations.

Considering that all of the faculty received their doctorates between the years of 1968-74, the faculty have been active in publication. They have published books, chapters in books, articles in national publications, articles in publications with limited professional circulation and three commercial evaluation instruments and education materials. They have been responsible for generating state and federal grants totaling well over two million dollars in the past eight years. All faculty members have served as paid consultants to public school systems in the area and a number have served as consultants to school systems and universities across the nation.

Most of the faculty have served in leadership roles in professional organizations. Two have served as state president of Council for Exceptional Children, and a number have held local chapter elected positions. Eighty percent of the faculty have served on or chaired college level committees.

The above cited activities have been carried out in spite of a credit hour production averaging over 800 per staff member.

Individual vitae are attached.

Faculty Profile *

Institution: University of New Mexico

(1) Name	(1) % Program Time	(2) Handicap & Program Type	(3) Rank	(4) Tenure Yes	(4) Tenure No	(5) Salary % Fed	(5) Salary % Oth	(6) # of Cour & Hrs taught	(7) No. of students advised U	(7) No. of students advised G	(8) No. of students supervised U	(8) No. of students supervised G
G. Adamson	100	ADM / GSE	Prof	x			100	3/9	0	3	0	3
*B. Apodaca	100	MR	Asst Prof		x	100		6/18	0	0	15	0
J. Everett	100	ADM / MR	Asst Prof		x		100	6/18	80	2	30	2
E. Gonzales	100	MR / DIAG	Asst Prof		x	100		6/18	0	1	6	1
R. Kroth	100	ED / GSE	Assoc Prof		x		100	7/21	10	20	0	10
R. McDowell	100	ED	Assoc Prof		x		100	7/21	0	20	0	14
F. Papscy	50	PE	Prof	x			100	3/9	5	4	5	4
*M. Pynn	100	MR / GSE	Inst.		x	100		2/12	0	0	50	0
M. Works Shelton	100	MR	Assoc Prof	x			100	6/18	0	30	0	10
G. Van Etten	100	LD	Assoc Prof		x	100		7/21	100	48	0	15
B. Watson	100	LD / DIAG	Assoc Prof		x	75	25	5/15	0	25	0	15
(SEE ATTACHMENT III, TABLE II FOR FURTHER BREAKDOWN)												
Total				3	8				195	153	106	74

Faculty to Student Ratio: 1:27.2

* Complete all items for each faculty member who contributes time to the personnel preparation program. (U and G in columns 7 and 8 designate undergraduate and graduate students.)

* 74-75 (New Staff).

The following information is an accurate accumulation of data as to the credit hour production of the average Special Education professor in each university. For purposes of clarity the information is broken down into several areas:

1. Special Education Staff: only the actual courses taught by Special Education faculty were counted.
2. Special Education Staff and Graduate Assistants: only the actual courses taught by Special Education Staff and Graduate Assistants were counted.
3. Special Education Staff, Graduate Assistants and Interns: only the actual courses taught by Special Education Staff, Graduate Assistants and Interns were counted.
4. Special Education Staff, Graduate Assistants, Interns and Paid Supplemental Staff: only the actual courses taught by Special Education Staff, Graduate Assistants, Interns and Paid Supplemental Staff were counted.
5. Special Education Staff, Graduate Assistants, Interns, Paid Supplemental Staff and Supplemental Staff: only the actual courses taught by Special Education Staff, Graduate Assistants, Interns, Paid Supplemental Staff and Supplemental Staff were counted.

Credit hour production is computed by multiplying the number of students by the number of credit hours in the course, i.e. 30 students take a three hour course = credit hour production of 90.

Under the proposed differential funding approach adopted by the Board of Educational Finance, the following credit hour production is recommended:

1. 680 credit hour production for Lower Division
2. 460 credit hour production for Upper Division
3. 220 credit hour production for Graduate Division

UNIVERSITY OF NEW MEXICO

	CREDIT HOUR (ACTUAL PRODUCTION	SPECIAL EDUCATION STAFF ONLY	CREDIT HOUR PRODUCTION PER/PROF
L.D.	1271	1.52	836.1
U.D.	2151.7	2.6	827.5
G.D.	2196.4	2.63	835.1
		6.75	
		SPECIAL EDUCATION STAFF & G.A.'s	
L.D.	1271	1.52	836.1
U.D.	2526.7	2.825	894.4
G.D.	2223.4	2.655	837.4
		7.000	
		SPECIAL EDUCATION G.A.'s & INTERNS	
L.D.	1608	1.895	848.5
U.D.	2934.7	3.2	917.0
G.D.	2253.4	2.655	848.7
		7.750	
		S.E., G.A.'s, INTERNS & PD. SUPP.	
L.D.	1608	1.895	848.5
U.D.	3438.7	3.865	889.7
G.D.	2400.4	2.865	837.8
		8.625	
		S.E., G.A.'s, INTERNS, PD SUPP., & SUPP.	
L.D.	1653	2.02	818.3
U.D.	3762.7	4.46	843.6
G.D.	2472.4	3.02	818.6
		9.50	

INDIVIDUAL VITAE FOR ALL FACULTY

Vita

IDENTIFICATION.

Name: Gary W. Adamson

Appointments: Professor, Department of Special Education,
Chairman, Department of Special Education
University of New Mexico, Albuquerque,
New Mexico, 1973 - present

Birth: April 4, 1938

Wife: Gail

Children:
Ryil
Theran
Rona
Sherise
Shane

EDUCATION.

Institution	Major	Dates Attended	Degree
Ft. Hays State College Hays, Kansas		1958-1960	2 yr. teaching certificate
Kansas State Teachers College Emporia, Kansas	Elementary Education	1960-1962	B.S.
Kansas State Teachers College Emporia Kansas	Elementary Counseling	1962	M.S.
Kansas University Lawrence, Kansas	Special Education	1965 - 1968	Ed.D.

Vita (GWA)

PROFESSIONAL EXPERIENCE.

Position	Dates
Associate Professor, Guidance and Special Education, University of New Mexico Albuquerque, New Mexico	1971 - 1973
Assistant Chairman of Guidance and Special Education (Director of Special Education) University of New Mexico Albuquerque, New Mexico	1971 - 1973
Director, Public School Program Olathe, Kansas	
A. Prescriptive Materials Laboratory	1971 - 1973
B. Comprehensive Special Services Cooperative (10 school districts)	1971
C. E.P.D.A. Training Grant "Prescriptive Process"	1971 - 1973
Educational Modulation Center, Director Olathe, Kansas	1967 - 1971
Director - Consultant, Title III Planning Grant, Diagnostic and Demonstration Center Olathe, Kansas	1966 - 1967
Visiting Lecturer (Program Development) University of Kansas Lawrence, Kansas	1968 - 1971
Teacher, Learning Disabled and Behavior Disordered Children	Summer 1971 - 72 - 73
Administrative Responsibility - School Psychology, Social Workers (Classroom Programs for Emotionally Disturbed, Gifted, Learning Disabilities and Neurologically Impaired) State Department of Public Instruction Topeka, Kansas	1965 - 66
Director of Special Education and Psychological Services Olathe Public Schools Olathe, Kansas	1963 - 1965
Teacher - Academically Talented Children Wichita Public Schools Wichita, Kansas	1962 - 1963

Vita (GWA)

Elementary School Teacher (Rural two-teacher school - 4 grades each teacher) Prairie Vista #135 McPherson County, Kansas	1958 - 1961

College Level Instruction:

University of North Dakota Rural Disadvantaged: Program Development	1970
Emporia Kansas State Teachers College Supervisor for school psychology practicums 6-hour credit course	1969
University of Missouri at Columbia Prescription Process	1972
University of Kansas Visiting Lecturer and Practicum Supervisor	1969 - 1971
University of Kansas Local State and National Resources for Special Education	1970 - 1971

Workshops:

State Department of Public Instruction, Missouri
  Materials Analysis
State Department of Public Instruction, Iowa
  Materials Retrival System
State Department of Public Instruction, North Dakota
  Materials Analysis
State Department of Mental Health, Missouri
  Behavioral Management
University of Cincinnati, Ohio
  Materials Analysis

FELLOWSHIPS AND SCHOLARSHIPS IN SUPPORT OF EDUCATION.

Source	Dates
BEH Stipend State Department of Public Instruction Topeka, Kansas	1966 - 1967
BEH Stipend University of Kansas Lawrence, Kansas	1967 - 1968

Vita (GWA)

GRANTS WRITTEN IN SUPPORT OF EDUCATION.

Planning grant P.L. 89-10 to plan a Diagnosis and Demonstration Center, Olathe, Kansas. $32,500. 1965.

Operational grant with Thomas Chastain for the Educational Modulation Center, Olathe, Kansas. $381,000 per year for 3 years. 1966 - 1969.

E.P.D.A. Grant for training teachers in the prescriptive process, Olathe, Kansas. $150,000 per year for 3 years. 1969 - 1972.

Grant-in-aid for training of professional personnel, University of New Mexico, Department of Special Education. $66,000 for 1972-73, $100,000 for 1973-74, $130,000 for 1974-75, $173,000 for 1975-76.

Title VI Summer support grant for professional training, State Department of Public Instruction, Santa Fe, New Mexico. $6,000 for 1971-72, $9,000 for 1972-73, $12,000 for 1973-74

Grant for Experimental Learning Disability project, cooperative program, University of New Mexico, State Department of Public Instruction and Albuquerque Public Schools, $125,000 for 1972-74, reapplication $150,000 for 1974-76.

Title III Grant, Educational Modulation Center, Olathe, Kansas. $300,000 per year for 3 years. 1966.

Diagnostic and Demonstration Center, Olathe, Kansas. $32,500. 1965.

Vita (GWA)

TEACHING RESPONSIBILITIES - UNIVERSITY OF NEW MEXICO.

Associate Professor

Introduction to Special Education, 210	1971 - present
Academics for Exceptional Children, 450	1971 - 1973
Advanced Curriculum Development for L.D., 571	1971 - 1972
Behavioral Management Techniques, 351	1972 - 1973
Curriculum for Training Mentally Retarded, 479	1973
Student Teaching, 479	1971 - present
Practicum (Graduate Students) 580	1971 - present
Internship (Doctoral Students (601)	1971 - present

Professor

Education of the Gifted, 481	1973 - present
Seminar in Special Education	1974
Current Issues in Special Education	1973 - present
Prescriptive Process in Teaching	1974 - present
Remediation of Learning Disabilities	1973
Supervision, Administration of Special Education	1972
Parent Counseling (Rural Outreach Program)	1972 - present
Thesis	1972 - present
Dissertation	1972 - present

DISSERTATIONS SPONSORED

Blumenfeld, Jane. Language Stimulation as a Method of Preventing Special Class Placement of Low Income, Spanish Surnamed Children. 1972.

Dorfman, Mark H. Socio-Legal Concern with some Special Education Practices: A Study of Due Process Protection for Exceptional Children. 1974.

Vita (GWA)

ARTICLES AND PUBLICATIONS.

Adamson, Gary. "In-Service in the Public Schools." Successful Programming. Academic Publications, 1969.

Adamson, Gary. "Forget It! Emotionally Disturbed Children Have No Need for Education." Written for National Association of State Directors and Supervisors for Special Education and published by Kansas State Department of Public Instruction.

Adamson, Gary. "Status of Programs for the Emotionally Disturbed." Exceptional Children, Summer 1968.

Adamson, Gary. "The Educational Modulation Center." Kansas Studies in Education, University of Kansas Publications, School of Education, Lawrence, Kansas.

Adamson, Gary. "Suggested Administrative Design and Operational Guidelines for Cooperative Special Education Programs in Kansas." Unpublished doctoral thesis, Department of Education, University of Kansas, 1968.

Adamson, Gary and Van Etten, C. "Prescription Via Diagnosis, Analysis, and Retrieval." Council for Exceptional Children. CEC Journal, March 1970.

Adamson, Gary and Van Etten, C. "Fail-Save" Model Council for Exceptional Children.

Adamson, Gary and Shrago, Morris. "The Educational Team." Kansas Studies. University of Kansas Press, 1969.

Adamson, Gary and Hahn, Gerry. "Survey of Services for Exceptional Children in Kansas." Kansas Studies. University of Kansas Press, 1969.

Van Etten, Carlene and Adamson, Gary. "Analysis of Instructional Materials." Progress in Parent Information, Professional Growth and Public Policy. Academic Therapy Publications, 1969.

Conference Proceedings (Editors: Adamson, Gary and Hahn, Gerry). Kansas Association of School Psychologists, 1968.

Adamson, Gary. "Individual Guided Instruction." Nisonger papers. January, 1974.

Van Etten and Adamson, G. "The Fail-Save Program: A Special Education Continuum." A chapter in E. Deno (Editor), Instructional Alternatives for Exceptional Children. Council for Exceptional Children, Arlington, Virginia, 1973.

Vita (GWA)

Van Etten, Carlene and Adamson, Gary. "Prescription Via (Immediate) Diagnosis, Analysis and Retrieval." Kansas Studies. University of Kansas Press, 1969.

Adamson, G. et al. "The Fail-Save Continuum: Its Practical Application." Chapter in K. Berry (Editor), Mainstreaming. San Rafael, California. Dimensions Publishing Company, 1972.

PRESENTATIONS.

Adamson, Gary. "Model Program Design." Conference on Materials Evaluation, Washington, D.C. Joint Sponsors: U.S. Office of Education, Bureau of the Handicapped, and George Washington University.

Adamson, Gary. "Maintenance and Self Renewal of a L.E.A. Materials Laboratory." The CEC Special Conference on Instructional Technology.

Adamson, Gary. "Materials Prescription--Individual Programming." CEC Special Conference on Instructional Technology.

"Behavioral Signs of Emotional Problems," Kansas Association for School Nurses Convention.

"Individualizing In-Service Education." National Conference, A.C.L.D., Boston.

National Conference, A.C.L.D., Ft. Worth, Texas, "Resource Utilization."

"Parent Involvement," Council for Children with Behavioral Disorders. Council for Exceptional Children, Denver, Colorado, 1969.

"Materials Selection for Prescription." Regional Conference, A.S.C.D., 1969.

Moderator: Prescription Process--Diagnosis to Materials Conference for Directors of Special Education EPDA Projects Sponsored by LTI Leadership Training Institute, University of Minnesota.

"Fail-Save" Model, Regional AAMD, Tucson, 1971.

Prescriptive Materials Retrieval System, Miami, Florida, Interdisciplinary Reading and Learning Disability Conference, 1971.

"Maintenance and Self Renewal of a L.E.A. Materials Laboratory." CEC Special Conference on Instructional Technology.

"Materials Prescription--Individual Programming." CEC Special Conference on Instructional Technology.

Moderator: Panel on Diagnosis, Prescription and Parent Conferring. International Conference of Council for Exceptional Children, Dallas, Texas, 1973.

"New Mexico's Plan for Rural Delivery of Services," presented at National Rehabilitation Institute Conference, San Diego, California, 1973.

Conference on "Life with Dignity," Individualized Instruction, presented at Columbus, Ohio, 1973.

COMMERCIAL PUBLICATIONS.

Van Etten, Carlene and Adamson, Gary et al. "Prescriptive Materials Retrieval System." Select-Ed., Inc. Copyrighted 1970, revised 1973.

Adamson, Gary et al. "Basic Educational Skills Inventory." Select-Ed., Inc. Copyrighted 1971, revised 1973.

ADVISORY ACTIVITIES.

.Ad Hoc Advisory and Evaluation Committee, Regional Resource Centers, USOE, BEH, 1971-73.

Field Reader (Evaluation of training grants), USOE, BEH Division of Training, 1971-present.

Field Reader (Evaluation of research proposals), USOE, BEH Division of Research, 1973-present.

Panel Evaluator, USOE, BEH Division of Personnel Training, 1973-74.

Panel Evaluator, USOE, BEH Division of Research, 1973.

Internal Review Panel Chairman, USOE, BEH 1973.

Site Team Evaluator, Yeshive University, M.R. Curriculum Project. New York, New York.

CONSULTATIONS.

Consultant: Prescriptive Materials Laboratory Development, EPDA, Olathe, Kansas, 1971.

Consultant: Community Mental Health Association, Planning for Children and Youth, Johnson County, Kansas. 1967-1970.

Vita (GWA)

Consultant: "Child Study Group," under the direction of the University of Maryland Child Study Program, 1964-1967.

Consultant: Minneapolis Public Schools, Program Development. 1968-1970.

Consultant: Editor, Select-Ed., Inc. Publishing Company. 1969-

Consultant: Chicago (Oak Park) Cooperative Special Education Program Development, 1966-1969.

Director-Consultant: School Psychologists Workshops--Evaluation of Deaf and Hard of Hearing Children, Evaluation of Juvenile Delinquents, Kansas State Reformatory, Research Development, 1968.

SERVICE ACTIVITIES.

New Mexico: Member SEIMC (Prescriptive Material Laboratories) State Wide Advisory Committee.

New Mexico: Director NWPML.

Member-Chairman: Emotionally Disturbed Section--National Association State Directors and Supervisors of Special Education, 1965-1966.

Member: National Education Association.

Member: Kansas State Teachers Association.

President: Kansas Federation, Council for Exceptional Children, 1971.

Regional Director: CEC Division of TED, 1975-

Past President: Chapter #436, Council for Exceptional Children.

Chairman: TED New Mexico I.H.E.

Director, Program Development: Kansas Association of School Psychologists.

Member: Board of Advisors, The National Center on Educational Media and Materials for the Handicapped, Columbus, Ohio, 1973-

Member University/Public Schools Special Education Advisory Committee, 1972-present, (representing all Departments of Special Education in New Mexico. This Advisory Committee was approved by the State Board of Education). 1973 as official Advisory Committee.

January 1975

Vita

IDENTIFICATION

Name: Beatriz Apodaca

Appointments: Assistant Professor,
Department of Special Education
University of New Mexico

Birth: October 3, 1936

Place of Birth: Seboyeta, New Mexico

Married: 1959; Eloy Apodaca
Project Director
Family Health Center
Albuquerque, New Mexico

Children: Cesar
Oliveros
Antonia Marina

EDUCATION

Institution	Major	Dates Attended	Degr
University of New Mexico	Early Childhood Education	1972-74	Ph
University of New Mexico	TTT Early Childhood Training Program	1972-73	Int
University of Washington	Completed all course work in Special Education	1971-72	Doct Stud
University of Washington	Special Education	1971	M.A.
University of Albuquerque Albuquerque, New Mexico	Elementary Education Minor: Biology	1959	B.S.

Licensure: New Mexico, Alaska, Pennsylvania and Washington

Certification: Elementary Education

TEACHING EXPERIENCE

Teaching Responsibilities - Past:

Grades	Dates
Pre-1st, 1st and 2nd	Teacher, Seboyeta Public School, Seboyeta, New Mexic 1957 - 58
2nd grade	Teacher, Albuquerque Public School, Albuquerque, New Me 1959 - 61

Teaching Responsibilities - Past:

Grades	Dates
1st grade	Teacher, Ketchikan Municipal School Ketchikan, Alaska, 1961 - 62
2nd grade	Teacher, Bethlehem Public School Bethlehem, Pennsylvania, 1962 - 63
2nd and 3rd grades	Teacher, Alaska State School Tok, Alaska, 1963 - 64
Special Education	Teacher, Albuquerque Public School Albuquerque, New Mexico, 1965 - 66
Bureau of Indian Affairs	Principal, Teacher Napakiak, Alaska, 1966 - 68
Bureau of Indian Affairs	Teacher, Toksook Bay, Alaska 1968 - 69

Teaching Responsibilities - Past:

Courses	Dates
Special Education 210 Introduction to Special Education	Assistant Professor University of New Mexico Fall Semester 1974
Special Education 317 Methods and Materials in Special Education	Assistant Professor University of New Mexico Fall Semester 1974
Special Education 322 Teaching The Mentally Retarded	Assistant Professor University of New Mexico Fall Semester 1974

Teaching Responsibilities - Present:

Courses	Dates
Special Education 310 Pre - Student Teaching	Assistant Professor, U.N.M. Spring Semester, 1975
Special Education 317	Assistant Professor, U.N.M. Spring Semester, 1975
Special Education 322	Assistant Professor, U.N.M. Spring Semester, 1975

PUBLICATIONS

Theses and Dissertations

Apodaca, Beatriz. The Effect of Training of Teachers In The Professional Response And the Resulting Change In Behavior of Selectual Children, The University of New Mexico, Albuquerque, New Mexico, 1974.

Research Work in Progress:

Conducting on 'Observational Training Model" to train cooperating teachers to supervise student teachers.

Advisory Activities:

Participant in Chicano Calmecac: A program developed through the University or Washington in Cooperation with the State Planning and Community Affairs Agency and through a grant from Title 1 of the Higher Education Act of 1965	Summer 1970
Workshop on "The Chicano In Todays World"	November 1971
Three-one-week workshops for Northeast Rural Opportunity Day Care Staff, Yakina Valley, Washington	January 1972
Initiated a chicano Cultural Heritage Program Grades 1-6, Seattle Public Schools Program was funded and carried through Fall of '72	Jan-June 1972
Workshop for Seattle Public School Teachers	May 1972
Consultant to Bilingual Follow Through Project, California	December 1972
Early Childhood Consultant to Gallup Public Schools	1973-1974
Board Member to Training Program for Chicano Administrators, sponsored by the University of Colorado	May-Dec 1973
Curriculum Advisory Council Member, Esperanza Para Nuestros Ninos (School for the young severely handicapped child), Albuquerque	1974-1975
Workshop on Education and Parent Involvement, Family Health Center, Albuquerque, New Mexico	1974
Follow Through Education Specialist, Social Dynamics Inc.	1974-1975

Community Experience:

Organized Community and Student Action on: Village Special Education Problems, integration of Eskimo Values w/in School Curriculum, N.Y.C. Programs, Village Social Recreation, Village Fish-Canning Workshops, Grooming Club, Self-Determining Welfare Program	1966-1969
Developing awareness about the Educational System through the efforts of an Educational Task Force, South Valley Community, Albuquerque	1974-1975

Special Appointments:

Pilot Program, Teaching English as a Second Language, Navakiak, Alaska	1967-1968
Developing a model for supervising student teachers, UNM	1974-1975

Grants:

National Defense Education Act Title IV Fellowship	1971-72
Education Professional Development Act	1972-74

Professional Associations and Activities:

National Education Association	
New Mexico Education Association	
Pennsylvania Education Association	
Alaska Education Association	
Chicano Graduate Professional Association	
Co-Coordinator - Teatro Del Piojo (Chicano Theatre)	
Chicano Education Association	
Council for Exceptional Children	1975
South Area Council - Community Organization	1975
Education Task Force - South Valley Community	1975

PROFESSIONAL VITA

NAME: James S. Everett

PRESENT POSITION: Assistant to Chairman, Department of Special Education

EDUCATIONAL BACKGROUND:

B.S., Kansas State Teachers College, Emporia, Kansas, 1964
Emphasis: Mathematics and Science

M.S., Kansas State Teachers College, Emporia, Kansas, 1964
Emphasis: Educational Psychology

Ed.D, University of Kansas, Lawrence, Kansas, 1972
Emphasis: Administration and Supervision of Special Education

PROFESSIONAL EXPERIENCE:

Coordinator of Undergraduate Program, Department of Special Education, University of New Mexico, Albuquerque, New Mexico. 1973-74

Director, EPDA Training Grant, "Upgrading Special Education in the Regular Classroom", University of New Mexico. 1971-73

U.S.O.E./BEH, Washington, D.C. 1970-71
Position: U.S.O.E/BEH

Olathe Public Schools, Olathe, Kansas 1967-68
Position: School Psychologist - Methods & Materials Consultant.

Gardner Public Schools, Gardner, Kansas 1967-69
Position: Director of Special Education and Psychological Services

Kansas Neurological Institute, Topeka, Kansas 1969-70.
Position: Acting Assistant Superintendent for Residential Center for Severely Mentally Retarded Youths.

Topeka State Hospital, Topeka, Kansas 1969-70
Position: Administrator of Educational Program for Severely Behavior and/or Emotionally Disturbed Adolescents.

Lowther Junior High, Emporia, Kansas 1965-67
Position: Teacher (Slow Learner or Learning Disabled Children).

Americus High School, Americus, Kansas 1964-65
Position: Teacher (Math and Science)

PUBLICATIONS AND ACHIEVEMENTS:

Adamson, G.W. and J.S. Everett. Innovative Non-Categorical and Interrelated Projects in the Education of the Handicapped, Proceeding, Upgrading Special Education in the Regular Classrooms, Bureau of Education of the Handicapped and Bureau for Educational Personnel Development, U.S. Office of Education, January, 1972.

Everett, J.S. Selected Demographic Characteristics of School Age Resident Patients in State Mental Hospitals. Unpublished doctoral dissertation, Honors: University of Kansas, 1972.

Everett, J.S. Documentation of A Summer Competency Based Special Education Training Model, Slide-Tape, University of New Mexico, Department of Special Education, 1972.

Everett, J.S. Program, Planning and Evaluation For Individual Instruction. Year End Report, EPDA Project "Upgrading Special Education in the Regular Classroom", June, 1972.

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.

Documentation for an Experimental Competency Based Training Program for Resource Room and Itinerant Personnel. Presented by James Everett, Conference for Educational Programs for Exceptional Children, Plymouth, Massachusetts, Leadership Training Institute, BEA, DTD, 1972.

Everett, B.J. and J.S. Everett. Can We Agree on What is Creative, (expected to be published by Journal of Gifted Children and Youth.

Adamson, G. and J.S. Everett. "New Mexico--A Unique State With a Plan". To be published by the Journal of Educational Finance, May, 1975.

Adamson G. and J.S. Everett. "State Plan for Costing and Accountability through a Consortium Model." Journal Education Finance, due date April, 1974.

Everett, J.S. and B.J. Everett. Time Analysis and Utilization for Resource Room Teachers. Publisher unknown, due date, July, 1974.

Consultant, Formulating Special Education Programs Locally and Cooperatively, Gardner Public Schools, Gardner, Kansas.

Consultant, Planning, Implementing and Maintaining an Education Program for Residential "Emotionally Disturbed". Topeka State Hospital, Topeka, Kansas.

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, 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 1972-73.

Undergraduate Curriculum Committee Member, College of Education, University of New Mexico 1972-present

KNME-T.V. Appearance Representing Department of Special Education.

Search Committee member for Associate Dean for Curriculum and Instruction.

Input-Output Process Evalutaion Design team member, Department of Special Education, University of New Mexico.

Technical Assistance in Program Planning and Evaluation of Title VI-D. Inservice Workshops for Public Schools in New Mexico -i.e. Santa Fe Public Schools, Ruidoso Public Schools, Albuquerque Public Schools and Belen Public Schools.

Technical Assistance to the Albuquerque Municipal Court Probation Office for establishing an Entry-Exit system for teacher trainees.

Field Reader for Federal Grants - USOE, BEH, 1973-present.

Grant Writer--Up Grading Special Education in the Regular Classroom" $105,000 1 year --3 years. USOE/BEPD .

Co-Grant Writer--New Mexico Training and Retraining Ancillary and New Services for Educational Resources through a Continuum Operation USOE/BEH/DTP. FY 1971--$40,000 FY 1972--$60,000 FY 1973--$80,000 FY 1974--$185,000 (requested)

Co-Grant Writer Fail-Save Continuum Grant. For Northwest New Mexico, $125,000, 1972 and 1973.

Assisted in Writing "Teacher Corps 10th Cycle Training Grant" for College of Education $300.000 requested, 1975.

Field Reader for Federal Grants USOE/BEH/DTP 1973-present.

PROFESSIONAL ORGANIZATIONS:

President, Albuquerque Council for Exceptional Children (CEC), 1973-74.

Vice President, Albuquerque Council for Exceptional Children (CEC) 1972-73.

Member, Albuquerque Association for Retarded Children. 1971-present

Member, Statewide Planning Committee for Special Education, New Mexico 1972-present

Member, Council for Administrators of Special Education, Council for Exceptional Children (CEC) 1969-present.

Regional Membership Chairman, Teacher Education Division, (CEC). 1973-present

University of New Mexico Representative to the University Council for Education Administrators (UCEA) 1974-present

PERSONAL:

Born: Cisney, Illinois, October 4, 1940

Married to: Bonnie J. Everett

Children: Son - James S.III Born: January 3, 1963
Daughter - Jacqueline S. Born: February 14, 1961

Personal Information

Name:	Eloy R. Gonzales
Age:	34
Marital Status:	Married, 3 children
Present Title:	Assistant Professor - Department of Special Education
Organization:	University of New Mexico

Education

College of Santa Fe, 1958-1963, B.A. Physical Education, Elementary Education, Biology
University of New Mexico, 1964-1967, M.A. Special Education and Physical Education
University of New Mexico, 1967-1971, PhD. Special Education

Experience

Vaughn Municipal Schools, 1963-1964, Elementary classroom teacher.
Albuquerque Public Schools, 1964-1967. Junior High School Teacher.
University of New Mexico, Therapeutic Physical Education Assistant in conjunction with Special Education Department, 1967-1968.
Director-instructor of A.F.L.-C.I.O. Pre-apprenticeship Program for Minority Groups, 1968-71, one-quarter time.
University of New Mexico, part-time instructor-seminar leader in the Department of Guidance and Special Education, 1968-1969, 1970-1971.
Principal-instructor, Continuation High Schools, designed for slow learners and dropouts, Calexico, California, 1969-1970.
Guidance and Counseling Specialist with the Institute for Social Research and Development, University of New Mexico, 3/4 time, 1970-1971.
Director-instructor, Special Education, Highland University, 1971-1973.
Director of the Manzanita Demonstration Center, University of New Mexico, August 1973 to August 1974.
Assistant Professor - Department of Special Education, University of New Mexico. August 1974 -- present.

Other Services

Student advising, undergraduate students, University of New Mexico.
Project Psychometrist for the Educable Mentally Retarded, Calexico, California.
Special Education Consultant, New Mexico State Department of Education, 1971 to present.
Special Education Consultant-Psychometrist with the Albuquerque Indian School Evaluation for Special Education Needs Project, federally financed program, 1971.
Consultant-Psychometrist with Model Cities Pre-school Evaluation Program, Albuquerque, New Mexico. 1970-1971.
Consultant, New Mexico Pre-school Cultural Schools, 1970 to present.
North Central Association, Special Education Evaluator, State of New Mexico, 1972 to present.
Member of the Northeastern New Mexico (SEIMC) Advisory Board, State of New Mexico.
Member of the New Mexico-University/Public School, Special Education Committee.
Psychological Testing and Consultant for the Clayton Consolidated School District, Clayton, New Mexico, 1971-1972.

Other Services - Continued

Consultant to the BIA program for initiating direct educational and supportive services to pre-school exceptional Indian children in BIA schools. Ft. Totten, North Dakota.

Consultant to the Bureau of Indian Affairs, Division of Education. Workshop presentation on Special Education. Sitka, Alaska, November, 1973.

Consultant with Apalachia State University. Boone, North Carolina. Presentation and participation in workshop designed on providing Special Education services to rural areas. November, 1973.

Panel member in the New Mexico A.C.L.D. meeting. Topic: "Differentiating Learning Disabilities from Language Handicap." Albuquerque, New Mexico, November, 1973.

Advisory Committee Member to the New Mexico Educational Diagnostician Certification.

Discussion leader in the Chicano Mobile Institute. Topic: 'The Chicano in Special Education." Albuquerque, New Mexico, January 1974.

Executive Board Member of the Colonial New Mexico Historical Foundation

Papers Presented

Panel Member at the National Convention of the Council for Exceptional Children. Miami, Florida, April 1971. Topic: "Cultural Diversity".

Panel Member at the National Convention of the Council for Exceptional Children. Washington, D. C., March 1972. Topic: "Cultural Diversity".

Speaker at the Multi-Cultural Assessment Workshop. Topic: "The Mentally Retarded as Adults". Albuquerque, 1972.

New Mexico State Council for Exceptional Children. Panel Member, October 1972.

Speaker, Workshop for Education Diagnosticians. Topic: "Evaluation of Minority Groups." Lubbock, Texas, June 1973.

Panel Member at the National Convention of the Council for Exceptional Children. Dallas, Texas, April 1973. Topic: "Cultural Diversity".

Workshop Speaker for N. E. area Headstart Teachers. Las Vegas, New Mexico, August 1973.

Presentation at Apalachia State University. Boone, North Carolina. Title: "Providing Special Education Services in Rural New Mexico." November, 1973.

Presentation at the New Mexico A.C.L.D. Convention. Topic: "Differentiating a Learning Disability from a Language Handicap." November 1973.

Fall Convention of the New Mexico Speech and Hearing Association. "The Legal Rights of Bilingual Children". Albuquerque, New Mexico, October 23, 1974.

Conferences Attended

National Convention of the Council for Exceptional Children, 1971.

H.E.W. Meeting on the Psychological Testing and Placement of Mexican American. San Francisco, January 1971.

National Convention of the Council for Exceptional Children, 1972.

Staff member on "The Aculturation of the Special Education Teacher." Albuquerque, New Mexico, January 1972.

"An Institute on the Bilingual-bicultural Exceptional Child." Sacramento, California, February 1972.

New Mexico Association of Retarded Children. Silver City, New Mexico, 1972.

National Convention of the Council for Exceptional Children. Dallas, Texas, 1973.

Southwestern Regional Conference of the Teacher Educational Division of C.E.C. San Antonio, Texas, February 1973.

Conferences Attended - Continued

The Multi-disabled Child. Albuquerque, New Mexico, October 1972.
New Mexico Conference on the Trainable Mentally Handicapped. September 1972.
The National Bilingual Bicultural Institute. Albuquerque, New Mexico, November 1973.
The New Mexico A.C.L.D. Convention. Albuquerque, New Mexico, November 1973.
Chicano Mobile Institute. Albuquerque, New Mexico, January 1974.
Institute on Appraisal, Placement, and Educational Programming for Ethnic Minority Group Children in Special Education, Waco, Texas, January 1974.
1974 International Conference of the Association for Children with Learning Disabilities, Houston, Texas, February 1974.
The Southwest Regional Conference, Council for Exceptional Children, Division for Children with Learning Disabilities. Albuquerque, New Mexico, January 1975.
The Southwest Conference on Bilingual Instructional Materials, Dallas, Texas, November 1974.
The Midwestern and Eastern Regional Bilingual Bicultural Materials Conference, New York, February 1975.

Honors

Fellowship Recipient: P.L. 85-926 UNM, 1968
P.L. 88-164 State of New Mexico
Summer, 1969

References

Dr. Louis A. Bransford, Director of Utilization and Research,
Federation of Rocky Mountain States
Denver, Colorado

Dr. Benjamin L. Brooks, Director of Special Education
Apalachia State
Boone, North Carolina

Dr. Atilano Valencia
Chairman, Education Department
New Mexico Highland University
Las Vegas, New Mexico

Mr. Eli Gutierrez
State Director Special Education
Santa Fe, New Mexico

Organizations

Council for Exceptional Children
American Association of Mentally Deficient
New Mexico Association for Retarded Children
Colonial New Mexico Historical Foundation
Dissemination Center for Bilingual-bicultural Education

Teaching Responsibilities

Courses	Dates
Spec. Ed. 270 Introduction to Special Education	Teaching Assistant-Univ. of New Mexico 1969
Ed. 214 Education of the Exceptional Child	Highlands University, 1970, 1971-72
Ed. 432 Supervised Teaching, Secondary School	HU 1970, 1971-72
Ed. 438 Supervised Teaching, Elementary School	HU 1970, 1971-72
Ed. 4-583 The Mentally Retarded Child	HU 1971-72
Ed. 4-501 Diagnosis of Exceptional Children	HU 1970, 1971-72
Ed. 4-540 Methods and Materials in Special Education	HU 1971-72
Ed. 4-584 Curriculum for Educable Mentally Retarded Children	HU 1970, 1971
Ed. 674 Advanced Diagnosis of Exceptionality	HU 1971, 1972
Ed. 676 Organization and Administration of Special Education	HU 1972
Ed. 683 Curriculum and Methods for the Trainable Mentally Retarded	HU 1971, 1972
Spec. Ed. 211 Education of the Exceptional Child	University of New Mexico 1973, 1974, 1975
Spec. Ed. 400 Student Teaching in the Elementary School	UNM 1975
Spec. Ed. 458 Field Experience in Special Education	UNM 1974, 1975
Spec. Ed. 462 Student Teaching in the Secondary School	UNM 1974, 1975
Spec. Ed. 512 Differential Diagnosis I	UNM 1973, 1974
Spec. Ed. 580 Practicum in Special Education	UNM 1973, 1974
Spec. Ed. 547 Bilingual Testing	UNM 1974
Spec. Ed. 547 Educational Testing	UNM 1974, 1975

January 1975

Vita

IDENTIFICATION.

Name : Roger Lee Kroth

Appointments: Associate Professor
Department of Special Education
College of Education
University of New Mexico
(Date of Appointment: August 1972)

Birth: October 10, 1927

Wife: Jane

Children:	Michael Steve	University of New Mexico
	Marianne	Kansas State University
	David Scott	University of New Mexico
	Amy Jane	Del Norte High School

Military Service: United States Navy, Aerographers Mate Third Class, Feburary 1946-December 1947

EUDCATION.

Institution	Major	Dates Attended	Degree
Oklahoma State University		Fall 1945	
University of Iowa	European Literature And Thought	January 1948-1953	B.A.
University of Iowa	Social Studies	1953-1955	M.A.
Wichita State University	Guidance	Summer 1958	
Michigan State University	Guidance	Summer 1959	
University of Rhode Island	Guidance	Summer 1961	
University of Kansas	Special Education	1965-1968	Ed. D.

PROFESSIONAL EXPERIENCE.

Position	Dates
Hospital teacher University Hospital Iowa State University	1954-55

Position	Dates
Classroom Teacher, Coach and Counselor Wheaton Community High Wheaton, Illinois	1955-58
Junior High Counselor Mead Junior High School Wichita, Kansas	1958-62
Director of Guidance and Testing K-12 Wichita Public Schools Wichita, Kansas	1962-65
Lecturer (part-time) Wichita State University Wichita, Kansas	1963-64
Instructor (part-time) University of Kansas Lawrence, Kansas	1966-67
Assistant Professor University of Kansas	1968-1972
Junior High School Teacher (Emotionally Disturbed) Children's Rehabilitation Unit, KUMC	Summer 1968 (post doctorate)
Associate Professor University of New Mexico	1972-present

FELLOWSHIPS, SCHOLARSHIPS, AND GRANTS IN SUPPORT OF EDUCATION.

Source	Dates
NDEA Fellowship, Michigan State University, East Training Michigan	Summer 1959
NDEA Fellowship Rhode Island University Kingston, Rhode Island	Summer 1961
BEH Fellowship University of Kansas Lawrence, Kansas	Fall 1965-Spring 1967

Source	Dates
Ford Foundation School Administration Program In Costa Rica, Central America	Summer 1967 August 1968 October 1968 February 1969 August 1969

TEACHING EXPERIENCE.

Teaching Responsibilities - University Level

Courses	Level	Dates
Psychological Foundations of Counseling	Grad	Fall 1963 University of Wichita
Practicum in Counseling	Grad	Spring 1964 University of Wichita
Education 50, Education Psych	Undergrad	1966-67 University of Kansas
Education 115, Educational Conferences In Classroom Management Techniques	Ug/Gr	University of Kansas 1967-72
Education 116, Special Course in Emotionally Disturbed Child	Ug/Gr	University of Kansas 1967-72
Education 270, Character of Exceptional Child-Emotionally Disturbed	Grad	University of Kansas 1967-72
Education 275, Practicum - Emotional Disturbed	Grad	University of Kansas 1967-72
Education 279, Conference with Parents of Exceptional Children (Closed Curcuit TV)	Grad	University of Kansas 1967-72
Education 398, Seminar in Psycho-Educational Evaluation of Exceptional Children	Grad	University of Kansas 1967-72
Education 398, Seminar in Intervention in the Classroom of Exceptional Children	Grad	University of Kansas 1967-72
Education 398, Seminar in Strategic of Parent- Teacher Conferences	Grad	University of Kansas 1967-72
Education 398, Seminar in Research Planning For Exceptional Children	Grad	University of Kansas 1967-72

Courses	Level	Dates
Education 399, Thesis/Dissertation	Grad	University Kansas 1967-72
Special Education 210, Introduction to Special Education	Ug	University of New Mexico 1972-Present
Special Education 271, Education of Special Education	Ug	University of New Mexico 1972-Present
Special Education 405, Special Education in the Regular Classroom	Ug/Grad	University of New Mexico 1972-Present
Special Education 444, Characteristics of Emotionally Disturbed Child	Ug/Grad	University of New Mexico 1972-Present
Special Education 351, Undergraduate Problems	Ug	University of New Mexico 1972-Present
Special Education 510, Techniques Parent-Teacher Counseling	Grad	University of New Mexico 1972-Present
Special Education 534, Clinical Behavior Aspects of E.D.	Grad	University of New Mexico 1972-Present
Special Education 547, Topics-Research Planning in Special Education	Grad	University of New Mexico 1972-Present
Special Education 551-2, Problems	Grad	University of New Mexico 1972-Present
Special Education 558-9, Advance Field Experience	Grad	University of New Mexico 1972-Present
Special Education 573, Seminar in E.D.	Grad	University of New Mexico 1972-Present
Special Education 580, Practicum	Grad	University of New Mexico 1972-Present
Special Education 599, Masters Thesis	Grad	University of New Mexico 1972-Present

Other University Affiliated Educational Services/Courses

Co-therapist-Parent Groups, Department of Psychiatry
University of Kansas Medical Center, 1970-72

Co-teacher-The Clinical Process, Department of
Medicine, University of Kansas Medical Center
1971-72

Guest Speaker in Department of Speech/Hearing
University of Kansas

PUBLICATIONS.

Theses and Dissertations

Kroth, Roger L. *High School Performances of Student From Consolidated and Non-Consolidated Elementary Schools in Cowley County, Kansas.* Unpublished master's thesis, State University of Iowa, 1955.

Kroth, Roger L. *A Study of Three Aspects of Time Among Normal and Delinquent School Age Males in Costa Rica and the United States.* Unpublished doctoral dissertation, University of Kansas, 1968.

Books

Kroth, Roger L. *Communicating With Parents of Exceptional Children.* Love Publishing Company, Denver, Colorado. To be released in February, 1975.

Kroth, Roger L. and Baldwin, Victor. *A Quick Look: An Introductory Evaluation Manual.* Bureau of Education of the Handicapped, Evaluation Training Consortium Workshop, 1974, 16 pages.

Instruments

Kroth, Roger L. *Target Behavior* - A Behavioral Q-Sort Kit. Select-Ed Santa Monica, California, 1972.

Articles

Kroth, Roger L. Counselors and Schedule, *The School Counselor*, 1962, Vol. 9, 97-98.

Kroth, Roger L. Orientation in Action, *The Clearing House*, 1961, Vol. 36, Vol. 36, 91-92.

Kroth, Roger L. A Descriptive Study of Guidance Services in Costa Rica. *Ministerio de Educacion Publica*, San Jose, Costa Rica, Jan., 1967.

Kroth, Roger L. Behavior Management Techniques, *CEC Selected Convention Papers*, New York City, 1968, 69-75.

Articles

Kroth, Roger L. Different Ways of Looking at Behavioral Management in the Schools. *Conference Proceedings*, Kansas Association of School Psychologists, Olathe, Kansas, 1968, 49-53.

Kroth, Roger L.; Whelan, Richard J.; and Stables, Jeanne Marie. Teacher Application of Behavioral Principles in Home and Classroom Environments. Focus on Exceptional Children, May, 1970, Vol. 1, No. 3, 1-10. Reproduced in: Strategies for Teaching Exceptional Children. (Eds.) Meyer, EL., Vergason, G.A., and Whelan, R.J., Love Publishing Co., Denver, Colo., 1972.

Kroth, Roger L. La Educacion Especial En Centroamerica En 1970. *Comision Centroamericana De Rehabilitacion De Invalidos*. ODECA, Guatemala, 1970. 1-60.

Kroth, Roger L. Proyecto De Organizacion De La Escuela De Ensenaza Especial De Guadalupe. *Section on Informe De Actividades Realizadas En El Campo De Rehabilitacion* (Ensenanza Especial), Profesor Marlene Rodriguez, ODECA, Guatemala, 1970. 11-18.

Kroth, Roger L. Orientacion Vocacional En Las Escuelas. *Curso-seminario Sobre Organizacion y Planeamiento De La Educacion Media*. ODECA. San Jose, Costa Rica , Oct., 1969, Vol. II. 1-21.

Kroth, Roger L. Establishing the staff understandings and work relationships required for integrated education. In Rob Davison (Ed.), *Symposium on Educational Change*: *From Desegregation to Intergration*, Lawrence, Kansas: University Press of Kansas, 1972 (in press).

Kroth, Roger L. Considerations in the Use of Behavioral Management Techniques, *Kansas Elementary Principles Magazine*, Winter, 1972, Vol. 15, No.1, 12-13.

Kroth, Roger L. The Behavioral Q-Sort as a Diagnostic Instrument, *Academic Therapy*, 1973, Spring, 317-330.

Kroth, Roger L. Facilitating Educational Progress by Improving Parent Conferences, *Focus on Exceptional Children*, December, 1972, Vol. 4, No. 7, 1-10. Permission has been granted to reproduce an updated vision in a book of reading by Love Publishing Co., Denver, Colo., Spring, 1975.

PAPERS PRESENTED BY INVITATION.

International Council for Exceptional Children, April 1968, New York City. Presentation of a paper on Behavior Management Techniques.

International Council for Exceptional Children, April, 1970, Chicago, Ill. Participant in Symposium: Individual Assessment and Prescriptive Teaching of the Handicapped.

International Council for Exceptional Children, April, 1971. Consulting with School Personnel About Behavior Problems.

International Council for Exceptional Children, March 1972. Participant in two programs, one with Dr. John King, University of Texas and one with Dr. C. Michael Nelson, University of Kentucky.

Special Study Institute for Developing the Consulting Skills of School Psychologists and Psychometrists in Indiana. Indiana University, June 9-13, 1969. Staff member.

IMC Presentation to Workshop for Teachers of Mentally Retarded. Aberdeen, South Dakota. June 17-19, 1968.

Workshop on the Troubled School Child. The University of Nebraska, Lincoln, Nebraska. May 10, 1969.

Three Workshops for Teachers and Parents of Children with Learning Problems. Oak Park, Illinois. Oct. 16, 1969; Jan. 20, 1970 and April 14, 1970.

Workshop for Directors of Emotionally Disturbed Programs. Gainesville, Flordia. Nov. 19-21, 1969.

Behavior Modification Workshop for Teachers. Bemidji, Minnesota. Dec. 9-10, 1969.

Staff Development Day, Lincoln, Nebraska. Presentation: "Sock it to 'em?" Jan. 23, 1970.

Putnam County Teachers Association. Greencastle, Indiana. "Behavior Modification and Classroom Discipline." Presentation, Jan. 30, 1970.

Presentation for La Crosse, Wisconsin, Dept. of Psychology, Wisconsin State University on "Principles of Behavior Modification, " Feb. 10, 1970.

Presentation at American Council for Learning Disabilities, Kansas City, Missouri, March 14, 1970.

Presentation on "Teaching Behavior Modification to Parents." University of Missouri at Columbia, Missouri. April 8, 1970.

PAPERS PRESENTED BY INVITATION. (cont'd)

Conducted a workshop for elementary teachers, Fort Wayne Public Schools, Fort Wayne, Indiana, June 30, July 1-2, 1971.

Presentor: EDPA workshop, Olathe, Kansas, July 20, 1971.

Presentation to Special Education personnel in Abilene and Sweetwater, Texas. Sponsored by Education Service Center, Region XIV, August 18-19, 1971.

Presentation to all public school teachers in Cape Girardeau, Missouri, August 24, 1971.

Presentor: EDPA workshop, Olathe, Kansas, September 24, 1971.

Presentor: U.S.O.E., BEH sponsored conference on the block funding approach to program development and training grants, Washington, D.C., September 30 and October 1, 1971.

Presentor: EDPA workshop, Olathe, Kandas, October 13, 1971.

Guest Speaker: Seventy-Eight Annual Teachers Convention, South Central Missouri District, Rolla, Missouri, Oct. 15, 1971.

Presentation to Special Education personnel in Odessa, Texas. Sponsored by Education Service Center, Region XIV, October 20, 1971.

Presentation: Modifying Self Concepts, 118th Conference on Instruction, Indiana State Teachers Association, Indianapolis, Indiana, Nov. 4, 1971.

Presentor: EDPA workshop, Olathe, Kansas, November 10, 1971.

Workshop director - A Soecial Course of Stydy in the Development of Educational Procedures for Teaching Emotionally Dusturbed Children - Girls Industrial School, Beloit, Kansas. Summer, 1968.

Teachers Institute Speaker - "Parent Conferences." Pratt, Kansas. August 27, 1968.

Teachers Workshop Speaker - Managing Children's Behavior." Derby, Kansas. Aug. 26, 1969

Workshop for Teachers on Behavior Management Techniques. Junction City, Kansas. Jan. 7-8, 1970.

Symposium on Emotional Disturbance. Group leader. Topeka, Kansas. Feb. 18-20, 1970.

Conducted a series of workshops for teachers on classroom management techniques, Salina, Kansas, Jan. 9, 16, 30, 1971.

Presentation at American Council for Learning Disabilities (Kansas Federation), Wichita, Kansas, May 14-15, 1971.

PAPERS PRESENTED BY INVITATION. (cont'd)

Special Education Institute, "What Public Schools can do for Emotionally Disturbed Children," Cape Girardeau, Missouri. Co-presentor with Drs. William Morse (Univ. of Michigan) and Charles McDonald (Tennessee Re-Ed Program), Nov. 9-10, 1970.

Director of Special Study Institute for Psychological Services personnel Sponsored by the Indiana State Dept. of Public Instruction, Indianapolis, Ind., Nov. 13, 14, 20, 21, and Dec. 4-5, 1970.

Workshop for directors of programs for emotional disturbance. San Francisco, California, November 5-6, 1970

Presentation Behavior modification. Conference on Title III ESA Project for State Institutions, Ohio Department of Mental Hygiene and Correction, Columbus, Ohio, Dec. 18, 1970.

Conducted a workshop for teachers and parents on child management, Oak Park Cooperative Special Education, Oak Park, Illinois, Jan. 20, 1971.

Presentation for Staff Development Day, Lincoln, Nebraska, Jan. 22, 1971.

Conducted a workshop for teachers and parents on child management techniques, Oak Park Cooperative Special Education, Oak Park, Illinois, March 3-4, 1971.

Paper presented - to be published: Self concept: Behavior modification. Third Annual Special Education Symposium, Northern Illinois University, DeKalb, Ill. March 5-6, 1971.

Lecture series on behavior modification. Sponsored by the Hammond School Psychology Department, Hammond, Indiana, March 29, April 5 and 26, 1971.

Consultant to Title III Project, speonsored by State Department of Education, Atlanta, Georgia, March 31, April 1, 1971.

Presentation at Learning Disabilities Lecture-Discussion Series, Kansas City, Missouri, April 13, 1971.

Co-conducted a spring workshop, "The Exceptional Child in the Traditional Classroom--Learning Disagilities, "St. Joseph, Missouri, April 16-17, 1971.

Panel presentor, International Council for Exceptional Children, Miami, Flordia, April 20, 1971.

Presentor - Special Training Institute on Problems of School Desegregation, Charleston, Missouri, May 3, 1971.

Presentation and group leader on the topic of Behavior Modification for the Bureau of Indian Affairs, Haskell College, Lawrence, Kansas, May 28, June 10, 1971.

PAPERS PRESENTED BY INVITATION. (cont'd)

Presentor for Special Training Institute on Problems of School Integration, College of Education, Wichita State University, Wichita, Kansas, July 14, 1971.

Presentor: Elementary Principals Orientation Program, Wichita Public Schools, Wichita, Kansas, August 6, 1971.

Presentation to Special Education personnel. Hutchinson Public Schools, Hutchinson, Kansas, November 22, 1971.

Guest Speaker: Public School In-Service Day, Indianapolis, Ind., Jan. 24, 1972.

Participant: Regional Meeting - Teacher Education Division/CEC, Austin, Tex. Feb. 17,18,19, 1972.

Workshop Director: Behavior Modification for Elementary Teachers and Principals, Fort Wayne, Ind., Feb. 21; Mar. 27; April 17, 1972.

Guest Speaker: ACLD Meeting, Joplin, Missouri, Feb. 28, 1972.

Guest Speaker: Teacher Conference on Learning Disabilities, Maryville, Mo., Mar. 10, 1972.

State Convention, Kansas Federation of Exceptional Children, President, April 6,7,8, 1972.

Site Visitation: State funded project for Emotionally Disturbed Children, Lincoln, Neb., April 13,14. 1972.

Presentor: Adult Basic Education Workshop, Kansas City, Mo., June 1, 1972.

Consultant: Principals Workshop, Wichita Public Schools, Wichita, Kansas, June 6,7, 1972.

Consultant: Workshop for teachers - Behavior Modification, Texas Technological University, Lubbock, Texas, June 19,29, 1972.

Consultant/Presentor: Title IV Institute Program, Wichita State University Wichita, Kansas, July 11-13, 1972.

Presentor: Special Education Teachers In-Service Training, Odessa, Texas August 17, 1972.

Presentor: Special Education Teachers In-Service Training, Milford, Neb. August 21, 1972.

Presentor: Special Education Teachers In-Service Training, Region IX, Wichita Falls, Texas, Aug. 23-24, 1972.

Guest Speaker: Kansas Association of Elementary School Principals, Emporia, Kans., Sept. 21-22, 1972.

Presenter: Student Council for Exceptional Children, University of New Mexico, Albuquerque, N.M. Nov.6, 1972.

Speaker: Maximizing the Parent Role, Resource Room Symposium, State Dept. of Public Instruction, Albuquerque, N.M., Nov. 14, 1972.

PRESENTATION, WORKSHOPS BY INVITATION.

Workshop on Behavior Management Techniques, Phoenix, Arizona, Feb. 16-17, 1973.

Presentation on Classroom Management, Olathe Public Schools Teacher In-Service Training, Olathe, Kansas, Feb. 19, 1973.

Guidance Greats Presentation - Parents, Albuquerque, N.M., March 3, 1973.

Presentation to Albuquerque ACLD, "How To Con The Pros," Albuquerque, N.M., March 20, 1973.

Workshop For Teachers On Classroom Management, Sweetwater, Texas, March 23, 1973.

Workshop For Resource Room Teachers, State Dept. of Public Instruction, Bismarch, North Dakota, March 27-29, 1973.

Workshop on Behavior Management Techniques, Phoenix, Arizona, April 5-7, 1973.

Paper Presented - International Council for Exceptional Children, The Behavior Q-Sort, Dallas, Texas, April 1973.

Workshop for Soecial Education, Texas Tech University, Lubbock, Texas, June 12, 1973.

Presentation to Special Education on Working with Parents, Texas Tech University, Lubbock, Texas, June 25, 1973.

Workshop for School Psychologist on Working with Parents, State Dept. of Public Instruction, Des Moines, Iowa, August 22, 1973.

Presentation - Working with Parents, State Conference of Headstart, Albuquerque, N.M., Aug. 24, 1973.

Presentation on Behavior Management for Special Education, Odessa, Texas, October 9, 1973.

Workshop and Keynote Speaker: Oklahoma ACLD "Dare We Grow?", Tulsa, Oklahoma, November 5-9, 1973.

Presentor: Behavior Modification and Working with Parents, Regional Conference, Fargo, North Dakota, November 15-17, 1973.

PRESENTATION, WORKSHOPS BY INVITATION.

Presentation on Working with Parents, New Mexico Headstart Conference, Albuquerque, N.M., Jan. 10, 1974.

Presentation to Parents of Headstart Children, Las Vegas, N.M., Jan. 15, 1974.

Presentation to Plan A Teachers " Classroom Management Techniques," Tri County Cooperative, Abilene, Texas, Feb. 1, 1974.

Keynote Speaker and Workshop Leader: State Council of Exceptional Children of North Dakota, Minst, N.D., Feb. 13-15, 1974.

Presentation to Special Education on Classroom Management Techniques, Baytown, Texas, Feb. 22, 1974.

Keynote Speaker: Regional Special Education Conference, Midland, Texas, March 2, 1974.

Presentation to Plan A Teachers, "Working with Parents," Tri County Cooperative, Abilene, Texas, March 8, 1974.

Presentation on Working with Parents for Special Education, Odessa, Texas March 20, 1974.

Keynote Speaker: "Working With Parents of Exceptional Cjildren", Nevada Council of Exceptional Chidren, Las Vegas, Nevada, March 30, 1974.

Workshop for Teachers and Parents, Oklahoma City, Oklahoma, April 11-12, 1974.

Presentation to Special Education on Working with Parents of Exceptional Chidlren, Baytown, Texas, April 19, 1974.

Workshop for Special Educators on Working with Parents of Exceptional Children, Phownix, Arizona, April 26, 27, 1974.

Workshop on Working with Parents of Exceptional Children, Arizona State Department of Public Instruction, Phoenix, Arizona, August 5-9, 1974.

Workshop for Regular Classroom Teacher on Special Education in the Regular Class, Tri County Cooperative, Merkel, Texas, August 13-15, 1974.

Presentation to Bureau of Education of Handicapped/Division of Personnel Preparation Staff on Evalation Workshops, Washington, D.C., October 11, 1974.

In-Service Training for Regular Classroom Teachers On Special Education in the Regular Classroom, Odessa, Texas, Oct. 14, 1974.

PRESENTATION, WORKSHOPS BY INVITATION.

Workshop and Keynote Speaker: Texas Association for Childhood Education, Galceston, Texas, Oct. 31, Nov. 1, 1974.

Presentation "Up From The Basement", Regional Mainstreaming Conference, Las Vegas, Nevada, Nov. 8-9, 1974.

Workshop Leader: Evaluation for Teacher Trainee, Regional Workshop Sponsored by BEH/DPP USOE, Albuquerque, N.M. Dec. 11-13, 1974.

THESES AND DISSERTATION SPONSORED.

Eighteen completed master's theses while at the University of Kansas, University of Kansas Dissertations.

Alexander, Ronnie. An Investigation of the Effects of Contingency Contracting Upon Attending Task Behavior of Pre-Adolescent Children Referred to a Mental Health Center for Diagnosis and Evaluation. Doctoral Dissertation, 1971.

Walkenshaw, Margaret. An Investigation into the Possible Therapeutic Usefulness of Videotape Self-Confrontation. Doctoral Dissertation 1972.

Clements, Joseph Eugene. An Investigation of the Effects of Tactile and Positive Verbal Cues on the Accuracy of Performance and Attending to Task of a Population of Emotionally Disturbed Students. Doctoral Dissertation, 1972.

Simpson, Richard. The Effect of Feedback and Sound Reinforcement on The Expectancy for Success Estimates of Institutionalized and Non-Institutionalized Emotionally Disturbed Adolescents. Doctoral Dissertation, 1973

Master's Theses - University of New Mexico.

Maples, George. A Study of Special Education at Santo Domingo Public School. Master's thesis, 1974.

Mann, Richard. The Use of Audio-Tape Materials for Teaching Geography to Emotionally Disturbed Children. Master's Thesis, 1974.

Grodner, Angela. Family Oriented Intervention for Special Pre-School Children: The Peanut Butter and Jelly Pre-School. Master Thesis, 1974.

ORGANIZATION.

New Mexico Chapter #301, International Council for Exceptional Children President-elect, 1974-75.

International Council for Exceptional Children, Kandas State Federation, International Council for Exceptional Children - President

ORGANIZATION.

Kansas State Federation, International Council for Exceptional Children President-elect, 1970-71.

Northeast Kansas Chapter, International Council for Exceptional Children President-elect, 1969-70.

Council for Children with Behacioral Disorders, International Council for Exceptional Children.

American Personnel and Guidance Association.

American School Counselor Association.

Phi Delta Kappa-National Education Fraternity (Life membership).

Secretary, Delta Phi Chapter of PDK, 1962-63.

Program Chairman, Delta Phi Chapter, PDk, 1961-62.

Honorary Life Membership in PTA (awarded 1961).

SERVICE ACTIVITIES - ADVISORY, CONSULTATIVE

Community and State

Member of Board of Directors, Sedgwick County Mental Health Association, 1962-65, Wichita, Kansas.

Member of Board of Directors, Douglas County Mental Health Association, 1966-67, Lawrence, Kansas.

Panel Leader, 19th Annual Health Education Workshop, Sponsored by Kansas State Department of Health, Kansas State Department of Public Instruction, Wichita State University, June 7-18, 1965.

Discussion Leader, Attorney General's Youth Conference, Kansas State University, October 3-4, 1964.

Discussion Leader, Juvenile Delinquency Prevention and Control Seminar, University of Kansas, September 24-25, 1964.

Scholarship Committee, The March of Dimes, National Foundation, Sedgwick County, 1965, Wichita, Kansas.

Sponsor, Youth Board Conference, September 19, 1964. Participant, Conference on Drop-out Problem, Kansas Council for Children and Youth, February 10, 1965.

Speaker, Teachers Group and Parent Group, Wichita Public School Diagnostic Center, November, 1967. Consultant, Educational Diagnostic Center, Olathe, Kansas, 1967-72.

SERVICE ACTIVITIES - ADVISORY, CONSULTATIVE (cont'd)

National

External Field Reader, Division of Personnel Preparation/Bureau of Education of the Handicapped, USOE 1971-present.

Internal Panel Review member, DPP/BEH USOE 1973.

Internal Panel Review chairman, DPP/BEH, USOE, 1974.

National Advisory Board Member and Consortium Member, Evaluation Training Consortium University of Virginia, Sponored by DPP/BEH, USOE.

International

Participant in the University of Kansas - Costa Rica Ford Foundation, Program in Costa Rica - June, 1967; August, 1968; October, 1968; February, 1969, and Auguet, 1969.

Tercerla Reunion Extraordinarie Consejo Cultural y Educatrio - ODECA, Tegucigalpa, Honduras. August 15-17, 1968. Official Observor.

Curso-Seminario, Organizacion y Planeamiento De La Educacion Media En Centroamerica. San Jose, Costa Rica, October 20-31, 1969. Participant and presentor of a paper.

Consultant to ODECA/OCEPLAN to conduct a study of Special Education services and teacher training in Central America. June-July 31, 1970.

University - Department or School Committees

University of Kansas 1968-72

Secretary for Dept. of Special Education, 1968-72

Faculty Forum (College of Education), 1969-70

Educational Advisory Committee for the Research and Develop Center Proposal, 1969-72.

Member of the Coordinating Committee for the Ford Foundation Central American Program, 1969-1970.

Advisory Committee for the AID Contract held by the College of Education, 1971-72.

University of New Mexico 1972-present

Multicultural Committee (COE), 1972-74

University - Department or School Committees (cont'd)

Dean Search and Screening Committee (COE), 1973-74

Human Research Review Committee (COE), 1973-present

Committee on Committees (COE), 1973-74

Student Advisory (Undergraduate and Graduate), 1973-present

PROFESSIONAL VITA

IDENTIFICATION

Name: Richard Lane McDowell, Ed.D.

Present Position:

Associate Professor of Special Education
Coordinator, Area of Emotionally Disturbed
Department of Special Education
University of New Mexico
Albuquerque, New Mexico

Personal

Born:	Chanute, Kansas - December 31, 1938
Married to:	Marlene Milliken McDowell
Children:	One son, Scott, age 9 years One daughter, Keri, age 7 years

Educational Background:

Institution	Major	Dates Attended	Degree
Baker University Baldwin, Kansas	Social Science	1956 - 1960	B.A.
Kansas State Teachers' College Emporia, Kansas	Psychology	1962 - 1964	M.S.
University of Kansas University of Kansas Medical Center Kansas City, Kansas	Emotional Disturbance	Summer 1965	--
University of Kansas University of Kansas Medical Center Kansas City, Kansas	Orthopedically Handicapped	Summer 1966	--
University of Kansas Lawrence, Kansas	Special Education Emotional Disturbance	1967 - 1969	Ed.D.

Professional Experience

Position	Dates
Visiting Professor in Special Education University of Veracruz Jalapa, Veracruz, Mexico	Summer 1973
Consultant in Special Education Department of Special Education State of Veracruz, Mexico	1973
Visiting Professor in Special Education Arkansas State University Jonesboro, Arkansas	Summer 1972
Visiting Professor in Special Education University of Kansas Lawrence, Kansas	Summer 1970 & 1971
Assistant Professor of Education Coordinator, Area of Emotionally Disturbed Department of Special Education University of Cincinnati Cincinnati, Ohio	August 1969 - August 1971
Consultant in Behavioral Management Coordinator, Parent Counseling Program Education Modulation Center Olathe, Kansas	September 1968 - June 1969
Teacher Consultant and Psychologist Adolescent Day Treatment Center (School) Osawatomie, Kansas	June 1968 - August 1969
Special Education and Psychological Consultant Title III Project (P.L. 89-10) Unified School District No. 497 Lawrence, Kansas	September 1967 - June 1968
Psychologist Wichita Guidance Center Wichita, Kansas	Summer 1967
Director of Special Education, School Psychologist Unified School District No. 260 Derby, Kansas	August 1964 - June 1967
Teacher, Special Education (E.D. and M.R.) Northern Hills Junior High School Topeka, Kansas	September 1963 - June 1964
Teacher, Science, East Indianola School Topeka, Kansas	September 1961 - June 1963
Teacher, Social Science Marysville Public Schools (Junior High) Marysville, Kansas	January 1961 - June 1961

Adjunctive Therapy, Physical Education Group Leader with emotionally disturbed adolescents Osawatomie State Hospital Osawatomie, Kansas	July 1960 - October 1960

Fellowships, Scholarships and Grants in Support of Education

Source	Dates
Doctoral Fellow (USOE-BEH, 88-164 as Amended) Department of Special Education University of Kansas Lawrence, Kansas	1967 - 1969
Traineeship (Orthopedically Handicapped) Division of Special Education Kansas State Department of Public Instruction (Through the University of Kansas)	Summer 1966
Traineeship (Emotional Disturbance) Department of Special Education University of Kansas (KUMC) Lawrence, Kansas	Summer 1965
Grant-in-Aid Baker University Baldwin, Kansas	1956-1960

Teaching Responsibilities

Present

Courses	Dates
Special Education 271, Introduction to the Exceptional Child	UNM, Fall 1973
Special Education 431 (444), Characteristics of the Emotionally Disturbed Child	UNM, Fall 1971, 1972, 1973, 1974; Spring 1972, 1973, 1974, 1975
Special Education 510, Techniques of Parent Counseling	UNM, Fall 1974
Special Education 532 (475), Education of Emotionally Disturbed Children	UNM, Fall 1973; Spring 1972, 1973, 1974, 1975
Special Education 534 (525) Clinical and Behavioral Aspects of Emotional Disturbance	UNM, Spring 1972, 1973, 1974
Special Education 547, Juvenile Offender	UNM, Fall 1974

Special Education 547, The Crisis Teacher	UNM, Fall 1974
Special Education 547, Reality Therapy and Values Clarification	UNM, Summer 1974
Special Education 547, Intervention Strategies for Children with Learning and Behavioral Disorders	UNM, Fall 1973
Special Education 558 - 559, Advanced Field Experiences	UNM, Each Semester
Special Education 573, Seminar in Emotional Disturbance	UNM, Spring 1972, 1973, 1974, 1975
Special Education 580, Practicum in Special Education	UNM, Each Semester

Past

Special Education 521, Teaching Internship with Emotionally Disturbed Children and Seminar	U. of Cincinnati 1969-70 & 1970-71
Special Education 557, Introduction to Education of Emotionally Disturbed Children	U. of Cincinnati 1969-70 & 1970-71
Special Education 558, Materials and Techniques for the Education of Emotionally Disturbed Children	U. of Cincinnati 1969-70 & 1970-71
Special Education 658, Perceptually Handicapped Child: I	U. of Cincinnati 1970-71
Special Education 682, Techniques and Strategies of Behavior Management: I	U. of Cincinnati 1969-70 & 1970-71
Special Education 683, Techniques and Strategies of Behavior Management: II	U. of Cincinnati 1969-70 & 1970-71
Special Education 692, Seminar in Clinical Case Conferencing	U. of Cincinnati 1970-71
Special Education 872, Seminar in Readings in Emotional Disturbance	U. of Cincinnati 1969-70 & 1970-71
Special Education ____, Teaching Children with Learning Disabilities	Arkansas State University Summer 1972
Psychology ____, Psychology of the Exceptional Child	U. of Veracruz, Jalapa, Mexico Summer 1973

Special Education 277, Characteristics of the Emotionally Disturbed Child	U. of Kansas Summer 1970 & 1971
Special Education 278, Education of the Emotionally Disturbed Child	U. of Kansas Summer 1970 & 1971
Special Education 370, Lab. Practice with the Exceptional Child: Emotionally Disturbed	U. of Kansas Summer 1970 and 1971

<u>Other Courses to which Lectures have been Given:</u>

University of New Mexico (Periodic lectures have been given to the following from 1971 - present):

Special Education 211, Education of the Exceptional Child

Special Education 547, Psychology and Education of the Exceptional Child

Highlands University, Las Vegas, New Mexico (1971)

Guest Lecturer in Special Education: Emotional Disturbance

University of Cincinnati (1969 - 1971)

Special Education 559, Introduction to the Education of Exceptional Children

Special Education 667, Counseling Parents of Exceptional Children

Special Education 711, Child Psychiatry and the Learning Process

University of Kansas (1968 - 1969)

Special Education 277, Characteristics of the Emotionally Disturbed Child

Special Education 279, Conferencing with Parents of Exceptional Children

Special Education 370, Problems in Exceptionality: Emotional Disturbance

Special Education 398, Seminar: Educational Evaluation of Emotionally Disturbed Children

Osawatomie State Hospital, Osawatomie, Kansas (1968 - 1969)

Lecturer on Mental Retardation, Psychiatric Aid Training Program

Vocational Education In-service Training, Albuquerque Public Schools.
Instructor, "Behavior Management" (1972)

Publications

Dissertation

McDowell, Richard L. "An Evaluation of a Residential Treatment Program for Adolescents as Measured by Post-Hospital Adjustment." Unpublished doctoral dissertation, University of Kansas, 1969.

Books and Articles

McDowell, Richard L. and Swanson, H.Lee. Self-Recording of Covert Behavior in an Emotionally Disturbed Classroom. Journal of Applied Behavior Analysis, (In Press).

McDowell, Richard L. and Kaufman, James. State Guidelines for Programs for Behaviorally Disordered Children in New Mexico. Santa Fe: Department of Education, Division of Special Education, (In Press).

McDowell, Richard L. Managing Behavior: A Program for Parent Involvement. Albuquerque, New Mexico: Managing Behavior, 1974, (A Three Part Slide-Tape Presentation for Training Parents in Behavior Management).

Barr, Karen L. and McDowell, Richard L. "Comparison of Learning Disabled and Emotionally Disturbed Children on Three Deviant Classroom Behaviors." Exceptional Children, Vol. 39, 1 (September, 1972), pp. 60-62

McDowell, Richard L. "Parent Counseling: An Experiment in Behavior Modification." Kansas Studies in Education, Vol. 19, 3 (August, 1969), pp. 16-19

McDowell, Richard L. Operational Procedures: Parent-Teacher Workshops, Olathe, Kansas: Educational Modulation Center, 1969.

McDowell, Richard L. "Administrative Considerations and Policy Guidelines for Classrooms for the Emotionally Disturbed." Unpublished Guide for Unified School District No. 260, Derby, Kansas, 1967.

Papers and Workshops Presented by Invitation

McDowell, Richard L. Child Advocacy. Presentation to the Symposium on Child Abuse, Albuquerque, New Mexico, November, 1974.

McDowell, Richard L. Managing Behavior. In-Service Workshop for El Paso Public Schools, El Paso, Texas, November, 1974.

McDowell, Richard L. Behavioral Disorders. Presentation to the Fall Conference of the New Mexico Council for Exceptional Children, Albuquerque, New Mexico, October, 1974.

McDowell, Richard L. Parent Involvement. In-Service Workshop for El Paso Public Schools, El Paso, Texas, October, 1974.

McDowell, Richard L. Managing Classroom Behavior. In-Service Workshop for Farmington Public Schools, Farmington, New Mexico, September, 1974.

McDowell, Richard L. Parent Conferencing. Presentation to Region XIX Service Center, In-Service Workshop, El Paso, Texas, August, 1974.

McDowell, Richard L. Training Parents to Manage Children's Behavior. Presentation to the National Conference of the American Association of School Psychologists, Las Vegas, Nevada, March, 1974.

McDowell, Richard L. Group Leader for the Annual Symposium on Emotional Disturbance, Sponsored by the University of Kansas, Kansas City, Kansas, February, 1974.

McDowell, Richard L. Parents: How and When to Involve Them. Presentation to the International Conference of the Council for Exceptional Children, Dallas, Texas, April, 1973.

Director, Parent Workshop on Behavior Management, Albuquerque Public Schools, Albuquerque, New Mexico, 1972.

Director, Parent Workshop on Behavior Management, New Mexico Educational Center, Albuquerque, New Mexico, 1972.

Speaker, Los Alamos Association for Children with Learning Disabilities, "A Plan for Parent Involvement in the Educational Process." Los Alamos, New Mexico, November, 1972.

Speaker, New Mexico Association for Retarded Children, "Behavior Modification." State Convention of N.M.A.R.C., Silver City, New Mexico, April, 1972.

Speaker, Los Alamos Association for Retarded Children, "Parents as Behavior Changers." Los Alamos, New Mexico, March, 1972.

Speaker, "Guidance Greats," sponsored by the University of New Mexico and the Albuquerque Public Schools. Panel with Dr. Frank Hewett, "Educational Programs for the Behaviorally Disordered Child." Albuquerque, New Mexico, February, 1972.

Speaker, New Mexico Council for Exceptional Children (State Convention), Panel with Dr. Jon Eisenson, "Aphasia - the Educator's Challenge." Albuquerque, New Mexico, October, 1971.

Speaker, Parent Workshop, Springer School (Learning Disabilities). "Parent Group: Aiding the Learning Disability Child." Cincinnati, Ohio, December, 1970.

Speaker, Greater Cincinnati Society for Autistic Children, "Reinforcement Therapy." Cincinnati, Ohio, November, 1970.

Speaker, Workshop on Learning Disabilities, Sponsored by the Cincinnati Public Schools, "Behavior Modification in Education." Cincinnati, Ohio, July, 1970.

Speaker, Regional Conference on Project Breakthrough, "Behavior Modification and Precision Teaching." Middletown, Ohio, January, 1970.

Professional Speaker, Southwest Ohio Education Association - Special Education Division, "Developing Trends in Special Education." Cincinnati, Ohio, October, 1969.

Speaker, Kansas City Regional Lutheran Teachers Conference, "The Use of Behavior Modification Techniques with the Learning Disabled Child." Kansas City, Missouri, 1969.

Speaker, Southwest Ohio Supervisors Association, "Fear of Failure." Milford, Ohio, April, 1971.

Group Leader and Speaker, Symposium on Behavior Modification, sponsored by the University of Cincinnati and the Hamilton County Diagnostic Clinic, "Behavior Modification in the Classroom." Cincinnati, Ohio, April, 1971.

Director and Speaker, Behavior Modification Project - Project Breakthrough (individual projects for Goshen Schools, Greenhills-Forest Park Schools and Princeton Schools), Cincinnati, Ohio, 1970-71.

Speaker, Association for Mothers of Preschool Children, "Early Signs of Emotional Disturbance." Overland Park, Kansas, 1968.

Group Leader, Mental Health Workshop, Johnson County Mental Health Association, Overland Park, Kansas, 1968.

Group Leader, Kansas State School Health Advisory Council, Annual Meeting, Salina, Kansas, 1967.

Theses and Dissertations Sponsored

Hurtado de Mendoza, Maria de los Angeles. Effects of a Checkmark System on the Improvement of Attention Behavior, Language Achievement and Arithmetic Achievement in Slow Learners. Completed February 1975, Doctoral Dissertation.

Thomason, Celia Jo. Comparison of Three Different Types of Parent Counseling Programs. Completed June 1975, Doctoral Dissertation.

Serna, Loretta. A Comparative Study of Therapeutic Environments for Seriously Emotionally Disturbed Children. Completed June 1975, Masters Thesis.

Peterson, Sandra. A Follow-up Study of Emotionally Disturbed Children Who Have Returned to Regular Classrooms. Completed June 1975, Masters Thesis.

Carri, Louis. Relationships Between Sociometrics and Academic Achievement Among Four Groups of Children in Selected Class Placements. Completed December 1972, Doctoral Dissertation.

Barr, Karen. Comparison of Learning Disabled and Emotionally Disturbed Children on Three Deviant Classroom Behaviors. Completed June 1971, Masters Thesis.

Professional Organizations

Member and Past Chapter President of the Council for Exceptional Children, 1964-

Council for Administrators of Special Education, 1964-67

Council for Children with Behavioral Disorders, 1967-

Division for Children with Learning Disabilities, 1969-

Member, Teacher Educators for Children with Behavioral Disorders, 1970-

Member, Phi Delta Kappa, 1970-

Member, Kansas Psychological Association, 1966-

Member, Kansas Association for School Psychologists, 1964-69

Member, Kansas State Teacher Association, 1961-69

Member, National Education Association, 1961-69.

Professional and Advisory Activities

Internal Reader, BEH, USOE (Training Grants), Washington, D.C., Fall 1973 and Fall 1974.

Member, Board of Directors, Wesley Board of Campus Ministry, University of New Mexico, Albuquerque, New Mexico, 1974-75.

President, Board of Directors, St. Anthony's Child Care Center (Residential Facility for Emotionally Disturbed Boys), Albuquerque, New Mexico. 1971-

Member, Advisory Board, Vista Larga Project (Pre-School Program for Emotionally Disturbed Children), Programs for Children, Albuquerque, New Mexico.

Member, Educational Advisory Board, Nazareth Psychiatric Hospital, Albuquerque, New Mexico.

Member, Advisory Board, Special Education Services, Albuquerque Public Schools, Albuquerque, New Mexico.

Member, State Planning Committee, New Mexico State Department of Special Education, 1972-

Consultant on Parent Counseling, Albuquerque Public Schools, Albuquerque, New Mexico, 1972-

Advisory Board, New Mexico Association for Children with Learning Disabilities, 1971-74.

Advisory Board, New Mexico Association for Children with Severe Communication and Behavior Disorders (Society for Autistic Children), 1972-

Reader in Special Education, Charles E. Merrill Publishing Company, Columbus, Ohio, 1972-

Participant, Conceptual Project in Emotional Disturbance, University of Michigan, Ann Arbor, Michigan, 1971-

Educational Consultant, Los Lunas State Hospital, Unit for the Severely Disturbed, Los Lunas, New Mexico, 1971-74.

Consultant in Behavior Management, Fail-Save Project, Division of Special Education, New Mexico State Department of Education, 1972-

Consultant on Special Education, Capital City High School, Program for Emotionally Disturbed Adolescents, Topeka State Hospital, Topeka, Kansas, 1970-

Special Consultant on Parent Counseling, Springer Institute, Cincinnati, Ohio, 1970-71.

Consultant on Special Education, Program for the Emotionally Disturbed, Diocesan Catholic Children's Home, Fort Mitchell, Kentucky, 1969-71.

Member, Executive Committee, Southwest Ohio Region for Project Breakthrough. (Sponsored by the Division of Special Education, Ohio State Department of Education.) 1970-71.

Executive Board, Greater Cincinnati Society for Autistic Children, Cincinnati, Ohio, 1970-71.

Chairman, Board of Directors, Anderson Hills Preschool, Cincinnati, Ohio, 1969-71.

Member, Professional Advisory Board, Community Planning Council, Wichita, Kansas, 1966-67.

Research Work in Progress

Removal of Echolaic Speech in an Eleven Year Old Boy through Operant Procedures.

The Effects of Teacher Involvement on Speech Disorders among Emotionally Disturbed Children.

An Investigation of the Rate of Movement Behaviors among Children in Regular Classrooms.

An Investigation of the Relationship between Body Language of a Court Defendant and the Degree of Sentence Imposed by the Court.

Special Assignments and Committees

Coordinator of Graduate Training Programs in Special Education, Department of Special Education, University of New Mexico, 1974 - present.

Coordinator of Teacher Training Programs in the Area of Emotional and Behavioral Disorders, Department of Special Education, University of New Mexico, 1971 - present.

Member of State Plan Advisory Committee, Department of Education, Division of Special Education, State of New Mexico, Santa Fe, 1973 - present.

Chairman, Graduate Curriculum Committee, College of Education, University of New Mexico, 1973-74, 1974-75.

Member, Graduate Curriculum Committee, College of Education, University of New Mexico, 1972-75.

Member, Human Research Review Committee, College of Education, University of New Mexico, 1972-73.

Member, Library Acquisition Committee, University of New Mexico, 1971-72.

Member, Bureau of Educational Planning and Development Advisory Committee, College of Education, University of New Mexico, 1971-72.

Coordinator of Teacher Training Programs in the Area of Emotional Disturbance, Department of Special Education, College of Education, University of Cincinnati, 1969-71.

Member, Graduate Curriculum Committee, College of Education, University of Cincinnati, 1970-71.

Member, Faculty Welfare Committee, College of Education, University of Cincinnati, 1969-70.

January 1975

Vita

IDENTIFICATION

Name: Maria Elena Berghmans Pynn

Appointments: Instructor
Department of Special Education
(College of Education)
Albuquerque, New Mexico
(Date of Appointment: August 1974)

Birth: October 22, 1941, Argentina

Husband: Tom

Children: None

EDUCATION

Institution	Major	Dates Attended	Degree
Manatee, Jr. College Bradenton, Florida	Education	September 1969 December 1971	A.A.
University of South Fla. Tampa, Florida	Special Ed.	January 1972 August 1972	
University of New Mexico Albuquerque, New Mexico	Special Ed.	September 1972 May 1973	B.A.
University of New Mexico Albuquerque, New Mexico	Special Ed.	June 1973 May 1974	M.A.

PROFESSIONAL EXPERIENCES

Position	Dates
Spanish & French Teacher Out of Door School Bradenton, Florida	September 1967 - June 1970
Head of Foreign Language Department Spanish & French Teacher St. Stephen's Episcopal School Bradenton, Florida	September 1970 - August 1972
Graduate Assistant Department of Special Education Albuquerque, New Mexico	June 1973 - May 1974

Position	Dates
Visiting Instructor Department of Special Education Albuquerque, New Mexico	June - July 1974
Instructor Department of Special Education Albuquerque, New Mexico	August 1974 - present

FELLOWSHIPS, SCHOLARSHIPS, AND GRANTS IN SUPPORT OF CREATIVITY

Source	Dates
Greater UNM Fund Allocations Committee	1974 - 1975

FELLOWSHIPS, SCHOLARSHIPS, AND GRANTS IN SUPPORT OF EDUCATION.

Department of Special Education - UNM	Assistantship 1973-74
Department of Special Education - UNM	Grant, Summer Semester 1973
Department of Guidance and Special Ed. UNM	Grant, Semester II 1972-73
Selby Foundation Sarasota, Florida	Outright grants 1972-73

TEACHING EXPERIENCE

Teaching Responsibilities - Past:

Courses	Dates
Special Ed. - 300, Adaptive Instructional Techniques	Graduate Assistant - 1973 - 1974

Teaching Responsibilities - Present:

Courses	Dates
Special Ed. 300, Adaptive Instructional Techniques (Pre - student teaching)	Summer semester 1974 Second semester 1974 First semester 1975
Special Ed. 514, Instructional Strategies	Second semester 1974
Special Ed. 317, Methods & Materials	First semester 1975
Special Ed. 400, Student Teaching Supervision	Second semester 1974 First semester 1975

ORGANIZATIONS

Honorary:

Phi Zetta Kappa, 1972

Phi Kappa Phi, 1973

Professional:

Council for Exceptional Children - member

Creative Work in Progress:

Film entitled "Book Turn On". This film is being done in collaboration with graduate students in Special Education and Channel 5 KNME, Albuquerque, New Mexico.

Foreign Languages Spoken

English

Spanish - Native

French

Portuguese - Able to understand and read

Italian - Able to understand and read

Vita

IDENTIFICATION.

Name: Marian Works Shelton

Appointments: Associate Professor
Department of Special Education
(College of Education)
University of New Mexico
Albuquerque, New Mexico 87131
(Date of Appointment: June 1970)

Birth: October 23, 1930

Husband: Bill

Children: Margaret Elizabeth
John David
Robert Wayne
Patricia Fay

EDUCATION.

Institution	Major	Dates Attended	Degree
Southern Methodist University Dallas, Texas	English and Fine Art	1947 - 1951	Bachelor of Arts
University of Oklahoma Norman, Oklahoma	Special Ed. & Elementary Education	1962 - 1964	Masters of Education
University of Oklahoma Norman, Oklahoma	Special Ed.	1964 - 1970	Doctor of Philosophy

PROFESSIONAL EXPERIENCE.

Position	Dates
Director of Shidler Poverty Project Oklahoma City Public Schools Oklahoma City, Oklahoma	1963 - 1965
Teacher--Special Education (M.R., E.D. Disadvantaged and Physically Handicapped) Oklahoma City Public Schools Oklahoma City, Oklahoma	1963 - 1966
Special Instructor - (Dept. of Spec. Ed.) University of Oklahoma Norman, Oklahoma	1966 - 1969

Position	Dates
Evaluator of Teachers in Head Start in Texas, Oklahoma, Utah, New Mexico and Arizona University of Texas Austin, Texas	1967 - 1968
Co-ordinator for Head Start Programs for Oklahoma University of Texas Austin, Texas	1968 - 1969
Research Associate IV (equivalent to Assistant Professor) Early Childhood Centers for Handicapped Children Research Division, Department of Special Ed. University of Texas Austin, Texas	1969 - 1970
Director of Special Education Materials Center University of New Mexico Department of Special Education Albuquerque, New Mexico	1970 - 1972
Director of Student Teachers Department of Special Education University of New Mexico Albuquerque, New Mexico	1970 - 1973
Assistant Professor Department of Special Education University of New Mexico Albuquerque, New Mexico	1970 - 1973
Associate Professor Department of Special Education University of New Mexico Albuquerque, New Mexico	July 1973 to present
Co-ordinator of Mental Retardation Department of Special Education University of New Mexico Albuquerque, New Mexico	1973 - 1974

TEACHING EXPERIENCE

Teaching Responsibilities - Past:

Courses	Dates
Education 220, Education of Exceptional Child	Special Instructor - University of Oklahoma 1966 - 1969
Education 223, Methods of Teaching to Exceptional Child	Special Instructor - University of Oklahoma 1966 - 1969
Education 234, Crafts for the Exceptional Child	Special Instructor - University of Oklahoma 1966 - 1969
Education 274, Practicum in Special Education	Special Instructor - University of Oklahoma 1966 - 1969
Teaching the Slow Learner in the Regular Classroom	Special Instructor - University of Oklahoma 1967 - 1968
Problems of Instruction with Exceptional Children	Special Instructor - University of Oklahoma 1967 - 1969
Curriculum Development for Slow Learner in the Regular Classroom	Special Instructor - University of Oklahoma 1968 - 1969
Materials and Instructional Strategies for Exceptional Children	University of Texas Austin, Texas 1969 - 1970
Special Education 317, Methods and Materials in Special Education	University of New Mexico 1970 - 1972
Special Education 322, Teaching the Mentally Retarded	University of New Mexico 1970 - 1974
Special Education 400, Student Teaching in the Elementary School	University of New Mexico 1970 - 1973
Special Education 415, Social and Psychological Problems in Special Education	University of New Mexico 1970 - present
Special Education 580, Practicum in Special Ed.	University of New Mexico 1971 - present
Special Education 547, Intervention Techniques in Special Education	University of New Mexico 1973
Special Education 547, Curriculum Development for Mentally Retarded	University of New Mexico 1974

Special Education 210, Introduction to Special Education	University of New Mexico 1972 - 1974

Other Courses to Which Lectures Have Been Given:

Periodic lectures have been given to the following from 1970 - present, University of New Mexico:

- Guidance & Counseling Students
- Nursing Students
- Art Education Students
- Medical Students
- Elementary Education Students
- Secondary Education Students

Co-therapist - Student Groups, Department of Guidance and Counseling, University of New Mexico, 1973 - 1974

Co-therapist - EPDA - PPS Project, University of New Mexico, Albuquerque New Mexico, 1971 - 1973

Teaching Responsibilities - Present:

Courses	Dates
Special Education 351, Undergraduate Problems	University of New Mexico 1970 - present
Special Education 551-2, Problems	University of New Mexico 1970 - present
Special Education 558-9, Advance Field Experience	University of New Mexico 1970 - present
Special Education 559, Masters Thesis	1972 - present
Special Education 573, Seminar in Mental Retarded	
Special Education 547, Verbal & Non-verbal Communication	
Special Education 415, Social and Psychological Problems in Special Education	
Special Education 580, Practicum in Special Education	
Special Education 610-611 Intership I & II	
Special Education 699 Doctoral Dissertation (3-9)	

PUBLICATIONS

Theses and Dissertations

Shelton Marian Works, "Some Variables Involved in the Reading Process." Unpublished doctoral dissertation, College of Education, University of Oklahoma, 1970.

Article

Shelton, Marian Works, "Body Language in the Classroom," NM-NEA School Review, Fall, 1974, pp. 27-28.

Program Model

Shelton Marian Works, Main, C., Hitchko, M., Stuart, S., and Summers, M. "Project Focus - 1974, "For Elementary School Personnel and Parents," Albuquerque Public Schools, 1973.

Creative Work

Film, "Special Education in the Regular Classroom" Education Personnel Development Act, 1972.

PAPERS PRESENTED BY INVITATION

Slow learners in the Regular Classroom, Workshop for Midwest City Public Schools, Oklahoma, 1967 - 1968.

"The Elementary Years for the EMR," Oklahoma Council for Exceptional Children, Oklahoma City, Oklahoma, 1969.

"Educational Methods and Materials for Pre-school Handicapped Children" workshop for Leynoyne Community Action Inc., Plaquemine, Louisiana, 1969 - 1970.

Participant for the Conference on Early Education Projects, Bureau of Education for the Handicapped, 1969, Washington, D. C.

Participant CEC Conference, Early Childhood Education, New Orleans, Louisiana, 1969

Trainer and group leader, participant at Staff Training Conference for Coordinators of Exemplary Early Childhood Education Center, Austin, Texas 1970.

"Body Language," NSF Grant, Mathematics Institute, University of New Mexico, 1971.

New Trends in Special Education, Workshop for Bernalillo County Public Schools, New Mexico, 1971.

"Body Language," Albuquerque Rotary Club, Albuquerque, New Mexico, 1972.

"Listening and Talking: A Place to Begin," HPE&R, Ghost Ranch Seminar, University of New Mexico, 1972.

"The Socialization of The Exceptional Child," Parent Group, Albuquerque, New Mexico, 1972.

PAPERS PRESENTED BY INVITATION

Pre-Vocational Education, Albuquerque Public Schools, Albuquerque, New Mexico 1972.

"Body Language in Business," New Mexico Accounting and Management Seminars, Albuquerque, New Mexico, 1972, 1973.

"Body Language and Women," Women's Panbellenic Council Homecoming Breakfast, University of New Mexico, 1973.

"Body Language," New Mexico Education Association State Convention, Albuquerque, New Mexcio, 1972, 1973, 1974.

"Body Language & Public Speaking" Toastmistresses International Convention, Albuquerque, New Mexico, 1973.

"Body Language in Business," Southwest Regional Bakers Conference Albuquerque, New Mexico, 1973.

"Educating the Exceptional Child" Workshop for Medicine Men of Navajo Tribe, Chinle, Arizona, 1973.

"Non-verbal Communication in Medical Settings," Kirtland Air Force Hospital Medical Staff, Albuquerque, New Mexico 1973.

"Preventive Measures in Drug Abuse," Workshop for Board of Directors, Drug Abuse Center and other Community agencies, Albuquerque, New Mexico, 1973-74.

"Special Education Techniques With Navajo Children," Series of workshops for Administration and School Personnel of Rough Rock Demonstration School, Chinle, Arizona, 1973-74.

"Project Focus--Affective Education Techniques," Series of workshops for Albuquerque Public Schools, Albuquerque, New Mexico, 1973, 1974, and 1975.

"Affective Education for Public School Personnel and Parents," Workshop for Drug Abuse Evaluation and Coordination Center, Ghost Ranch, New Mexico 1974.

"Parent Programs in Sex Education for the Mentally Retarded," New Mexico Conference on Family Life Education and Family Planning for the Mentally Retarded, Albuquerque, New Mexico, 1974.

"Preventive Measures in Drug Abuse," First Annual Regional Drug Abuse Conference, Albuquerque, New Mexico, 1974.

ORGANIZATIONS:

Honorary:

Elected to Kappa Deta Phi, 1968. Honorary education organization.

Received the las Companas Award for the Professor of the Month September 1972, for University of New Mexico.

Selected as a Professor for University of New Mexico faculty lecture series: Alternatives 1972 - 1973 Lecture Series
Outstanding Teacher Award, Oklahoma City, Oklahoma, Public Schools, 1965-1966.

Professional:

Council for Exceptional Children
National Education Association
American Association of University Professors
Teacher Certification in Elementary and Special Education

Advisory Activities:

Member of Board of Directors, Cerebral Palsy Center, Norman, Oklahoma, 1967 - 1969

Member of Board of Directors, Norman Day Care Center for Mentally Retarded Children, Norman, Oklahoma, 1967 - 1969.

Members of State Association of Physical Education for the Mentally Retarded, Oklahoma, 1968.

Consultant: Midwest City Public Schools, Oklahoma, 1967 - 1969.

Consultant: University of Oklahoma Laboratory Schools, 1966 - 1969.

Consultant: Education and Testing Clinic, University of Oklahoma (Testing, Counseling, and Parent Conferences) 1966 - 1969

Consultant: Association for Retarded Children, Oklahoma, 1968 - 1969.

Consultant: Norman Day Care Center for Mentally Retarded, Oklahoma, 1967-68.

Consultant: EPDA-PPS Project, Albuquerque, New Mexico, 1971-72.

Consultant: Albuquerque Satellite, EPDA-PPS Project, Albuquerque, 1972-73.

Consultant: HPE&R, University of New Mexico, Albuquerque, New Mexico, 1972.

Consultant: Navajo Tribe, Rough Rock Demonstration School, Chinle, Arizona.

Technical Assistant: Los Lunas State Hospital and Training School, Los Lunas, New Mexico, 1970 - 1974.

Technical Assistant: Albuquerque Association of Retarded Children, 1972-73.

Technical Assistant: Regional Resource Center, Las Cruces, New Mexico, 1972-7

Technical Assistant: Summer Experimental Competency Based Special Education Program, Educational Personnel Development Act, Bureau of Education for the Handicapped, and the State Education Agency, Cultural Overview of Exceptiona Children Component, 1973.

Task Force: State Educational Advisory Board, 1972-1973.

Member: State Wide Planning Committee for Special Education, 1972 - present

Member: University Consortium for Special Education, 1973 - present.

Advisory Activities:

Consultant to Drug Abuse Education and Coordination Center, Albuquerque, New Mexico, 1973 - present.

Participant C.E.C. Conference on Cultural University, Las Vegas, Nevada, 1973.

Technical Advisor to Board of Directors for Drug Abuse Education and Coordination Center, 1973 - 1974.

Consultant to Esperanza Para Los Ninos School, Evaluation and Teacher Training Activities, Albuquerque, New Mexico, 1974 - 1975.

Consultant to Albuquerque Public Schools in Affective Education, 1973 - 1975.

Member Task Force to School of Medicine, University of New Mexico, Evaluation of Associate of Arts Degree in Community Services, Albuquerque, 1975.

SPECIAL ASSIGNMENTS AND COMMITTEES

University of New Mexico, University Speakers Committee 1972-1974.
    University Cultural Committee, 1974-1975
School of Medicine
    Review Committee on Associate of Arts Degree of New Mexico School of Medicine.

College of Education, University of New Mexico Committees
    Faculty, Policy Committee 1973 - 1975.
        Associate Chairperson 1973 - 1974.

    Committee to Structure Faculty Discussion, Chairperson

    Search Committee for Chairperson of Guidance and Special Education.

    Committee on Committee

    Curriculum Revision Committee, Department of Special Education, 1972 - 1974.

    Student Advisory, Undergraduate and Graduate 1970 - present

PUBLICATIONS

Research Work in Progress

Research in non-verbal communication and effective ways of teaching its use.

Research in affective education in the public schools, teacher attitudes, and the effect of such education on the students.

Follow up research on the effects of Project Focus workshops in the Albuquerque Public Schools.

PROFESSIONAL VITA

Glen Van Etten, Ed.D.

Birthdate: April 29, 1937

Wife: Carlene

Children: Mary Shelle, 8

Present Position:

Associate Professor and Co-Coordinator of Undergraduate Programs in Learning Disabilities, Department of Special Education, University of New Mexico, Albuquerque, New Mexico.

Educational Background:

B.S. 1962	Kansas State Teachers College, Emporia, Kansas Majors: Education and Psychology
M.S. 1963	Kansas State Teachers College, Emporia, Kansas Majors: School Psychology and Special Education
Ed.D. 1970	University of Kansas, Lawrence, Kansas Major: Special Education Minor: Human Development

Professional Experiences:

1963-64	School Psychologist, Derby Public Schools, Derby, Kansas.
1964-65	Educational Consultant, Programs for the Mentally Retarded, Manchester, Iowa.
1965-67	Director, Multi-County Office of Special Education, Manchester, Iowa.
1965-67	Psychological Consultant, Delaware County and Clayton County Head Start Programs, Manchester and Elkader, Iowa.
1967-68	Itinerant Learning Disability Teacher, Northeastern Johnson County, Kansas.
1969-70	Coordinator of Research, Educational Modulation Center, Olathe, Kansas.
1970-72	Assistant Professor of Special Education, George Peabody College for Teachers, Nashville, Tennessee.
1970-72	Project Evaluation Consultant, Education Professions Development Act Project, Olathe Public Schools, Olathe, Kansas.

1971-72 Director, The Experimental School, John F. Kennedy Center for Research on Education and Human Development, George Peabody College for Teachers, Nashville, Tennessee.

1972-74 Associate Professor and Co-Coordinator of Graduate Training Program in Learning Disabilities

Dissertation:

"A study of the prediction of learning disability student's responsiveness to treatment in a special consultant plan." University of Kansas, 1970.

Publications:

A user's guide to the basic education skills inventory. (In Press)

A continuum model for special education. In E. Deno (Ed.) Innovative alternative administrative models in special education. Council for Exceptional Children, 1973.

The fail-save continuum. In Mainstreaming, K. Beery (Ed.) San Rafael

The zero-reject model revisited: a workable alternative. Exceptional Children, 1973, 38, 735-738. (with G. Adamson)

Basic education skills inventory: reading level A & B. Olathe, Kansas: Select-Ed, 1972 (with M. Shiago and G. Adamson).

Basic education skills inventory: math level A & B. Olathe, Kansas: Select-Ed, 1972 (with M. Shiago and G. Adamson).

An audiometric study of children with learning disabilities. An unpublished manuscript of the Educational Modulation Center, Olathe, Kansas, 1970 (with J. Omer).

Instructional materials systems research. Technical Report XXL. Educational Modulation Center, Olathe, Kansas, 1970.

A systems approach to evaluation of the Educational Modulation Center, Technical Report XXIII. Educational Modulation Center, Olathe, Kansas, 1970.

Analysis of selected achievement and ability variable from a learning disability sample by three multivariate analyses: multiple regression, multiple correlation and canonical correlation. Technical Report Educational Modulation Center, Olathe, Kansas, 1969.

Papers Presented at Major Conferences and Meetings:

"A graduate student looks at federal funding.: Paper presented at the International Conference, Association for Children with Learning Disabilities, Boston, 1968.

"Training pre-school special education teachers in the IN-STEP program a George Peabody College for Teachers." A paper presented at the Missouri Conference on the Categorical/Non-Categorical Issue in Special Education, a USOE/BEH Special Study Institute, University of Missouri, Columbia, Missouri.

"The Peabody IN-STEP program: training teachers for pre-school exceptional children." A paper presented at the 49th Annual Conference of the Council for Exceptional Children, Miami, Florida, 1971.

"An innovative field-based teacher training program to provide service to pre-school handicapped children in sparsely populated areas." A paper presented at Special Conference of the Council for Exceptional Children on Emerging Models of Special Education in Sparsely Populated Areas, Memphis, Tennessee, 1971.

"Task analysis on criterion-referenced testing application to diagnosis of learning disability children." A paper presented at the 1st Annual Southeast Regional Conference of the International Reading Association, Atlanta, Georgia, 1972.

"Criterion-referenced testing as a valid procedure in diagnosis in special education." A paper presented at the 51st Annual Conference of the Council for Exceptional Children, Dallas, Texas, 1973.

Workshops and Other Presentations:

Presentations at National Workshops of Education Professions Development Act.

Numerous presentations to LEA's in-service training session on Behavior Modification, Writing and Using Behavioral Objectives, Diagnosis, Prescriptive Teaching, Special Education in the Regular Classroom, Accountability of Evaluation, Instructional Materials Delivery Systems. These presentations have been made in Kentucky, North Carolina, South Carolina, Tennessee, Kansas, Missouri, Iowa, Ohio, Illinois.

Workshop participant on Prescriptive Teaching presented for Missouri State Department of Special Education, Springfield, Missouri, 1970, and to Missouri Department of Mental Health personnel, Columbia, Missouri, 1970 (3 day workshop).

"Project Fail-Save; Results of Year #1." Paper presented to the 2nd International Institute on Learning Disabilities, San Diego, 1973.

"The Role of Psycholinguistics in Language Development" A paper presented to the Lovelace Foundation Symposium in Language and Learning, Albuquerque, 1974.

Professional Organizations:

Phi Delta Kappa

Council for Exceptional Children

Professional Organizations Continued

Council for Exceptional Children (cont'd)
  Division for Children with Learning Disabilities
  Teacher Education Division
  Mental Retardation

Association for Children with Learning Disabilities

American Association on Mental Deficiency

Other Professional Activities:

Member Board of Directors, Albuquerque Association for Children with Learning Disabilities.

Member Advisory Board of the Albuquerque Special Pre-school for Children with Learning Disabilities.

PERSONAL DATA SHEET

Name: Billy L. Watson

Date of Birth: 8-10-33

Address: 12304 Eastridge Dr. N. E.

Height: 6'
Weight: 165 lbs.

Telephone: (505) 277-2102 (Office)
277-4048

294-5185 (Home)

Marital Status: Married - one son
one daughter

Employment:	Director, Manzanita Center Associate Professor, Department of Special Education University of New Mexico
1953	Associate Editor, Christian Chronicle, Abilene, Texas
1954 - 1957	Minister, Church of Christ, Ira, Texas Teacher, Grade 6 (2 years) and Elementary Librarian (1 year), Central Elementary School, Snyder Public Schools, Snyder, Texas
1957 - 1960	Military Service: Commissioned Ensign, United States Naval Reserve, September, 1957. Graduated Minesweeping Officers Course, U. S. Naval Schools, Mine Warfare, Yorktown, Virginia, November, 1957. Served 17 months aboard USS Bulwark (MSO 425). Served 15 months as assistant to the Executive Officer in charge of training and as foreign liason officer, U. S. Naval Schools Mine Warfare, Charleston, South Carolina. Inactive Reserve assignments: Executive Officer, U. S. Naval Reserve Surface Division, Huntington Park, California and Training Officer, Research Reserve Division, Nashville, Tennessee. Present Rank: Lieutenant Commander (Permanent)
1960 - 1962	Teacher, Grades 4 and 5, Central Elementary School, Snyder Public Schools, Snyder, Texas
1962 - 1966	Teacher, Grades 5 and 6, Montebello Unified School District, Los Angeles County, California
1969 - 1972	Assistant Professor, Department of Special Education (3 years) Appointed Associate Professor, effective September 1972 Coordinator of Learning Disabilities Programs (3 years) Chairman, Graduate Committee (1971-1972) Department of Special Education George Peabody College, Nashville, Tennessee 37023

1972 - 1974	University Director, Aztec Project Cooperative Curriculum Project - Albuquerque Public Schools and University of New Mexico Associate Professor, Department of Special Education University of New Mexico, Albuquerque, New Mexico
1974 - Present	Director, Manzanita Center Associate Professor, Department of Special Education University of New Mexico

Credentials:

California:	General Elementary	
Texas:	Provisional Elementary:	Life
	Provisional High School:	Life

Educational Training:

1966 - 1969	University of California Los Angeles, California	Special Education Learning Disorders Child Development	Ed.D. Conferred with Distinction
1966 (Full Time) 1965 (Summer, Fall)	California State College Los Angeles, California	Psychology	
1964 (Summer)	University of California	Psychology	
1964 (Spring)	California State College Los Angeles, California	Education	
1955, 1956 (Summers) 1961, 1962	North Texas State Univ. " " " " Denton, Texas	Elementary Education	M.Ed.
1953, 1954, 1961 (Part-time)	Texas Technological Univ.	Education	
1950 - 1953	North Texas State Univ. Denton, Texas	Journalism	B.A.

Graduate Course Fields:

Subject Field	Instructor	Institution	Units
Special Education and Learning Disorders	Eklund	UCLA	8
	Keogh	UCLA	20
	Hewett	UCLA	8
	Switzer	UCLA	8
	Calloway	UCLA	4
	Coleman	UCLA	4
Human Learning and Child Development	Keisler	UCLA	4
	Feshbach	UCLA	8
	Jeffrey	UCLA	4
Abnormal Psychology	Schneider	CSULA	3
	Goldberg	CSULA	3
Elementary Education	Eady	NTSU	6
	Arnold	NTSU	6

Examination Fields for the Doctorate:

Special Education	
Learning Disorders	Passed with Honors
Child Development	

Dissertation Title:

Field Independence and Reading Achievement (Honors)

Professional Memberships:

Council for Exceptional Children (TED, DCLD)
Society for Research in Child Development
American Educational Research Association

Courses Taught:

Psychoeducational Appraisal of the Handicapped
Educational Procedures in Learning Disabilities
Readings and Research in Learning Disabilities
Seminar on Children with Severe Reading Disabilities
Curriculum Development in Special Education
Advanced Procedures for Children with Learning Disabilities
Differential Diagnosis II

Activities:

Participant, Advanced Institute for Leadership Personnel in Learning Disabilities, University of Arizona and Unit of Learning Disabilities Bureau of Education for the Handicapped, U. S. Office of Education, Tucson, Arizona, December, 1969.

Discussant, Forum of the state convention of the Georgia Association for Children with Learning Disabilities, Atlanta, Georgia, November, 1969.

Consultant, 7th International Conference of the Association for Children with Learning Disabilities, Philadelphia, Pennsylvania, February, 1970.

Consultant, Project Reach-High Workshop on Elementary School Guidance, Lawrence, Waverly, Clarksville, and Gallatin, Tennessee, May, 1970.

Director, Demonstration Class, Learning Disability, Experimental Schools, John F. Kennedy Center for Research in Human Development and Education, George Peabody College, Nashville, Tennessee, Summer, 1970.

Consultant, Anderson County Schools, Clinton, Tennessee. Assisted in the establishment of learning disability resource rooms, and in-service for elementary teachers on identification, February, March, 1971.

Discussant, Symposium on Early Identification of Potential Learning Disability, 8th International Conference of the Association for Children with Learning Disabilities, Chicago, March, 1971.

Consultant, Bureau of the Handicapped, 8th International Conference of the Association for Children with Learning Disabilities, Chicago, March, 1971.

Participant, Conference on the Categorical/Non-Categorical Issue in Special Education - Implications for Teacher Education, University of Missouri, Columbia. Title: Interrelated Training of Special Education Personnel - A Proposed Model, March, 1971.

Consultant, Mississippi State University - Program development in learning disabilities (Undergraduate and Graduate), September, 1971.

Participant, Leadership Training in Learning Disabilities, Southern Connecticut University and Bureau of the Handicapped, New Haven, Connecticut, December, 1971.

Consultant, Sumner County, Tennessee - Special Education Programming, September, 1971 - May, 1972, one-half day per week.

Consultant, Inservice Training Programs for Public Health Nurses, Lentz Health Center, Metropolitan Government of Nashville and Davidson County, Nashville, Tennessee, February 29, March 7, March 14, 1972.

Participant, Conference on Special Education for the Navajo Tribe, Window Rock, Arizona, December, 1972.

Activities (Cont'd):

Participant, Teacher Training in Colleges and University, 10th Annual International Conference of the Association for Children with Learning Disabilities, 1973.

Awarded Faculty Research Grant, University of New Mexico. Effect of Cue Addition on Short Term Memory in (1) Children of Low Intelligence and (2) Children with Learning Disability, 1973.

Consultant and supervision of Graduate Student consultants on evaluation of exceptional children in Socorro, Belen, Window Rock-Ft. Defiance, Arizona (Navajo) Public Schools.

Presentation of Research Paper: Effect of Cue Addition on Short-Term Memory Performance in Children of Low Intelligence, 1974. Convention of Council for Exceptional Children, New York City.

Abstractor and Reviewer for Child Development Abstracts and Bibliography, Society for Research in Child Development, 1974.

Coordinator, Southwest Regional Conference, Division for Children with Learning Disabilities, Council for Exceptional Children, January, 1975.

Member of sub-committee on Learning Disabilities, Special Education Certification Advisory Committee. Division of Special Education. State Department of Education.

Educational Diagnostician Certification Advisory Committee. State Department of Education, Division of Special Education.

Publications:

Field Dependence and Early Reading Achievement. Catalog of Selected Documents in Psychology, 1972, 2, 82.

Review of Learning Disorders, Volume 4: Reading, American Journal of Mental Deficiency, 1972, 76, 736, 737.

Burns, G. W. and Watson, B. L. Factor Analysis of the Revised ITPA with Underachieving Children, Journal of Learning Disabilities, 1973, 6, 36 -41.

Chairman of following dissertations:

Peabody College, Nashville, Tennessee

1. "The Effects of Perceptual-Motor Training on the Development of Fine Motor Proficiency of Trainable Mentally Retarded Adolescents." Roy Stewart Meckler
2. "A Factor Analytic Study of the Revised Edition of the Illinois Test of Psycholinguistic Abilities with Underachieving Children." Gary Wayne Burns

Dissertations (Cont'd):

3. "An Investigation of Auditory and Visual Modality Preferences As A Basis for Determining Reading Instruction." Rebecca F. DuBose
4. "An Investigation of Aides' Attitudes and Expectancies for the Mentally Retarded As A Function of Type of Facility and Staff-to-Resident Ratio." Robert H. Audette

University of New Mexico

In progress

5. "Effects of Three Dimensional Familiar Objects on Short-term Memory of Five Year Olds in a Title I Kindergarten Program." Paula Mays

Chairman of the following Master's Theses:

Peabody College, Nashville, Tennessee

1. "The Relationship of Conservation of Number and Serial Ordering to Achievement in Arithmetic in First Grade." James Taylor

University of New Mexico

2. "The Effects of Individualized Instruction on Mathematics Achievement in Third Grade." Ann Wheeler Hurt
3. "Effects of Parent Participation on the Arithmetical Computational Skills of Fourth Grade Students." Yvonne Hamburg
4. "Test-Retest Reliability of the PPVT with Normal Children." Alan LaFon
5. "The Relationship Between Teacher-Initiated Verbal Interaction, Pupil Intelligence, and Social Agressiveness of Elementary Students." Bea Harris Poe
6. "Behavioral Characteristics of the Ideal Student As Perceived by Engineered Classroom Students, Regular Classroom Students, and Their Teachers." Michael Henry Stuart
7. "The Relationship Between Field Dependence and Self-Concept in Elementary School Children." Celia Shore
8. "The Relationship Between Fifth Grade Children's Performance on the Goldman-Fristoe-Woodcock Test of Auditory Discrimination and Ratings of Attention Given by a Teacher Using the Devereux Elementary School Behavior Rating Scale." Carter Gordon Brower
9. "The Effects of Three-Dimensional vs. Two-Dimensional Objects in a Serial Positions Task on the Short-Term Memory of Elementary School Children with Low Intelligence." Alice Dye Maechtlen
10. "The Relationship of Auditory Discrimination and Reading Achievement at First and Fourth Grade Levels." George Reid Lyon

Innovative Teaching:

Special Education/Guidance 515

Teaching Module: Administration of the Illinois Test of Psycholinguistic Abilities.

1. Study Guide: Fifteen criterion reference tests on topics from theoretical model on which the test was based to interpretation of the test.
2. Film by test authors: Administration of the Illinois Test of Psycholinguistic Abilities.
3. Transparencies on each subtest and profiles for teaching scoring: basals, ceilings, etc. and interpretation.
4. Test administrations under observation.
5. Readings on research on the test itself and its uses in educational programming. Criterion referenced tests on the readings. (In preparation)

Special Education 447

Educational Testing in Special Education
"Outreach in Gallup, New Mexico"
Served as classroom consultant to the teachers who were taking the course. Course was also taught cooperatively with doctoral student.

Special Education 517

Curriculum in Special Education
Extensive use of audio-visuals:

Filmstrip-tape presentation on objective-writing and development of criterion referenced tests.

Transparencies on Bloom's Taxonomy of Educational Objectives: Cognitive Domain and Gagne's Conditions of Learning.

Tapes on discussions of theoretical issues by authorities in the field.

Film on reinforcement in learning: "Rewards and Reinforcement."

APPENDIX D. EVIDENCE OF ACHIEVEMENT

CONTENTS

SUMMARY OF EVIDENCE OF ACHIEVEMENT

The UNM Department of Special Education is a relatively new department on the UNM campus, having separated formally from the Department of Guidance in 1972. There was one graduate from the program in 1967 with a B.S. degree. Since that time there have been 246 graduates with bachelor's degrees, 234 with master's degrees, and 12 with doctoral degrees (see summary table of degree production).

SUMMARY OF DEGREE PRODUCTION

Special Education Department

	Bachelor's	Master's	Doctorate
1967	1		
1968	7	6	
1969	12	24	2
1970	19	28	2
1971	26	45	3
1972	53	48	3
1973	67	47	1
*1974	61	36	1
	246	234	12

*does not include the December 1974 graduation

For evaluation purposes, the department has attempted to keep a list of the graduates from the program and their initial placement. Whenever possible, an update of placement information has been made.

According to the most current feedback, none of the UNM graduates have been unable to find placement, although there have been some whom we have not been able to locate and some who have remained as housewives. Most of the graduates take positions in the public school systems as classroom teachers for exceptional children, although some take positions as regular classroom teachers. Graduates with doctorates are located in Universities in North Carolina, Georgia, Minnesota, Nevada, Colorado, in the public schools in administrative positions, in state institutions and in private practice. A number of graduates with master's degrees have taken leadership positions in education such as members of the Board of Education for Albuquerque Public Schools, State Department of Public Instruction, Division of Special Education, Area Coordinators.

A summary of the students who graduated in 1973 indicated that 80% remained in New Mexico, 5% were in surrounding states, and the rest were scattered throughout the country. Eighty-seven percent were teaching in special education. While a majority of the graduates remain in the southwest, our graduates have also found employment in 26 different states.

Included in this document are the fourteen objectives established by the department and the information gathered to evaluate each objective. The source of information is included for each objective.

As part of the department's evaluation efforts, Danforth funds were requested in 1974 to assess the department efforts in a Positive Action Program to remediate the integrity of minority students in the department. A site visit was requested by leading educators in the area who represented minority populations. The results of this evaluation effort are included in the Danforth Evaluation.

Because of the need to provide inservice training for teachers outside the immediate Albuquerque area, the department began Project Outreach.

Initial meetings with Public School Superintendents from surrounding school districts within a 150-mile radius provided inputs of coursework needs. During the 1974-75 school year courses have been provided in Gallup, Grants, Belen, Bernalillo, Santa Fe and Ruidoso. Workshops were also conducted in a variety of other communities as well. The UNM faculty has been responsive to needs at local, state, regional and national levels. Much of this work is include in the faculty members' vitae.

A Followup of University of New Mexico Graduates 1967-74

University of New Mexico
Continuation Grant

UNM Special Education Graduates

	YEAR GRADUATED	DEGREE	TYPE OF AWARD	CURRENT STATUS	
Lassiter	1967	BA	SR. Trainee	Sp.Ed.	Albuquerque
Scott	1968	MA	ED Fellow	Sp.Ed.	Las Cruces
l Rivera	1968	MA	MR Fellow	Job Corps	Albuquerque
Kessinger	1968	MA	- - - - - - - -	Reg.Ed.	Albuquerque
yn Ann Goldenberg	1968	MA	- - - - - - - -	Prog. for Child.	Albuquerque
James	1968	MA	- - - - - - - -	Sp.Ed.	Albuquerque
L. Ortiz	1968	MA	MR Fellow	Biling. Ed.	Albuquerque
en Underwood	1968	BA	SR. Trainee	Sp.Ed.	Albuquerque
ieve Bonto	1968	BA	SR. Trainee	Sp.Ed.	California
Fischer	1968	BA	SR. Trainee	Sp. Ed.	Illinois
ne C. Harvey	1968	BA	SR. Trainee	Reg.Ed.	Albuquerque
L. Sanches	1968	BA	SR. Trainee	Sp.Ed.	Albuquerque
Schenck	1968	BA	SR. Trainee	Speech Therapist	Utah
Zimmer	1968	BA	- - - - - - - -	Grad. Student	UNM
des Belarde	1969	MA	- - - - - - - -	Sp.Ed.	Albuquerque
ed Bild	1969	MA	ED Fellow	Sp.Ed.	Albuquerque
Cavallero	1969	MA	ED Fellow	Sp.Ed.	Los Lunas
yn Chernoff	1969	MA	- - - - - - - -	Sp.Ed.	Albuquerque
el Contreras	1969	MA	Summer Train.	Sp.Ed.	Los Lunas
alliday	1969	MA	- - - - - - - -	Prog. for Child.	Albuquerque
Moeny	1969	MA	ED Fellow	Georgia State College	
e Robinson	1969	MA	State Fellow	State Dept.	Santa Fe
e Schiffli	1969	MA	- - - - - - - -	Sp.Ed.	Albuquerque
choemaker	1969	MA	- - - - - - - -	Sp.Ed.	Albuquerque
dette Silva	1969	MA	MR Fellow	Sp.Ed.	New York
aylor	1969	MA	- - - - - - - -	Sp.Ed.	New Hampshire
omason	1969	MA	- - - - - - - -	Sp.Ed.	Albuquerque
Tsao	1969	MA	- - - - - - - -	NIE	New York
Wan	1969	MA	- - - - - - - -	Prog. for Child.	Albuquerque
ed Williams	1969	MA	- - - - - - - -	Sp.Ed.	Nevada
Bennett	1969	MA	- - - - - - - -	Sp.Ed.	Colorado
Chapin	1969	MA	- - - - - - - -	UTL	
s Griffin	1969	MA	- - - - - - - -	Reg.Ed.	Albuquerque
rine Knight	1969	MA	- - - - - - - -	Reg.Ed.	Albuquerque
n Mitchell	1969	MA	- - - - - - - -	Sp.Ed.	Nevada
cia Sherril	1969	MA	- - - - - - - -	Reg.Ed	Albuquerque
ra Stubbs	1969	MA	- - - - - - - -	Sp.Ed.	Mora
a Watts	1969	MA	- - - - - - - -	Sp.Ed.	North Dakota
ah Cain	1969	BA	SR. Trainee	Sp.Ed.	Florida
yn Daly	1969	BA	- - - - - - - -	Sp.Ed.	Santa Fe
ine Gutierrez	1969	BA	- - - - - - - -	Grad. Student	UNM
Avery	1969	BA	SR. Trainee	UTL	

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
aron 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 Miksovic	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 Yo[illegible]	1970	MA	- - - - - - - - - -	Reg. Ed.	Albuquerque
oria Hathaway	1970	BA	- - - - - - - - - -	Job Corps	Albuquerque
mma Kawalec	1970	BA	- - - - - - - - - -	Sp.Ed.	Albuquerque
athleen E. McGuckin	1970	BA	- - - - - - - - - -	Sp.Ed.	California
etty Ann Trujillo	1970	BA	- - - - - - - - - -	Sp.Ed.	Belen
everly J. Bentzen	1970	BA	SR. Trainee	Sp.Ed. - Nazareth	Albuquerque
onnie Armstrong	1970	BA	SR. Trainee	Sp.Ed.	Florida
tricia Dingman	1970	BA	- - - - - - - - - -	NIE	
rbara Howell	1970	BA	SR. Trainee	Sp.Ed.	Albuquerque
aren Kalm	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	
ora E. Lovato	1970	BA	- - - - - - - - - -	Sp.Ed.	Los Lunas
thleen McCann	1970	BA	- - - - - - - - - -	Sp.Ed.	Cochiti
rbara Cowsert	1970	BA	- - - - - - - - - -	Sp.Ed. - (70-71)	Albuquerque
osemary Hillmeyer	1970	BA	- - - - - - - - - -	Sp.Ed.	Albuquerque
allie Machtinger	1970	BA	SR. Trainee	Reg.Ed.	California
nda Scofield	1970	BA	- - - - - - - - - -	Sp.Ed. - (70-71)	Albuquerque
lm Michael Ortiz	1970	BA	Summer Trainee	Sp.Ed.	Albuquerque

	YEAR GRADUATED	DEGREE	TYPE OF AWARD	CURRENT STATUS	
leen Mary Hogan	1971	BA	- - - - - - - - -	Reg.Ed.	Texas
E. Karr	1971	BA	SR. Trainee	UTL	
nadette E. Lopez	1971	BA	SR. Trainee	NIE	Albuquerque
nifer M. McDonell	1971	BA	SR. Trainee	Head Start	Arizona
ity L. Nunnally	1971	BA	SR. Trainee	Sp.Ed.	Albuquerque
dra J. Otto	1971	BA	SR. Trainee	Sp.Ed.	Albuquerque
rie S. Roach	1971	BA	- - - - - - - - -	Sp.Ed.	Albuquerque
ela Brown	1971	BA	- - - - - - - - -	NIE	Albuquerque
y Johnell Hale	1971	BA	- - - - - - - - -	Grad. Student	UNM
e Marie Otto	1971	BA	- - - - - - - - -	Sp.Ed.	Georgia
y Higgins	1971	BA	- - - - - - - - -	Reg.Ed.	Albuquerque
phanie Wilson	1971	BA	SR. Trainee	Sp.Ed.	Albuquerque
e Kuehne	1971	BA	- - - - - - - - -	NIE	Albuquerque
ryl Ann Yeakel	1971	BA	- - - - - - - - -	Reg.Ed.	Albuquerque
de Archebeque	1971	BA	SR. Trainee	Sp.Ed.	Albuquerque

Doctorates from UNM With Major Emphasis in Special Education

hard Meachem	1969	Ph.D.	State Fellow	College of Santa Fe
y Dettre	1969	Ed.D.	- - - - - - - - -	Denton, Texas - Public Schools
Brooks	1970	Ed.D.	State Fellow	Appalachian State, Boone, N.C.
ie Lang	1970	Ed.D.	- - - - - - - - -	University of Minnesota
rles Owen	1971	Ed.D.	- - - - - - - - -	Virginia, Commonwealth U.
abeth Hirsch	1971	Ph.D.	- - - - - - - - -	Los Lunas State Hospital
Moeny	1971	Ed.D.	- - - - - - - - -	West Georgia State
y Gonzalez	1972	Ph.D.	- - - - - - - - -	Highlands University, N.M.

UNM Special Education Graduates in 1972

E	MAJOR/MINOR	DEGREE	TYPE AWARD	CURRENT STATUS
en, Janet Louise	Speech/Sp.Ed.	BA	None	Tchg. Sp.Ed. - Alaska
nnan, Alice Margaret	Sp.Ed/English	BA	None	Sub-Tchg. Albuquerque
lhaber, Lauralee	Speech/Sp.Ed.	BA	None	UTL
den, Jeanette	Sp.Ed/Hlth.Ed.	BA	None	Hostess - Braniff
wellyn, Kathy Sue	Hist/Sp.Ed.	BA	None	Not Teaching
son, Karen	Sp.Ed.	BA	None	Differ.Ed., Los Alamos
onnell, Ann	Hist/Sp.Ed.	BA	None	Reg.Ed., Texas
tt, Daniel	Soc.Si/Sp.Ed.	BA	None	Sp.Ed., Albuquerque
e, Barbara	Sp.Ed/Psy.	BA	None	Sp.Ed., Albuquerque
e, Elizabeth	Sp.Ed/Eng.	BA	None	Sp.Ed., Selma, Alabama
ljo, Darlene	Elem.Ed/Sp.Ed.	BA	None	Teacher Corps
a, Mario	Elem.Ed/Sp.Ed.	BS	None	Sp.Ed., Albuquerque
ghman, Patricia	Elem.Ed/Sp.Ed.	BS	None	UTL
l, Patricia	Elem.Ed/Sp.Ed.	BS	None	Sp.Ed., Albuquerque
mberlin, Rachel	Elem.Ed./Sp.Ed.	BS	None	Elem.Ed., Moriarty
vez, Charlene	Elem.Ed/Sp.Ed.	BS	None	Elem.Ed., Albuquerque
rk, Glenna	Elem.Ed/Sp.Ed.	BS	None	Elem.Ed., Albuquerque
ow, Jaclyn	Elem.Ed/Sp.Ed.	BS	None	Sp.Ed., Forth Worth, Texas
enberg, Terry	Elem.Ed/Sp.Ed.	BS	None	UTL
tox, Keri Ann	Elem.Ed/Sp.Ed.	BS	None	Sp.Ed., Albuquerque
ging, Betty Sue	Elem.Ed/Sp.Ed.	BS	None	Reg.Ed., Albuquerque
tado, Joseph	Elem.Ed/Sp.Ed.	BS	None	Grad.Assist., UNM
l, Barbara	Elem.Ed/Sp.Ed.	BS	None	Sp.Ed., Grants, N.M.

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
uzanne Ralls	1971	MA	- - - - - - - - - -	Sp.Ed.	Albuquerque
hari 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	Colorado
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. utierrez	1971	MA	EPDA Fellow	Sp.Ed.	Colorado
ichele 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
hirley H. Lalli	1971	MA	EPDA Fellow	Sp.Ed.	Roswell
ary McCarthy	1971	MA	- - - - - - - - - -	UTL	
ydia H. McEntire	1971	MA	- - - - - - - - - -	Reg.Ed.	Albuquerque
uzanne 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
aphne G. Rowden	1971	MA	ED Fellow	Sp.Ed.	Albuquerque
llen D. Spengler	1971	MA	- - - - - - - - - -	Sp.Ed.	California
atricia A. Trujillo	1971	MA	MR Fellow	Job Corps	Oregon'
argaret J. Williams	1971	MA	- - - - - - - - - -	Reg.Ed.	Albuquerque
enora L. Wollman	1971	MA	- - - - - - - - - -	Sp.Ed.	Albuquerque
indy Morris	1971	MA	- - - - - - - - - -	Sp.Ed.	Ft. Sumner
hirley Shaffer	1971	MA	- - - - - - - - - -	Sp.Ed.Center	Albuquerque
elissa Sielick	1971	MA	- - - - - - - - - -	Sp.Ed.	T or C
eannette Smith	1971	MA	MR Fellow	Grad. Student	UNM
andra Dillon	1971	BA	- - - - - - - - - -	Grad. Student	UNM
athleen Matey	1971	BA	- - - - - - - - - -	Sp.Ed.	Los Lunas
athleen McCann	1971	BA	- - - - - - - - - -	Sp.Ed.	Cochitti
haron Ellis	1971	BA	- - - - - - - - - -	Sp.Ed.	Socorro
nthony S. Espinoza	1971	BA	SR. Trainee	Sp.Ed.	Albuquerque
ary Louise Maes	1971	BA	SR. Trainee	Sp.Ed.	Albuquerque
arol Ortiz	1971	BA	- - - - - - - - - -	Reg.Ed.	California
aymond G. Bierner	1971	BA	- - - - - - - - - -	Sp.Ed.	Grants
arry D. Cox	1971	BA	- - - - - - - - - -	Grad. Student	UNM
osemary Spencer	1971	BA	- - - - - - - - - -	Sp.Ed.	Albuquerque
iane Dietrich	1971	BA	SR. Trainee	NIE	Albuquerque

	MAJOR/MINOR	DEGREE	TYPE AWARD	CURRENT STATUS
r, Deborah	Elem.Ed/Sp.Ed.	BS	None	UTL
son, Margaret	Elem.Ed/Sp.Ed.	BS	None	Reg.Ed., Albuquerque
s, Martha	Elem.Ed/Sp.Ed.	BS	None	Grad. Student, UNM
lds, Cynthia	Elem.Ed/Sp.Ed.	BS	None	UTL
ez, Louella	Elem.Ed/Sp.Ed.	BS	None	Reg.Ed.
, Nita	Elem.Ed/Sp.Ed.	BS	None	Reg.Ed., Anthony, N.M.
William	Indus.Arts/Sp.Ed.	BS	None	I.A./Sp.Ed., Santa Fe
ia, Emanual	Sp.Ed.	MA	EPDA	Sp.Ed., Albuquerque
tt, Patricia	Sp.Ed.	MA	- - - -	Sp.Ed., Albuquerque
a, Mary	Sp.Ed.	MA	- - - -	Sp.Ed., New York
, Doris	Sp.Ed.	MA	- - - -	UTL
nant, Levonne	Sp.Ed.	MA	- - - -	Sp.Ed., Albuquerque
gos, Manual	Sp.Ed.	MA	EPDA	Sp.Ed., Albuquerque
les, Edward	Sp.Ed.	MA	BEH	Grad. Student, State Department
, Judy	Sp.Ed.	MA	- - - -	Not working
h, Nancy	Sp.Ed.	MA	EPDA	Sp.Ed., Albuquerque
an, Paulette	Sp.Ed.	MA	BEH	Sp.Ed., Albuquerque
ln, Pamela	Sp.Ed.	MA	- - - -	Sp.Ed., Albuquerque
, Linda	Sp.Ed.	MA	EPDA	SanFelipe, BIA
, Shirley	Sp.Ed.	MA	- - - -	Sp.Ed., Private
f, Jennifer	Sp.Ed.	MA	EPDA	Unemployed
, Mary Sue	Sp.Ed.	MA	EPDA	Sp.Ed., Denver
, John	Sp.Ed.	MA	- - - -	Grad. Student
s, Richard	Sp.Ed.	MA	- - - -	Reg.Ed., Bernalilo, N.M.
d, William	Sp.Ed.	MA	- - - -	Sp.Ed., Mass.
ez, Gilbert	Sp.Ed.	MA	- - - -	UTL
r, Alma	Sp.Ed.	MA	EPDA	Sp.Ed., California
, Mary	Sp.Ed.	MA	- - - -	Homebound, Albuquerque
ey, Albert	Sp.Ed.	MA	EPDA	Sp.Ed., Albuquerque
er, Donna	Sp.Ed.	MA	BEH	Sp.Ed., Albuquerque
ams, Ronald	Sp.Ed.	MA	EPDA	Sp.Ed., Albuquerque
Stanley	Speech/Sp.Ed.	BA	- - - -	Sp.Ed., BIA, Isleta
a, Silvia	Elem.Ed/Sp.Ed.	BA	- - - -	Sp.Ed., Albuquerque
ne, Philip	Elem.Ed/Sp.Ed.	BA	- - - -	Sp.Ed., Santa Fe
Jacqueline	Sp.Ed/Elem.Ed.	BA	- - - -	Unemployed
Gail	Sp.Ed.	MA	- - - -	Sp.Ed., Albuquerque
Randolph	Sp.Ed.	MA	- - - -	Sp.Ed., Los Lunas
h, Dennis	Sp.Ed.	MA	- - - -	Sp.Ed., Albuquerque
ner, Susan	Sp.Ed.	MA	- - - -	Sp.Ed., Albuquerque
iel, Roberta	Sp.Ed.	MA	BEH	Vista Larga, Private, Albuquerque
elson, Pamela	Sp.Ed.	MA	- - - -	Sp.Ed., Phoenix
rson, Judy	Sp.Ed.	MA	- - - -	Sp.Ed., Silver City, N.M.
quez, Maria	Sp.Ed.	MA	- - - -	Sp.Ed., Albuquerque
en, Thomas	Sp.Ed.	MA	- - - -	Sp.Ed., Albuquerque
ass, Sharon	Sp.Ed.	MA	BEH	Sp.Ed., Albuquerque
, Louis	Sp.Ed.	Ed.D.		
les, James	Sp.Ed.	Ph.D.	State Grant	Div. Early Childhood Rocky Mountain Federation Denver, Colorado

UNM Special Education Graduates

NAME	YEAR GRADUATED	DEGREE	TYPE OF AWARD	CURRENT STATUS	
Steven Block	1972	MA	-------------	Teacher	New York
Kathryn G. Braziel	1972	MA	-------------	Teacher	Santa Fe, N.M.
Patricia J. Dingman	1972	MA	-------------	Teacher	Laredo, Texas
Jane P. Hilz	1972	MA	-------------	UTL	
Lottie J. Horn	1972	MA	-------------	R. R. Tchr. (Private School)	Albuquerque, N
Sister Marjorie Kendall	1972	MA	Educ. Prof. Develop. Assoc	UTL	
Ann S. Levine	1972	MA	-------------	Pre-Sch. Teacher (Private School)	Albuquerque, N
Pamela R. Michaelson	1972	MA	-------------	Tchr.- Hosp. Prog.	Phoenix, Ariz.
Lionel O. Ortega	1972	MA	-------------	Reg. Class. Tchr.	Laguna Pueblo,
Katherine S. Robinson	1972	MA	-------------	R. R. Tchr.	Albuquerque, N
Alexander J. Souter	1972	MA	-------------	R. R. Tchr.	Albuquerque, N
Patricia E. Tharp	1972	MA	-------------	Spec. Educ. Tchr.	Las Cruces, N.
Eleanor S. Welton	1972	MA	-------------	Spec. Educ. Tchr.	Bernalillo, N.
Judith Ann Zanotti	1972	MA	-------------	A. A. C. L. D.	Albuquerque, N
Nancy D. Adams	1972	BA	-------------	UTL	
Betty D. Barker	1972	BA	-------------	Fail-Save Proj.	Albuquerque, N
Donna Ortman Bradley	1972	BA	-------------	UTL	
Carole A. L. Brito	1972	BA	-------------	UTL	Iowa
Kathleen J. Burt	1972	BA	-------------	UTL	
Shelly R. Finkelstein	1972	BA	-------------	Teacher	Albuquerque, N
Colleen Foye	1972	BA	-------------	UTL	
Josephine E. Garcia	1972	BA	-------------	Teacher	Espanola, N.M.
Ann Therkelsen Jones	1972	BA	-------------	UTL	
Allis Michele Kinkade	1972	BA	-------------	Teacher - APS	Albuquerque, N
Diane M. Levy	1972	BA	-------------	Teacher - APS	Albuquerque, N
Elizabeth A. Lovato	1972	BA	-------------	Spec. Educ. Tchr.	California
Efren E. Medrano	1972	BA	-------------	UTL	
Lois N. C. Nelson	1972	BA	-------------	UTL	
William C. Rowland	1972	BA	-------------	UTL	
Charles D. Salazar	1972	BA	-------------	Spec. Educ. Tchr.	Albuquerque, N
Sandra J. E. Schlotterback	1972	BA	-------------	UTL	
Lynn A. Schoen	1972	BA	-------------	UTL	
Bruce Tomlinson	1972	BA	-------------	UTL	

CODE: Spec. Educ. Tchr. = Special Education Teacher
R. R. Tchr. = Resource Room Teacher
APS = Albuquerque Public Schools
AACID = Albuquerque Association for Children with Learning Disabilitis
EMR = Educable Mentally Retarded
EMH = Educable Mentally Handicapped
UTL = Unable to locate

ME	YEAR GRADUATED	DEGREE	TYPE OF AWARD	CURRENT STATUS	
on W. Bartels	1973	BS	-------------	APS	Albuquerque, N.M.
nthia A. Bates	1973	BS	-------------	Tchr. - MR	Albuquerque, N.M.
mara A. Bear	1973	BA	-------------	Tchr. - 2nd Grade	Moriarty, N.M.
fred G. Chavez	1973	BA	-------------	Law School	Washington, D.C.
rry T. Chavez	1973	BA	-------------	EMR - APS	Albuquerque, N.M.
therine J. Cheshire	1973	BS	-------------	Tchr. Substitute	Albuquerque, N.M.
raldine Davis	1973	BA	-------------	R. R. Tchr. - APS	Albuquerque, N.M.
ry Dawson	1973	BA	-------------	Unemployed	
thleen A. Doherty	1973	BA	-------------	TMR - APS	Albuquerque, N.M.
mela D. Dusenbury	1973	BA	-------------	UTL	
dney H. Fry	1973	BA	-------------	EMR	Gadsden
ego D. Gallegos	1973	BA	-------------	EMH	Albuquerque, N.M.
cile R. Garner	1973	BA	-------------	UTL	
ry M. Haney	1973	BA	-------------	EMH	San Diego, Calif.
rabara Heidrich	1973	BA	-------------	R. R. Tchr. - APS	Albuquerque, N.M.
genia J. Hennigh	1973	BA	-------------	UTL	
rie N. Howell	1973	BA	-------------	Spec. Educ.	Sand Point, Idaho
tty J. Hulsbos	1973	BA	-------------	TMR	Los Alamos, N.M.
abella A. LaBalbo	1973	BA	-------------	Tchr. Substitute	Albuquerque, N.M.
rol J. Lopez	1973	BS	-------------	EMH - APS	Albuquerque, N.M.
ice McClelland	1973	BA	-------------	UTL	
ry M. Morgan	1973	BS	-------------	R. R. Tchr. - APS	Albuquerque, N.M.
ggy Lea Neil	1973	BA	-------------	UTL	
rgaret A. Oglesby	1973	BA	-------------	EMR - APS	Albuquerque, N.M.
onica P. Padilla	1973	BS	-------------	UTL	
elyn Ringstead Pafford	1973	BS	-------------	EMR - APS	Albuquerque, N.M.
ne L. Perovich	1973	BA	-------------	UTL	
rie E. Pynn	1973	BA	Bureau of Ed. Handicapped	Grad. Student Univ. of New Mex.	Albuquerque, N.M.
an K. Roberts	1973	BS	-------------	UTL	
nice G. Sharp	1973	BS	-------------	Dropped - Sp. Ed.	
dy L. Silvio	1973	BA	-------------	TMR - Private Pre-sch.	
n L. Stege	1973	BA	-------------	-School (Grad.)	Albuquerque, N.M.
e A. Tally	1973	BA	-------------	TMR - Teacher APS	Albuquerque, N.M.
racy L. P. Thompson	1973	BS	-------------	UTL	
ry Valerio	1973	BA	-------------	EMR - APS	Albuquerque, N.M.
ry A. Weidle	1973	BA	-------------	Spec. Educ. Tchr.	Albuquerque, N.M.
bra L. Williams	1973	BA	-------------	EMR	Florida
rgaret M. Wise	1973	BA	-------------	EMH - APS	Albuquerque, N.M.
thryn Yarasheski	1973	BA	-------------	UTL	
lliam E. Alsop	1973	MA	-------------	Instructor-Kansas State University	Manhattan,Kansas
rter G. Bower	1973	MA	B.E.H. Fellow.	R. R. Tchr.	Jemez, N.M.
aire M. Bryan	1973	MA	-------------	Spec. Educ. Tchr.	Albuquerque, N.M.
aron M. Cutrell	1973	MA	-------------	Spec. Educ. Tchr.	Albuquerque, N.M.
thony J. Espinosa	1973	MA	B.E.H. Fellow.	State Div. of Sp.Ed.	Santa Fe, N.M.
everlee S. Gard	1973	MA	-------------	Consultant- R. Rm.	Albuquerque, N.M.
arlene B. Greth	1973	MA	-------------	Unemployed	
onne H. Hamburg	1973	MA	B.E.H. Fellow.	R. R. Tchr.	Albuquerque, N.M.
hard D. Howell	1973	MA	Grad. Assist.	Spec. Educ. Tchr.	Idaho
seph L. Hurtado, Jr.	1973	MA	B.E.H. Fellow.	Project Director	Santo Domingo, Dominican Republ
onilla S. Jaramillo	1973	MA	-------------	R. R. Tchr. - APS	Albuquerque, N.M
anne D. Johnson	1973	MA	-------------	R. R. Tchr. - APS	Albuquerque, N.M.
na Marie A. King	1973	MA	-------------	R. R. Tchr. - APS	Albuquerque, N.M.

NAME	YEAR GRADUATED	DEGREE	TYPE OF AWARD	CURRENT STATUS	
Mildred N. Kline	1973	MA	-------------	R. R. Tchr. - APS	Bernalillo , N.
Barbara A. Kronig	1973	MA	B.E.H. Fellow.	Spec. Educ. Tchr.	Albuquerque, N.
Alan L. LaFon	1973	MA	B.E.H. Fellow.	Spec. Educ. Tchr.	Anthony, N.M.
Alice D. Maechtlen	1973	MA	B.E.H. Fellow.	Spec. Educ. Tchr.	Albuquerque, N.
Rennee H. Mathews	1973	MA	-------------	Nurse for the Trainable	Albuquerque, N.
Ruth J. McGowan	1973	MA	B.E.H. Fellow.	Spec. Educ. Tchr. South Area	Albuquerque, N.
Michael Gail Moffett	1973	MA	-------------	Spec. Educ. Tchr. North Area	Albuquerque, N.
Meave V. S. Nelson	1973	MA	-------------	Spec. Educ. Tchr. (South Area)	Albuquerque, N.
Gwenlynne B. Pike	1973	MA	B.E.H.Fellow.	Doc. Student-UNM	Albuquerque, N.
Gerald R. Platt	1973	MA	E.P.D.A.	B. I. A.	Arizona
Bea H. Poe	1973	MA	B.E.H. Fellow.	R. R. Tchr.-APS	Albuquerque, N.
Mary A. Rackley	1973	MA	E.P.D.A.	BIA Regional Office	Albuquerque, N.
Eleanor W. Ryan	1973	MA	-------------	R. R. Tchr. -Jr.High	Albuquerque, N.
Celia S. Shore	1973	MA	B.E.H. Fellow.	Spec. Educ. Tchr.	Albuquerque, N.
Michael H. Stuart	1973	MA	B.E.H. Fellow.	Spec. Educ. Tchr.	Freeport, Maine
Verlinda P. Townsend	1973	MA	E.P.D.A.	Consultant-Tchr.	Carson City, Ne
David R. Trujillo	1973	MA	-------------	Teacher	Santa Fe, N.M.
Eugene D. Valencia	1973	MA	B.E.H. Fellow.	Spec. Educ. Coor.	Window Rock, Ar
Robert G. Walsh	1973	MA	B.E.H. Fellow.	Tchr.-Engineered Classroom	Los Alamos, N.M
Sharon Watkins	1973	MA	-------------	TMH - APS	Albuquerque, N.
Betsy L. Williams	1973	MA	-------------	EMH	Georgia
Denise G. Williams	1973	MA	-------------	Housewife	Albuquerque, N.

UNM SPECIAL EDUCATION GRADUATES

NAME	YEAR GRADUATED	DEGREE	TYPE OF AWARD	CURRENT STATUS	LOCATION
AKE, Wendy J.	1973	MA	- - - -	Sp. Ed. Tchr.	Taos, N.M.
EWER, Valerie W.	1973	MA	- - - -	Sp. Ed. Tchr.	Albuq.N.M.
MPBELL, Patricia G.	1973	MA	- - - -	Sp. Ed. Tchr. (ED)	Santa Fe, N.M.
RTIS, Diana Behnke	1973	MA	- - - -	Reg. Ed. Tchr.	Albuq. N.M.
YNN, Roberta Nunns	1973	MA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
NNING, Robert W.	1973	MA	- - - -	Sp. Ed. Tchr.(ED)	Albuq. N.M.
RT, Ann Gould W.	1973	MA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
HNSON, Leanne D.	1973	MA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
JSTEREK, David J.	1973	MA	- - - -	Sp. Ed. Tchr.	Montana
HRN, Evelyn N. Scott	1973	MA	- - - -	APS Tchr.	Homebound
NCHEZ, Nancy N.	1973	MA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
OMASSEN, Timothy M.	1973	MA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
MMER, Gail W.	1973	MA	- - - -	Sp. Ed. Tchr.(PFC)	Albuq. N.M.
HICHA, Rafaelita	1973	BA	- - - -		
ACKMORE, Judith	1973	BS	- - - -		
SH, Peter	1973	BA	- - - -	Pro Football Player (New York Stars)	
RRILLO, Veronica	1973	BA	- - - -	Sec. Ed. Tchr.	Albuq. N.M.
RROLL, Mary Jane	1973	BA	- - - -	PFC	Albuq. N.M.
WLEY, Sally Anne	1973	BA	- - - -	Sp. Ed. Tchr.	Silver City, N.M.
AWLEY, Joyce	1973	BS	- - - -		
NIELS, Mary E.	1973	BA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
VIS, Adele	1973	BS	- - - -		
BER, Jean Helen	1973	BS	- - - -		
LBERT, Mary Jane	1973	BA	- - - -	Sp. Ed. Tchr.	VA
OCH, Barbara	1973	BS	- - - -	Grad. Student	UNM

DE: Sp. Ed. Tchr = Special Education Teacher
Sec. Ed. Tchr = Secondary Education Teacher
Reg. Ed. Tchr = Regular Education Teacher
Priv. Sch. = Private School
TMR = Trainable Mentally Retarded
ED = Emotionally Disturbed
APS = Albuquerque Public Schools
VA = Veteran's Administration

NAME	YEAR GRADUATED	DEGREE	TYPE OF AWARD	CURRENT STATUS	LOCATION
GURULE, Mary V.	1973	BS	- - - -		
HAISLIP, Carolyn	1973	BA	- - - -		
JARAMILLO, Antonio	1973	BA	- - - -		
KILLMAN, Aneeda	1973	BS	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
MOUCHETTE, Toby	1973	BA	- - - -	Sp. Ed. Tchr. (TMR)	Silver City,N.M.
NAGY, Mary	1973	BS	- - - -	Sp. Ed. Tchr.	Mountainaire, N.M
OSUNA, Marta	1973	BA	- - - -	Sp. Ed. Tchr.	Denver, Colo.
QUINTANA, Josephine	1973	BS	- - - -	Sp. Ed. Tchr.	Belen, N.M.
RICE, Kathryn	1973	BA	- - - -	Sp. Ed. Tchr.	Los Lunas, N.M.
RIVERA, Ralph	1973	BA	- - - -	Sp. Ed. Tchr.	Bernalillo, N.M.
RIVERA, Susan	1973	BS	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
SCHNEIDER, Marie	1973	BS	- - - -	Reg. Ed. Tchr.	Mountainaire, N.M.
TANTZEN, Ulrike	1973	BA	- - - -	Sp. Ed. Tchr.	Alamogordo, N.M.
VALDEZ, Berdel	1973	BS	- - - -		
BECKLEY, Catherine North	1974	MA	- - - -	State Department	Santa Fe, N.M.
BIERY, Elaine	1974	MA	- - - -	APS	
CLAYSHULTE, Barbara	1974	MA	- - - -	Sp. Ed. Tchr.	Guam
DeVESTY, Geraldine	1974	MA	- - - -	Sp. Ed. Tchr.	Albuq.N.M.
ELDBACH, Constnace S.	1974	MA	- - - -	Sp. Ec. Tchr.	Germany
HOOTON, Barbara H.	1974	MA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
KLITZKIE, Lourdes P.	1974	MA	- - - -	Sp. Ed. Tchr.	Guam
MAPLES, George V.	1974	MA	- - - -	Sp. Ed. Tchr.	Santo Domingo, N.M.
MITHCELL, Linda A.	1974	MA	- - - -	Sp. Ed. Tchr.	Los Lunas,N.M.
OBENSHAIN, Virginia	1974	MA	- - - -	Sp. Ed. Tchr. (Priv. Pre-School)	Albuq. N.M.
PYNN, Maria	1974	MA	- - - -	Sp. Ed. Tchr. (UNM)	Albuq. N.M
SCHMITZ, Sharon M.	1974	MA	- - - -	Not Employed	California
VILLESCAS, David Jr.	1974	MA	- - - -	Sp. Ed. Tchr.	Colo. Springs
WESNER, Alice	1974	MA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
ARMSTRONG, Ruth	1974	MA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
ASHER, Joetha C.	1974	MA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
BAEHR, Lynne G.	1974	MA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
CORMACK, Elizabeth	1974	MA	- - - -	Sp. Ed. Tchr.	Socorro, N.M.
DENNIS, Michael T.	1974	MA	- - - -	Sp. Ed. Tchr. - Nazareth Hosp.	Albuq. N.M.
DUFAULT, Robert	1974	MA	- - - -	Sp. Ed. Tchr.	Colo. Springs
EISENBERG, Yvonne B.	1974	MA	- - - -	Sp. Ed. Tchr.	Texas

NAME	YEAR GRADUATED	DEGREE	TYPE OF AWARD	CURRENT STATUS	LOCATION
EY, Richard	1974	MA	- - - -	Sp. Ed. Tchr.	Colorado
ETT, Sue	1974	MA	- - - -	Reg. Ed. Tchr.	Bernalillo, N.M.
DNER, Angela V.	1974	MA	- - - -	Sp. Ed. Tchr. (Priv. School)	Albuq. N.M.
RY, Clay	1974	MA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
TBRUNNER, Ronald	1974	MA	- - - -	Sp. Ed. Tchr.	Hawaii
N, Jacqueline K.	1974	MA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
N, George R.	1974	MA	- - - -	Psychologist	No. Carolina
S, Judith	1974	MA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
N, David R.	1974	MA	- - - -	Subst. Tchr.	Albuq. N.M.
RRIS, Cynthia	1974	MA	- - - -		
HERN, Jean B.	1974	MA	- - - -	Sp. Ed. Tchr. Spec. Pre-School	Albuq. N.M.
OZ, JoAnn	1974	MA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
RICK, Karen J.	1974	MA	- - - -	Diagnostician	Albuq. N.M.
HERFORD, Lizabeth	1974	MA	- - - -	Sp. Ed. Tchr.	Colorado
PE, Michele McManemy	1974	MA	- - - -	Sp. Ed. Tchr.	
ER, Beverly	1974	MA	- - - -	Sp. Ed. Tchr.	Bernalillo
EOLI, Linda	1974	BA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
IJO, Michael	1974	BS	- - - -		
IJO, Michelle	1974	BA	- - - -	Sp. Ed. Tchr. (Jimenez Pub.Sch.)	Gallup, N.M.
A, Mary Jo.	1974	BS	- - - -	Reg. Ed. Tchr.	Albuq. N.M.
DASARRE, Rose	1974	BA	- - - -	Sp. Ed. Tchr.	Los Lunas, N.M.
NETT, Phyliss	1974	BA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
RETT, Woodrow	1974	BS	- - - -	Subs. Sp. Ed. Tchr.	
KNELL, Mary	1974	BS	- - - -	Reg. Ed. Tchr.	Albuq. N.M.
TRAND, Patricia	1974	BA	- - - -	Sp. Ed. Tchr.	Raton, N.M.
SBY, Robert	1974	BA	- - - -	Graduate Student	U of Texas
IER, Linda	1974	BA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
OT, Maya	1974	BA	- - - -	Children's Hosp.	Denver
LAHAN, Marynell	1974	BS	- - - -	Sp. Ed. Tchr.	Grant, N.M.
MON, Sally Jo	1974	BS	- - - -	Sp. Ed. Tchr.	
BY, Mary Ann	1974	BA	- - - -	Sp. Ed. Tchr.(TMR)	Albuq. N.M.
KINS, Michelle	1974	BA	- - - -		
E, Nancy	1974	BS	- - - -	Sp. Ed. Tchr.	Estancia, N.M.
AGAN, Constance	1974	BS	- - - -	Sp. Ed. Tchr.	Carlsbad, N.M.
IARDT, Linda	1974	BA	- - - -	Sp. Ed. Tchr.	Roswell, N.M.

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NAME	YEAR GRADUATED	DEGREE	TYPE OF AWARD	CURRENT STATUS	LOCATION
FELDMAN, Robert	1974	BA	- - - -	Graduate Student	
FELICETTI, Terry	1974	BA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
FLICK, Bonnie	1974	BA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
FRY, Anne	1974	BS	- - - -	Sp. Ed. Tchr.	BIA
GALLEGOS, Gilbert	1974	BA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
GARLAND, Carol	1974	BA	- - - -	Graduate Student	UNM
GARY, Kathleen	1974	BA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
GORMALLY, Laura	1974	BA	- - - -	Sp. Ed. Tchr.	Florida
GRIFFITH (Gunty), Gail	1974	BA	- - - -		
GUTIERREZ, Michael	1974	BA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
HAMMOND, Ann	1974	BS	- - - -	Graduate Student	UNM
HARDING, Carole Jean	1974	BS			
HARWELL, Cynthia	1974	BA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
IRVIN, Sara	1974	BA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
JOHNSON, Elizabeth	1974	BA	- - - -	Sp. Ed. Tchr. (Esperanza)	Albuq. N.M.
JOHNSON, Susan	1974	BS	- - - -	Reg. Ed. Tchr.	Texas
JONES, Samuel	1974	BS	- - - -	Graduate Student	UNM
OURDAN, Patricia	1974	BS	- - - -	Reg. Ed. Tchr.	Hawaii
KAMITCHIS, Anna	1974	BS	- - - -		
KENNETH, Janet	1974	BA	- - - -	Sp. Ed. Tchr.	Louisiana
KNIGHT, Wayne	1974	BA	- - - -	Sp. Ed. Tchr.(TMR)	Albuq. N.M.
KUBIE, Carmen L.	1974	BA	- - - -	Graduate Student	U of Wash.
LOAR, Glenna	1974	BA	- - - -	Sp. Ed. Tchr	Albuq. N.M.
LYNCH, Susan	1974	BA	- - - -		
McINTYRE, Carey	1974	BA	- - - -		
MARIANITO, Ethel	1974	BA	- - - -	Graduate Student	UNM
MAJSTEREK, Shelly	1974	BS	- - - -	Sp. Ed. Tchr.	Montana
OLIVAS, Paul	1974	BS	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
O'NEILL, Mary	1974	BS	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
PENA, Jeannette	1974	BA	- - - -	Sp. Ed. Tchr.	Belen, N.M.
WATSON (Quay), Pamela	1974	BA	- - - -	Graduate Student	U of Arizona
RABORN, James	1974	BA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
REYNOLDS, Debbie	1974	BS	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
ROBINSON, Jody	1974	BA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
DGERS, Martha	1974	BA	- - - -		
SANCHEZ, Jesusita	1974	BA	- - - -	Sp. Ed. Tchr.	Albuq. N.M.

NAME	YEAR GRADUATED	DEGREE	TYPE OF AWARD	CURRENT STATUS	- LOCATION
EZ, Rita	1974	BA	- - - -	Sp. Ed. Tchr.	Dallas
GRIST, Jan	1974	BA	- - - -	Graduate Student	
S, Denice	1974	BS			
L, Paula	1974	BS	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
OYA, Nina	1974	BA	- - - -	Sp. Ed. Tchr. (Arvin High School)	Bakersfield
INO, Susan	1974	BA	- - - -	Sp. Ed. Tchr.	Pennsylvania
ENFELD, Jane	1973	Ed. D.	- - - -	Sp. Ed. Tchr.	Albuq. N.M.
MAN, Mark H.	1974	Ed. D.	- - - -	Sp. Ed. Tchr.	U of Illinois

Program Objectives *
And Evaluation*

Part IV, No. 1.
of
Official Application

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* Completed by all new applicants.

PROGRAM GOALS

Program Objectives

The program objectives for the Special Education Department at the University of New Mexico remain essentially the same as those stated in the program assistance grant submitted for 1972-1973, 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 in Section K on Program Evaluation. Our new objectives show additional specific goals and continuation of unfulfilled 1972-1973 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

PROGRAM GOALS

estalishing 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 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.

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.

- PROGRAM GOALS

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 following Program Development Grant).

OBJECTIVE I

PLACE 480 TRAINED SPE[illegible]L EDUCATION TEACHERS IN RURAL, SOUTHWEST UNITED STATES BY 1976

INPUT	PROCESS	OUTPUT
1972-73		
7 full-time faculty members Approximately 300 students--(UG and G) Coursework in MR, LD and ED	Students and faculty advisor plan program and write a contract (this procedure has since been adopted by almost all departments in the College of Education). Degree programs in MR at B. S. level which includes extensive experience and contact with children (approximately 40 hours of Special Education Coursework). Degree Programs in MR, LD and ED at M.S. level and Doctoral level	39 B.S. Degrees 34 M.S. Degrees 1 Ph. D. Degree 1 Ed. D. Degree 5 Certificates
1973-74		
8 full-time faculty members Approximately same number of students Coursework in MR, LD and Ed	(Same as above)	Approximately 140 degreed teachers
1974-75		
10 full-time faculty members Approximately same number of students Coursework in MR, LD and ED	Same as above with a move to training teachers for various delivery services, i.e., itinerant teachers, Resource Room teachers, self-contained classroom teachers (moderate) and self-contained classroom teachers (severe).	Approximately 130 degreed teachers

(470)

OBJECTIVE 1. - (EVALUATION)

EVALUATION QUESTION NO. 1:

Will the University of New Mexico, Department of Special Education, be able to produce 480 trained teachers from 1971 to 1976?

SOURCE OF INFORMATION:

1. Graduation list for Winter, Spring and Summer for respective years.

RESULTS:

	1972	1973	1974	1975
B.S.	55	39	77	
M.S.	33	34	67	
Ph.D.	1	1	2	
Ed.D.	1	1	–	
Certification	11	5		
	101	80	146	

DISCUSSION:

The University of New Mexico will have to produce 152 teachers in 1975 and 1976. The above information source speaks only of students who have graduated, so therefore, it must be considered as a minimum number of trained teachers. We should be able to meet our standard (objective) in respect to quantity of teachers produced by 1976.

EVALUATION QUESTION NO. 2:

Are the teachers being trained by the University of New Mexico staying in the Southwest and working in the area of Special Education?

SOURCE OF INFORMATION:

1. Professors' knowledge of assignment of graduates
2. Placement Center information

RESULTS:

Of those students graduating in 1973, 80% remained in New Mexico, 5% were in the surrounding states (Arizona and Utah) and the rest were scattered throughout the country. Of the students in the same graduating list, 87% went into teaching in Special Education. The remainder were regular class teachers, housewives or we were unable to locate them.

DISCUSSION:

Since it appears that 85% of the teachers trained at the University of New Mexico remain in the Southwest, then in order to place 480 teachers in the Southwest by 1976, the University of New Mexico will have to produce 564 teachers from 1971 to 1976. Thus instead of producing 152 teachers in the next two-year period, it will be necessary to graduate 237 teachers.

While it appears that our production performance is adequate to meet the standard set earlier, a couple of factors have emerged to indicate a need to change our standards.

1. In 1972 the New Mexico State Legislature mandated that all exceptional children shall be serviced by the public schools.
2. In 1973 the results of a state incidence study (Attachment A) indicated that approximately 48,000 exceptional children in New Mexico were not being served.
3. A state plan (Attachment B) concluded that over two thousand additional teachers were needed.
4. An analysis of teacher-pupil staff ratio at the Universities in New Mexico indicated that the universities were already understaffed (Attachment C).

These diverse findings lead to a state planning effort by all of the teacher training institutions in New Mexico, the State Department of Education, Division of Special Education and the Bureau of Educational Finance for a proposal to increase the number of teachers being trained without substantially increasing the permanent staff at any university (Attachment C). This is one of the first times that all of the training institutions in any one state has laid their programs together for mutuality of planning for training teachers to meet the needs of exceptional children in the state.

Design for 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.

Page ——

INPUT	PROCESS	OUTPUT

The stated objective was fully met by Summer, 1974. Therefore, a new objective of 100% is set for 1976.

******(See letter attached)

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STATE OF NEW MEXICO
DEPARTMENT OF EDUCATION — EDUCATION BUILDING
SANTA FE - 87501

October 3, 1974

LEONARD J. DE LAYO
INTENDENT OF PUBLIC INSTRUCTION

James S. Everett, Ed.D.
Department of Special Education
University of New Mexico
Albuquerque, New Mexico

Dear Dr. Everett:

According to data provided by the Special Education Unit of the State Department of Education, there were 633-1/2 persons teaching in the area of Special Education in New Mexico during the 1973-74 school year. The breakdown is as follows:

414 - Self contained

97 - TMH

122-1/2 - Resource rooms

According to records in the Certification Unit, we issued authority to work in the Special Education area for one year to 84 individuals. Deficiencies range from one course to complete Special education program to the initiating of a program at a university.

Hope this is the information you need.

Very truly yours,

Helen M. Westcott

Mrs. Helen M. Westcott
Certification Officer

HMW/bjm

INPUT	PROCESS	OUTPUT
120 Undergraduate Majors La Luz Elementary School (North Vally--Predominately Spanish surnamed children)	1. Tutoring in one-to-one in La Luz Elementary site-- Individual instruction 2. Educational Diagnosis for each child 3. Educational prescription for each child	Undergraduate majors had sustained contact with bilingual/bicultural children
Special Education 447--Methods and Materials for Bilingual children	120 students @ 80 hours per student on site = 9600 hours per student	Student diagnosed, prescribed and evaluated bilingual/bicultural children
Parents	1 semester time bimonthly parent meetings	*Parent initiated the continuances of parent involvement without university support through area superintendent's office
	Development of parent handbook in Spanish and English (Appendix E)	Handbook for Parents

OBJECTIVE 3

EVALUATION QUESTION 1:

Was bilingual training site established by 1974? Yes.

a. Describe number of kids we served-(98 children)

b. Number of teachers in school contacted-(15 teachers)

EVALUATION QUESTION 2:

Did student have an opportunity to actually diagnose, prescribe and follow through on children?

SOURCE OF INFORMATION:

Supervising teacher reports

RESULTS:

Each of the 120 undergraduate students spent a minimum of 80 hours with a child.

EVALUATION QUESTION 3:

Did any unplanned outcomes develop?

SOURCE OF INFORMATION:

Student reports/staff reports

RESULTS:

A parent handbook was developed which was written in Spanish and English (See Attachment E). This handbook which started as a class project was adopted for use by the whole school.

Parents who were involved in an experimental parent group designed to train teachers to work with parents followed through after the training session.

They developed a school/community parent group which met with the Area Superintendent for a continuing project.

DISCUSSION:

The objective was basically met by the year 1974. Many students and elementary students benefited by the program. Because of lack of funds for staff development, the program was temporarily deemphasized for the 1974-75 school year.

It still remains a priority by the University of New Mexico staff and with three (3) bilingual staff members it will be reconsidered as an objective to be included for the 1975-78 grant period.

INPUT	PROCESS	OUTPUT
Los Lunas Hospital and Training School 12 Undergraduate Students 8 Graduate Students (TMR) 6 Graduate Students (ED) 1 University Professor as Laison person 1 University Doctoral Student 2 University Professors (support staff)	Summer 1973	
	Summer Workshop for all TMR teachers in state held at the Los Lunas Hospital and Training School	Stimulate interchange of ideas among educational personnel of various staff
	Placement of 6 graduate students for Practicum in Severe ED classes	
	Fall 1973	
	Follow-up Workshop held weekly with all Los Lunas Hospital and Training School Educational Staff	Handbook describing entry-exit system for all students using Los Lunas Hospital and Training School as a training site (Appendix F)
	Placed 6 undergraduates and 4 graduates at site for practice teaching and Practicum	
	4 classrooms set aside for state teacher training services	
	Spring 1974	
	Observations were designed and built for teacher training purpose	Observation rooms designed and built
	Placed 6 undergraduates and 4 graduates at sites for practice teaching and Practicum	Individual alternative services for severely retarded/continuum concept in Residential Center
		Needs assessment and follow-up study of Severely Retarded Children in Los Lunas Hospital and Training School and those on the waiting list

OBJECTIVE 4

EVALUATION QUESTION 1:

Is is feasible to establish a Residential Training Site for Severely Handicapped Children?

SOURCE OF INFORMATION:

Class lists, training site personnel, University of New Mexico staff

RESULTS:

Twenty-seven teachers attended a Summer Workshop, six graduate students in Emotional Disturbance. There is definitely a need in New Mexico for a statewide site for training and experiences for individuals wanting to deal specifically with the severely mentally retarded and emotionally disturbed.

Los Lunas Hospital and Training School has set aside four (4) large classrooms with one way viewing areas for the Department of Special Education, University of New Mexico. With their outstanding cooperation, the ideal site is possible, however, limitations exist due to the physical plant and distance of Los Lunas Hospital and Training School.

TO DEVELOP A TRAINING SITE FOR EDUCATIONAL DIAGNOSTICIANS BY 1974

IN THE IMMEDIATE GEOGRAPHICAL AREA (COOPERATING AGENCY YET UNSPECIFIED)

INPUT	PROCESS	OUTPUT
Manzanita Center, University of New Mexico Department of Special Education, University of New Mexico State Department, Divison of Special Education Regional Meeting of significant educators.	Established the University of New Mexico, Manzanita Center in conjunction with the Department of Special Education as the state site for training Educational Diagnosticians.	A training site for Educational Diagnosticians, i.e., Manzanita Center with the Director from the Department of Special Education.

**NOTE: See Objectives 7 and 12.

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OBJECTIVE 5

EVALUATION QUESTION NO. 1:

How does the Manzanita Center's activities reflect the Diagnostic Site's Objectives?

RESULTS:

Manzanita Center is the practicum site for graduate students enrolled in the jointly listed Special Education/Guidance 515, Differential Diagnosis II - Educational Diagnosis courses and in Special Education 551, Advanced Field Experiences. Students are involved in diagnosis, educational and parent training and therapy for students and adults. Approximately 20 students are enrolled each year.

The Department of Curriculum and Instruction uses Manzanita Center for courses in remedial reading which are taken by many students in Special Education. The courses require direct involvement with children and adults in the diagnosis and teaching of reading.

Manzanita Center also maintains the test materials and provides observation spaces for Special Education and Guidance 512, Differential Diagnosis I, Intellectual Evaluation. Approximately 60 students are enrolled in these courses each semester.

During the Summer, 1974, two Special Education Programs were conducted in Manzanita Center in cooperation with the New Mexico State Department of Education, Division of Special Education. One program, two weeks in length, involved training of teachers of gifted persons. Eleven students participated. The other program provided training for Educational Diagnosticians. This course was six weeks in length.

A major future objective is a diagnostic, teaching, and therapy team with representatives from psychology, psychiatry, education, guidance, special education, communication disorders, and physical education.

Design for

OBJECTIVE 6

TO ESTABLISH A SPECIAL EDUCATION INFORMATION AND TRACKING SYSTEM IN CONJUNCTION WITH THE STATE DIVISION OF SPECIAL EDUCATION BY THE FALL OF 1975

Page

INPUT	PROCESS	OUTPUT
Regional Resource Center (Las Cruces, Universities and Colleges in New Mexico and Public Schools)	Cooperation in design of State Incidence Study The University of New Mexico served as a catalytic agent for Incidence Study	State Incidence Study (Appendix A)
State Department of Education (Division of Special Education)	Cooperation and assistance in developing a manpower needs assessment	State Plan for training personnel in state to work with Exceptional Children (Appendix B)
	Cooperation and assistance in establishing Regional Service Centers in Rural New Mexico	Establishment of Regional Service Centers in Rural New Mexico
	The University of New Mexico served as a catalytic agent in developing a tracking system for exceptional children	The establishment of a tracking system for children* (See Evaluation Questions)

Design for 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.

Page

INPUT	PROCESS	OUTPUT
University of New Mexico, Department of Special Education State Department of New Mexico, Division of Special Education Regional Resource Center, Las Cruces, New Mexico	The University of New Mexico initiated a meeting of teacher trainees at Los Alamos, New Mexico	Teacher Certification Standards for the State (Appendix H)
Director, Fail-Save Project University of New Mexico, Department of Special Education Division of Special Education, State Department of Education	Assisted in Project Evaluation and held Parent Workshops throughout Northeast New Mexico.	2 Evaluation Reports were completed for BEH/DES Approximately 20 workshops for teachers and parents were held. Approximately 16 new direct service programs to exceptional children were established.
Director, Manzanita Center, University of New Mexico, Special Education Staff State Department of Education, Division of Special Education	Regional Meetings, Las Cruces, New Mexico Workshop sessions, Highlands University, Las Vegas, New Mexico	Diagnostician Certification Competencies (Appendix I).
University of New Mexico in cooperation with all colleges and universities in the state.	Establishment of a communication vehicle among training agencies, i.e., Teacher Education Division	Statewide planning among universities and colleges.

OBJECTIVE 6

EVALUATION QUESTION 1:

Were the major components of objective 6 met or will be met by 1975?

SOURCE OF INFORMATION:

Document on State Incidence Study, Manpower needs study and personal knowledge of staff.

RESULTS:

The State Incidence Study was designed and carried out by 1973 indicating a need to serve 48,000 children who were not currently being served (Appendix A). This output became an input for a manpower study for training personnel in New Mexico (Appendix B). In addition, four (4) Regional Service Centers were established in the fall of 1974 to service children in Rural New Mexico.

A design for a tracking system for exceptional children was developed by 1971 based on ORI (Appendix G). However, this system cannot be implemented because of legal implication of tracking children in a central clearing center.

DISCUSSION:

Basically this objective has been met by 1974 to the extent that can be legally done.

OBJECTIVE 7

EVALUATION QUESTION NO.1:

How has the University of New Mexico, Department of Special Education functioned as a catalytic agent in the state.

RESULTS:

Three definite products were evident from this effort:

1. State Teacher Certification Requirements
2. Educational Diagnostician Certification Requirements
3. Establishment of Teacher Education Division

DISCUSSION:

Through the effort of the Department of Special Education staff at the University of New Mexico, universities and colleges, as well as other agencies appear to be communicating now and are making a concerned effort toward working and planning together within the framework of a statewide plan. For the first time in the history of New Mexico, agencies are trying to work together for the betterment of educational services for exceptional children.

OBJECTIVE 8

Design for TO EVALUATE THE UNIVERSITY'S (UNIVERSITY OF NEW MEXICO) COMMITMENT TO THE DEPARTMENT OF GUIDANCE AND SPECIAL EDUCATION AS MEASURED BY IMPROVEMENT

INPUT	PROCESS	OUTPUT
University of New Mexico Special Education and Guidance Staff Members College of Education Administrative Personnel University Administrative Staff Staff Members from other New Mexico Universities and Colleges New Mexico State Bureau of Educational Finance	Survey of Office Space needs Survey of Manpower needs, both statewide and university Meetings between Guidance and Special Education Staff to plan for the separation into two Departments Recommendations to University Administration and Bureau of Educational Finance Committee on staff needs	Adequate office space for all University of New Mexico Special Education Staff Members Increase in tenure track (hard money) positions Appropriate student/professor ratios Division of Guidance and Special Education Department into two Departments, i.e., Department of Special Education and Department of Guidance.

OBJECTIVE 8

EVALUATION QUESTION 1:

Is their adequate office space for current staff?

SOURCE OF INFORMATION:

Staff survey

RESULTS:

All ten staff members have separate offices with telephone, desks, chairs, etc. One office is very small (6' x 8'). This is an increase from 1972-73 of two offices. There is also a large room for doctoral students with individual desks. All offices are in a contiguous area with the exception of one staff member who also serves as Director of Manzanita Center. The Special Education Complex is located in the basement of the College of Education.

EVALUATION QUESTION 2:

What is the University's financial committment to Special Education in terms of positions?

SOURCE OF INFORMATION:

Budgeted positions

RESULTS:

The University of New Mexico has continued to support Special Education's personnel needs.

1973-74 Two (2) hard money positions were added, making 6 out of 8 staff members supported by state funds.

1974-75 1/4 hard money positions were added, making 6 1/4 out of 10 staff members supported by state funds.

Three (3) members have tenure and four (4) of the remaining staff members are on tenure track.

EVALUATION QUESTION 3:

How appropriate are student/professor ratios at the University of New Mexico?

SOURCE OF INFORMATION:

Document prepared for Bureau of Educational Finance.

RESULTS:

(See Appendix c)

INPUT	PROCESS	OUTPUT
University of New Mexico, Department of Special Education State Department of Education, Division of Special Education Manzanita Center	Workshops	Workshops - Summer '73 TMR - Los Lunas Hospital and Training School ED - UNM, Spec. Ed. Dept. Gifted - UNM, Spec. Ed. Dept. Resource Room Teacher - UNM, Spec. Ed. Dept. Diagnosis - UNM, Manzanita Cntr., Spec. Ed. Dept.
University of New Mexico, Department of Special Education 5 - Staff Members 5 - Doctoral Students	Project Outreach - extension courses for Rural School District on site. A. Psy. and Educ. Assessment B. Needs Assessment C. Prescriptive Teaching D. Concept of Spec. Ed. in a Regular Classroom E. Behavior Management	Bernalillo Pub. School - 10 teachers Belen Pub. School - 14 teachers Grants Pub. School - 22 teachers Gallup Pub. School - 9 teachers Santa Fe Pub. School - 17 teachers TOTAL 72 teachers Total credit hour production = 246 hours
University of New Mexico, Department of Special Education	In-service Training Session in State	BEH, Part See page of Grant.
See Objective 13	See Objective 13	See Objective 13

OBJECTIVE 9

EVALUATION QUESTION NO. 1:

Did the Department of Special Education, University of New Mexico, with the cooperation and support of other agencies provide workshops to rural and remote school districts?

RESULTS:

Through the support from the State Department of Education, Division of Special Education, the College of Education and Manzanita Center, the Department of Special Education, University of New Mexico, was able to provide five (5) state-wide workshops in the areas of: TMR, ED, Gifted, Resource Room Teacher Model and Diagnosis involving approximately 150 teachers.

DISCUSSION:

Although this mode of instruction services rural area teachers, our staff is reviewing other alternatives which might supplement the workshop concept.

EVALUATION QUESTION NO. 2:

What effort was made by the Department of Special Education, University of New Mexico to provide in-service activities other than workshops to rural areas in New Mexico?

RESULTS:

With the cooperation of Continuing Education, University of New Mexico, credit hours were produced through Project Outreach in five (5) rural school districts in which 72 teachers received in-service credit.

DISCUSSION:

Project Outreach appears to be only one of many alternatives which supplement the workshop concept mentioned earlier. Additional in-service activities were carried on by our entire staff (see BEH, part on page of Grant).

OBJECT 10

Design for FOLLOW-UP ON GRADUATES OF THE SPECIAL EDUCATION TRAINING PROGRAM AT THE UNIVERSITY OF NEW MEXICO AS TO PLACEMENT AND ADDITIONAL TRAINING NEEDS.

Page

INPUT	PROCESS	OUTPUT
Graduation list of students	Compile a yearly list of names of graduates of the University of New Mexico's Program and find their present employment through staff and current student personal knowledge and information from the Career Placement Center.	A listing of University of New Mexico graduates by year, degree, funding and placement (See attachment J)
Prepared Questionnaire	A follow-up questionnaire sent to all Special Education Teachers in New Mexico regardless of Training Institution asking them to respond to competency statements. This is in response to a feeling for a need of mutuality of planning for the state rather than independent University of New Mexico needs.	A summary of the perceptions of teachers in the state in respect to how important they rated -- competency statements in their current positions, how competent they were and how well trained they were for each competency.
Lists of all Special Education Teachers in New Mexico. University of New Mexico Staff Career Placement Office Personnel		

OBJECTIVE 10

EVALUATION QUESTION NO. 1:

Are University of New Mexico graduates being placed in Special Education positions?

SOURCE OF INFORMATION:

Graduation list, personal staff knowledge, career placement services, etc.

RESULTS:

See accompanying list of University of New Mexico graduates and placement information.

An analysis of the 1973 graduates indicates that 87% of the graduates were placed in Special Education positions.

EVALUATION QUESTION NO. 2:

Do teachers in the field perceive of themselves as competent and their training programs as adequate?

SOURCE OF INFORMATION:

Horn's Thesis

RESULTS:

(See following four (4) pages)

A STUDY OF TEACHER COMPETENCIES FOR SPECIAL EDUCATION

Jacqueline K. Horn, M.A.
Department of Special Education
The University of New Mexico, 1974

The purpose of this study was to determine from the perceptions of special education teachers:

1. The appropriateness and importance of specific behavioral objectives for special education teachers from the classroom teachers perspective.

2. Their own ability to perform these objectives.

3. The degree of training they received for each of these competencies from their training institution.

A questionnaire including 20 competencies thought to be minimal for a good teacher in special education was sent to 606 special education teachers in the state of New Mexico. They were asked to rate these competencies in each area mentioned above on a five point scale with one (1) being the highest rating and five (5) the lowest rating.

From a 32% return, the following results were obtained.

All of the competencies were rated very high in importance (between 1.1 and 1.7). They were all rated slightly lower in teacher ability (between 1.5 and 2.4) with the largest difference between the mean ranks of importance and ability being only 0.9.

The ratings fell lower again on the training teachers received for each competency (between 2.0 and 3.2). The largest difference between the mean ranks of ability and training was only 1.3. The biggest difference between the mean ranks of importance and training was only 1.6.

In all three areas, every competency was rated above average except competency a, which had a mean rank of 3.2 on training. However, some of the competencies had large enough discrepancies between their ratings to warrant closer evaluation. Five competencies seemed to need more emphasis in training programs a, b, d, r and g while three others seemed to be over-emphasized in training programs, h, f and l.

In general, the teachers seemed to be satisfied with their training in special education and in their own abilities to teach special education.

TABLE I

The Mean Ranks of Each Competency in Each Area.

	Columns		
	1	2	3
a. Ability to order materials and equipment self-contained classroom	1.5729	1.9210	3.2406
b. Ability to interpret psychological and educational assessment information for individual instructional planning	1.3212	2.1606	2.7894
c. Ability to reliably observe, measure and record behavioral data	1.5625	2.0156	2.5368
d. Ability to translate behavior or learning handicaps of a child to parent	1.4114	2.1937	2.9735
e. Ability to use positive reinforcement techniques to change or maintain social and academic behaviors	1.3403	1.7958	2.1755
f. Ability to administer and interpret educational achievement and diagnostic tests	1.5854	2.2656	2.6020
g. Ability to select suitable procedures for assessing the precise nature of a child's reading, spelling and arithmetic deficits.	1.2864	2.1302	2.7671
h. Ability to specify, in behavioral terms, instructional objectives for each individual child	1.7098	1.8445	2.2804
i. Ability to select and organize materials, methods and techniques appropriate for achieving specific instructional objectives	1.2590	1.9119	2.6073

j. Ability to discuss with teachers and parents a child's instructional objectives and secure their participation in carrying out the educational plan	1.4105	2.0781	2.9202
k. Ability to assess instructional outcomes in terms of pupil behavior change and use the data to maintain, discontinue, or alter the educational plan	1.4041	2.0520	2.8210
l. Ability to construct materials to teach a specific educational skill	1.6197	1.7643	2.3404
m. Ability to select and analyze commercially prepared materials	1.5638	1.9518	2.7650
n. Ability to arrange the physical environment to facilitate individual and group learning	1.5025	1.6718	2.6296
o. Ability to communicate effectively with professionals from allied discipline	1.5906	1.8534	2.7553
p. Ability to relate effectively with exceptional children	1.0829	1.3316	2.0491
q. Ability to utilize techniques or prosthetic devices adaptable to classroom situations for relieving tensions and promoting good mental health	1.4756	2.0978	2.8055
r. Ability to establish and maintain good working relationships with other teachers and professionals such as social workers and psychological personnel	1.3160	1.5129	2.5585
s. Ability to teach remedial reading	1.4791	2.1518	2.8648
t. Ability to select or construct appropriate activities for the remediation of sensorimotor dysfunction in children	1.5392	2.4450	2.9732

OBJECTIVE 11

Design for ALL SPECIAL EDUCATION STU[illegible]TS DEMONSTRATING AN AWARENESS OF THE UNIQUE SOCIAL AND CULTURAL CHARACTERISTICS AND IMPLICATIONS THEREOF IN THE SOUTHWEST THROUGH COURSE WORK AND PLANNED PARTICIPATION IN SPECIAL ACTIVITIES

INPUT	PROCESS	OUTPUT
Undergraduate student contract Coursework Sites - Predominately bicultural	All Undergraduate Special Educttion Majors must take six (6) hours of coursework in multi-cultural Education. Most undergraduates tutor or do practice teaching in predominately bilingual/bicultural schools. Only the Department of Special Education in the College of Education has established a duel major which provides Special Education students with the opportunity to have majors in Bilingual Education.	An awareness of the unique social and cultural characteristics of th Southwest.
Graduate Students Coursework Sites	Some graduate students choose multicultural coursework	
	Design and establishment of a Positive Action Program to encourage the enrollment of more bilingual/bicultural students in the Special Education Department at the graduate level.	Danforth Evaluation (AttachmentX)
Graduate of Washington (former undergraduate of the University of New Mexico) Mario Baca has assisted in establishing a bilingual Special Education Program which is the first of its kind in Alb[illegible]erque.	To be used as a training site for Special Education students.	

OBJECTIVE 11

EVALUATION QUESTION NO. 1:

Are Special Education students being encouraged and given the opportunity to become aware of a multicultural society?

SOURCE OF INFORMATION:

Student contracts, practice teaching placements, Danforth Positive Action Program Document.

RESULTS:

1. All undergraduates take at least six (6) hours of coursework in multicultural education.
2. One of the screening criteria for undergraduates wanting into Special Education is bilingualism.
3. $5,000.00 of the 1974-75 Continuation Grant monies was set aside to encourage minority student enrollment at the graduate level.
4. Three of the ten current staff memebers (1974-75) are bilingual/bicultural.
5. An evaluation was conducted by outside evaluators as to the department's needs to be responsive to this very issue (see attachment K).

DISCUSSION:

It is difficult to assess cultural awareness. Students are encouraged to become involved in community projects as well as take coursework. There is still a great deal that needs to be done, however, it is encouraging to find most of the University of New Mexico's graduates remaining and teaching in the Southwest.

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OBJECTIVE 12

Design for TO ESTABLISH THE FIRST SPECIAL EDUCATION TRAINING PROGRAM FOR EDUCATIONAL DIAGNOSTICIANS IN THE STATE OF NEW MEXICO.

INPUT	PROCESS	OUTPUT
University of New Mexico, Department of Special Education University of New Mexico, Dean, College of Education Regional Resource Center, New Mexico State University State Department of Education, New Mexico	1973-74 University of New Mexico and New Mexico State University, Regional Resource Center, hired a Director for the first Special Education Training Program for Educational Diagnosticians in the state, located on the University of New Mexico Campus, i.e., Manzanita Center. Statewide meetings and workshops were held with teacher trainers, public school teachers, counselors and others, to formulate guidelines and competencies for Educational Diagnosticians for the state. 1974 The director was maintained by the Department of Special Education, University of New Mexico.	State Training Site on University of New Mexico Campus. Educational Diagnostician Training Competencies **(Attachments, I & L)

OBJECTIVE 12

EVALUATION QUESTION NO. 1:

What were the results of the statewide planning and workshop sessions regarding Educational Diagnosticians? See Appendix I and Appenix L.

OBJECTIVE 13

Design for TO PROVIDE COURSE WORK FOR 300 RURAL TEACHERS IN IDENTIFICATION

INPUT	PROCESS	OUTPUT
300 teachers in outlying areas wanting to take courses in Special Education University of New Mexico Staff Members Identified instructors in outlying areas, approved by the University of New Mexico Staff to teach specific extension courses Saturday and night classes on the University of New Mexico Campus Special Summer short courses and workshops	1973-74 Offered extension classes in Gallup and Los Alamos by the University of New Mexico Staff or approved instructors. 1 Saturday class taught on University of New Mexico Campus 12 graduate level classes were taught on University of New Mexico Campus which began at 6:30 p.m. Summer '74 1 Workshop on Resource Rooms (Gifted) 1 Workshop on Diagnosticians 1 Workshop on Emotional Disturbance 1 Workshop on Bilingual Testing 1 Workshop on Classroom Management 1 Workshop on Parent Conferences	Expected output was coursework for 300 rural teachers

OBJECTIVE 13

EVALUATION QUESTION NO. 1:

Was the process employed adequate to meet the stated objective?

SOURCE OF INFORMATION:

Enrollment data and personal knowledge of staff.

RESULTS:

1. Approximately 90 rural teachers were provided with coursework by the extension courses.

2. The Saturday class had a student from as far away as Gallup (150 miles) and student from Belen, Los Lunas, Moriarty, Clines Corners, etc., but the majority were from the Albuquerque area.

3. The 12 night classes serviced primarily Albuquerque teachers--only about ten percent of the students were from outlying areas.

4. The summer workshops drew teachers from all over the state, Las Cruces, Farmington, Roswell, Belen, Los Alamos, Espanola, Taos, etc.

DISCUSSION:

No accurate record of the number of rural teachers was kept, however, it is obvious that the above strategy did not really meet the objective of providing coursework for 300 rural teachers. Project Outreach helps but see Objective 9 and the response to Evaluation Question No. 2.

Design for

OBJECTIVE 14

PREPARE SIX TRAINING PACKAGES FOR DISTRIBUTION

INPUT	PROCESS	OUTPUT
University of New Mexico, Department of Special Education Students and Staff	(1) Set Priorities (2) Wrote Scripts (3) Selected Art Work for slides (4) Photographed (5) Taped Audio (6) Sychronized slide-tape presentations (7) Packaged for training	12 Training Packets dealing with: State Standards (10 packets); Overview Exceptional Children (1 packet); Law and the Exceptional Child (1 packet).

OBJECTIVE 14

EVALUATION QUESTION NO. 1:

Did the Department of Special Education develop Training Packets for distribution?

SOURCE OF INFORMATION:

Staff and Students.

RESULTS:

Twelve Training Packets (slide/tape) were packaged and were made available for workshop participation, State CEC Convention and in-service activities throughout the state. Approximately 1,200 teachers and students have viewed the packets. The packets are so designed that they can be viewed without outside or technical assistance.

Positive Action Program
Danforth Evaluation

University of New Mexico
Continuation Grant

Positive Action Program

On January 17, 1974 the faculty of the Special Education Department had a meeting. At this meeting, Dr. Eloy Gonzales requested that positive steps be outlined that would lead to remediating the inequity of minority students in the department. It was pointed out that there was no discrepancy in the undergraduate program. The faculty outlined the following reasons for the lack of enrollment in the M.A. and Ph.D. level:

1. The need for teachers to work for a second income thus eliminating full time enrollment.
2. Social - psychological conflicts.
3. Difficulty and confusion involved in registration.
4. The lack of the department to follow up graduates once they have graduated.
5. The lack of opportunity to make contact on the part of the faculty with students who have graduated.

The faculty at this time made the following recommendations for immediate action:

1. The need for objective evaluation of the problem.
2. The need to develop work areas in the valley for contact purposes.
3. The need to increase student monies to increase enrollment.
4. To consider the possibility of transferring money for paying tuition for students.
5. To develop a package of potential materials for registration which would eliminate any confusion as to registration procedures.
6. To make an extra effort on the part of individual faculty members to have sufficient contact with the Albuquerque Public Schools and adjacent communities to inform teachers of such a program.

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7. To encourage area coordinators to recommend individuals who would benefit from a Master's Program.

As of this date, the Department of Special Education has compiled and fulfilled all of the above-mentioned recommendations with the exception of number 7. In order to follow through on the recommendation of an objective evaluation, the department initiated the Danforth Evaluation. The results of that evaluation will be treated separately in this report. Regarding item number 2, valley areas were contacted and four of the areas are cooperating with the department at this time. Student monies have been increased to $5,000.00. Minority students who are bilingual are considered to be priority both in the area of selection and as recipients of tuition monies. A packet of potential materials for registration is being compiled at this moment. Contact with the Albuquerque Public Schools and adjacent communities has been increased as reflected by the efforts of the Special Education Department to increase its student supervision as well as reflected in its establishment of Project Outreach.

The Danforth Evaluation

The purpose of the Danforth Evaluation was to bring in a team of outside evaluators to examine the department regarding specific areas which could or could not contribute to any inequity of minority students. Another objective was to evaluate the department's contribution to multicultural education, particularly, as it pertained to the department's commitment to special education for the needs of New Mexico.

The areas of evaluation were:

1. Graduate application and screening process.
2. Undergraduate and Graduate procedures and advisement.
3. The possible need of bilingual special education courses.

4. The need to revise or review the training of teachers working with the minority child, particularly, as it pertains to the Spanish-speaking child.
5. What are the staff needs and qualifications for such training.
6. Explore the opportunity for advancement throughout the state.
7. Means of improving public relations with and consequent recruitment of regular classroom teachers.

The evaluating team consisted of:

Dr. Henry Casso, Executive Secretary of the National Task Force De La Raza, University of New Mexico.

It was felt that Dr. Casso's direct relationship with the problems of minority groups and his vast experience in participating in evaluations such as the Danforth would be useful.

Dr. Richard De Blassie, Head of Counseling and Educational Psychology, New Mexico State University.

Dr. De Blassie's knowledge of education at the university level as well as his hard core knowledge of special education was considered to contribute a concrete and realistic approach to the evaluation.

Dr. Desi Baca, Assistant Superintendent of the Albuquerque Public Schools.

Dr. Baca, a native New Mexican, who has dealt for a number of years with the problems of the multicultural students could provide knowledge of the problems as they pertain to the teaching field. His direct contact with the Albuquerque Public Schools System would provide a source of information needed to make an accurate assessment.

Mrs. Cecilia Prelo, Resource Teacher, Valley High School, Albuquerque, New Mexico.

Mrs. Prelo has been involved with special education in New Mexico since its onset. Her contact with the problems of the multicultural child would contribute to the practical problems of the teacher in the field.

Mr. O'Dell Homer, Secretary of the NAACP for the State of New Mexico and Special Education Teacher, Fort Wingate, New Mexico.

Mr. O'Dell's experience in special education and interest in minority groups would assist the evaluating team.

On April 11 and 12, 1974 the evaluating team initiated the investigation regarding the areas of evaluation. Their task being to make positive recommendations that the department could act upon. As a result of their two day investigation the following recommendations were made:

I. The multicultural aspects of the curriculum need to be studied.
    A. To include coursework in multicultural areas.
        1. The department should require coursework in other departments which can provide a multicultural background for the student.
        2. The department should encourage the development of a dual major, one of them being in the multicultural area.
    B. The curriculum should include activities in rural areas thus enhancing the multicultural aspects of New Mexico.
        1. The department should develop student teacher practicum sites in rural New Mexico.
        2. Field work and internship experiences should be developed for the PMA.

C. The staffing patterns of the department should reflect a consideration of rural southwestern areas.

   1. Thus, it is important to hire staff who reflect ethnic viability.
   2. The department should consider the selection of rural "masters teachers" to assist in the supervision of on the job experiences as they relate to the southwest.

II. Delineation of the curriculum as it pertains to course sequence and practical experiences with the exceptional child.

A. Early and continuous contact with exceptional children should be encouraged.

   1. Course work should include early observation of exceptional children with more emphasis on assisting the cooperating teacher.

B. Alleviate any duplication of experiences or coursework.

   1. Compile descriptions of all special education coursework and seek the advise of students as to possible duplication of instruction and identify any planned duplications.
   2. Seek counsel of student organizations as to suggestions for pre and corequisites.

C. Develop social, psychological and methodological coursework that is specifically related to the multicultured exceptional child.

   1. Develop coursework which reflects the social and psychological needs of the culturally different exceptional child.

2. Their needs to be a module designed which specifically reflects the particular needs of the multicultured child.

III. Criteria, short and long term goals and reasons for recruiting policy.

A. Priorities

1. The training of Special Education teachers should fulfill the needs of New Mexico first.
2. Priority should be given to students who have the background and skills with children who come from urban-rural areas.
3. Special emphasis should be placed on the bilingual and rural-oriented student.
4. New Mexico and surrounding states should be considered as priority geographical areas from which students can be drawn.
5. Tuition monies should be made available both for undergraduate and graduate level minority students.
6. 50 percent of fellowship monies should be earmarked for graduate level minority students.
7. The department should encourage teachers in the field to pursue a MA by providing monies.

IV. Screening criteria.

A. The department needs to establish procedure and criteria.

B. The policy established by the department needs to be explained.

As demonstrated by the report regarding Positive Action, the Department of Special Education has already taken steps to act upon the recommendations made by the team of evaluators. The group of evaluators will remain as an Ad Hoc Committee which will be invited next spring to again evaluate the department as to the recommendations made by them.

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Project Outreach (Grant Addition)

University of New Mexico
Continuation Grant

PROJECT OUTREACH

The need for Project Outreach was addressed as a grant additioning in last year's Continuation Grant and is attached for the readers persual (Attachment D). The concept and plan continues as a major priority for the University of New Mexico as well as the State Department of Education, Division of Special Education. For a more indepth study of needs, see Attachments A, B and C. Since the funds from BEH were reduced from the original request of the University of New Mexico's Grant Proposal, it was not possible to carry out all of the activities delineated. However, the Department of Special Education staff felt the project was important enough to begin a program with the assistance of Dr. Rupert Trujillo, Director of the Division of Continudng Education and the use of some BEH funds.

Superintendents and Directors of Special Education in rural areas within 150 miles of the University of New Mexico Campus were invited to a day-long meeting to discuss the need for extension courses in their area. They were to survey their staffs of special education teachers and regular classroom teachers as to which courses would be of most value from a list prepared by the University of New Mexico, Department of Special Education staff. This information was feed-back to the University of New Mexico staff and beginning in the Fall Semester, 1974, five (5) evening classes were offered in outlying communities. Each class is co-taught by a doctoral level student and a University of New Mexico professor. This will be extended in the Spring of 1974.

In addition during the 1973-74 school year, one Saturday morning class was offered on the University of New Mexico Campus which drew students from as far away as Gallup, New Mexico (150 miles) and 12 evening classes (6:30 - 9:15 p.m.) were offered by the staff.

During the Summer, short courses and workshops were held in Classroom Management, Parent Conferencing, Psychology and Education of Exceptional Children, Educational Diagnosis, Prescriptive Teaching, Bilingual Testing, Education of Gifted, Curriculum for Emotionally Disturbed and Gifted, which attracted Special Educators throughout the state. This approach to offering short concentrated courses was viewed as highly successful by staff and students. In addition, University of New Mexico staff members participated in short contracted courses sponsored by the State Department of Education, Division of Special Education of Arizona. Experience teaching under the Arizona Contract Plan and the University of New Mexico's short course experiences established a rationale for the program projected for the Summer of 1975.

During the 1974-75 school year, nine (9) outreach courses are being offered in the outlying areas through Continuing Education, utilizing University of New Mexico professors and doctoral students and nine (9) night classes taught by University of New Mexico professors have been scheduled. It is estimated that between 200 and 300 rural special education and regular classroom teachers will be able to obtain graduate level course work through this process.

PROJECT OUTREACH PROGRAM FOR 1975-76

Building on experiences obtained during the Summer of 1974 and the current projects underway for the academic year 1974-75, the University of New Mexico staff proposes to expand the present Outreach Program of 1975-76. The proposed plan is based on the continuous evaluation of the present plan and through coordination with public school administrators and State Department representatives.

It is felt that the following program will provide graduate coursework to between 500 and 800 teachers in rural New Mexico during the 1975-76 year. The steps are listed chronologically, however, there will be overlap of activities and some changes based on an ongoing evaluation. The cost figures listed by each activity are estimates and will be delineated in the budget justification section. It is estimated that Project Outreach will cost approximately $50,000.00 for the full year and summer.

1. Surveys are currently being conducted to define coursework needs in the various geographical areas of New Mexico. - - University of New Mexico Graduate Students and State's Coordinator of In-Service Training Needs in Special Education.
2. May, 1975 - - a follow-up meeting will be held with the Superintendents and Directors of Special Education in rural areas and University of New Mexico staff to assess the effectiveness of the 1974-75 program and to make plans for the continuation of outreach courses in 1975-76. Approximate cost - $300.
3. Summer 1975 - - In addition to offering a few basic courses on campus, the University of New Mexico staff intends to offer 25-30 one, two and three hour courses throughout the state and on campus in order to meet the needs of rural teachers throughout the state. Based on the results of the surveys and the meeting with the rural area superintendents, these courses will be made available in such communities as Carlsbad, Roswell, Taos, Espanola, Gallup, Grants, etc.

   University of New Mexico professors will be contracted to teach these courses, particularly those offered off campus.

In addition, professors from other New Mexico campuses will be contacted to ascertain whether they would be interested in contracting for some courses in order to try to provide cross-fertilization of staffs. Distinguished professors from across the country will be contacted as to their willingness to teach one-hour courses either on campus or in rural New Mexico.

a. The objective of the Summer Program will be to provide coursework to approximately 500 rural special and regular educators during the summer. Records will be kept to determine the number of rural teachers reached by this strategy.

b. A second objective is to put University of New Mexico professors into the rural areas and to integrate teacher training staffs whenever possible. Data will be collected to determine the fulfillment of this objective.

Approximate cost of Summer Outreach Program - $25,000.00.

4. Academic year 1975-76. The exact strategy to be employed in providing coursework in outlying areas will depend on an evaluation of the 1974-75 program, however, the concept of having University of New Mexico professors paired with doctoral students will be continued. The team teaching aspect of the Outreach Program has proved to be a valuable training experience for doctoral students as well as providing coursework for teachers in rural areas.

The Continuing Education Division of the University of New Mexico, under the Directorship of Dr. Rupert Trujillo, has been very supportive in providing coursework throughout the state. Various alternatives to the three-hour course taught once a week for a semester may be explored. It is possible that one and two hour workshops may be a more efficient and effective way of providing instruction in rural areas. These alternatives will be discussed in the May Meeting with the Superintendents.

Approximate cost will be a $3,000.00 plus dependents for 6 PMA students or $18,000.00.

Stipend	3,000.00 x 6	=	$18,000.00
Dependents		=	2,400.00
			$20,400.00
Expenses, Travel + Materials and Supplies			1,800.00
			$22,200.00

In addition, night classes will be held on the University of New Mexico Campus providing the evaluation of current night classes indicates they serve as a vehicle for providing coursework to rural teachers as well as a service to local teachers working on graduate degrees and certification. The nine (9) night classes will be evaluated during the 1974-75 academic year to determine the population being served.

SUMMARY

The need for Project Outreach has been well documented throughout the grant. Special Education service to handicapped children has been mandated by the State Legislature. According to the State Incidence Study of 1973, over 48,000 children who could benefit from special education services have not being serviced (Attachment A). Because of the large geographical area of the state and the difficulty for teachers to come to the teacher training institutions, it seems imperative to take coursework to the teachers or provide it at times on campus when they can attend.

Therefore, the University of New Mexico staff has established as a priority

Project Outreach which consists of:

1. Survey of rural teacher training needs
2. Meetings with significant persons, i.e., Superintendents, Directors of Special Education, State Department Personnel, etc.
3. Outreach courses during the regular academic year
4. Specialized Summer Program
5. Night classes on campus

GRANT ADDITION

Project Outreach

The State of New Mexico has recently in a memorial asked, that teachers, regular classroom teachers as well as special education teachers, be given a course in the characteristics and identification procedures for exceptional children, (and there is every indication of it being submitted as a bill for Fiscal Year 1974.) If this is approved, this course or something similar would rapidly become a priority in the state. In addition, the University, public school, State Department of Special Education Committee has established as a priority the upgrading of existing non-certified teachers presently teaching handicapped children. Objectives 1, 2, 6 and 9 of the original application of the Department of Special Education, training grant 1972-73 dealt specifically with this priority. However, due to limited staff and financial capabilities, it was impossible to send professors to the field and also maintain the on-campus program. We do not feel it appropriate to send graduate students or selected people from the local communities to do all of the instruction at the local level. Therefore, we have generated a procedure by which doctoral students and professors would share the load in the rural areas. It should be remembered by the reader that the following program will be coordinated by a full-time faculty member and each classroom arrangement will be participated in by professors who will be directly responsible for the student who will be initiating and carrying out the training program at the local level. The following plan involves selecting six doctoral students who demonstrate competencies particular to the needs as indicated by the rural areas, i.e., diagnosis, language development, materials, parent counseling. Program planning of the needs of the rural area is to be ascertained by a survey of all superintendents and curriculum directors in the state of New Mexico which will be conducted by the University of New Mexico after approval of the UPSSEC Council (See page # (51) for members).

The responsibility of the faculty member will be the organization of what will be taught, when it will be taught, and overall evaluation of the program. The coordinator will be responsible for the evaluation of the content of the courses and for dissemination of that report. We will be geared to upgrading special education teachers, but also giving regular classroom teachers an opportunity to involve themselves in procedures for identification and also procedures for working with exceptional children in a regular classroom. The special education in the regular classroom inservice program will be coordinated with the Division of Special Education efforts. (See their special project application.) The following procedure will be implemented:

1. A survey will be made of the State of New Mexico in conjunction with the Division of Special Education, State Department of Public Instruction and the UPSSEC Committee. The results of this survey will determine what will be offered at the local level. Upon accumulation of this information and coordination with the Division of Special Education and other universities who are doing the same thing, a program will be planned which will: (1) fill the need, (2) be sequential so that more courses will be added in a sequential manner.

2. Doctoral students or P. M. A. students selected to assist in this program will be selected based upon their skill to become involved in the Program. They will be given a stipend of $2600.00 plus dependents for teaching one course on the local level and assisting in one course at the college level on campus.

3. In an effort to provide resident credit for those people pursuing graduate degrees in special education, additional campus courses will be offered on Friday evening and Saturday morning for teachers from rural areas in the express purpose of providing an avenue for teachers in the field to obtain special education certification or masters degrees. These courses will be taught by our existing faculty but each course will be assisted by other instructional staff which will be composed of experts in the community. Monies will be allocated for a minimium of 6 training packages and learning modules to be disseminated on a local, state, and national level upon request.

The following delineation is the title of the course, and the amount of credit hours that each course will require. The justification for such an extensive rural emphasis as well as the residential emphasis on weekends is clearly pointed out in the attached document of a state-wide incident study recently conducted cooperatively among many institutions in the state. This particular document is being used by the Advisory Board of University/Public School Special Education Committee at the state level to plan for the needs in the future. The State Department has decided to initiate training of the itinerate consulting teacher and a resource room teacher on the first two steps of the Fail-Save Continuum. Therefore, it is necessary that the University of New Mexico begin this extensive training program in order to prepare teachers not only in the understanding of what the continuum program is, but also in the ability to assist in its effectiveness. The University of New Mexico will use its resources to fill the needs of the itinerate and resource teacher and the teacher of the severely handicapped children.

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Analysis of Inservice Sessions for Preparing Regular Educators for their Participation in the Education of Handicapped Children *

Prior Academic Year 73-74

Agency/Institution: ____________________

(1)	(2)	(3)		(4)			(5)
Handicap & Program Type	Type Position of Participants	Financial Support Data		Geographical Location of Participants			Total
		Other	Federal	Urban	Suburban	Rural	

The University of New Mexico, Department of Special Education staff made approximately 98 speeches, presentations, and conducted workshops in Alaska, New York, Arizona, Texas, California, North Dakota, Oklahoma, North Carolina, Nevada, with the preponderance of the sessions being held throughout the State of New Mexico.

Well over 4,000 regular classroom teachers, administrators, special educators and parents of exceptional children were the participants in these workshops and presentations. Topics for the workshops included:

a. Classroom Management Techniques
b. Administration of Special Education in rural areas
c. Educational Diagnosis
d. Parent Counseling
e. Bilingual/Bicultural
f. Drug Abuse
g. Non-Verbal Communications
h. Family Planning for the Mentally Retarded
i. Special Education in the Regular Classroom
j. Self Concept and Behavior Management

TOTAL					

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* Complete this form only if the activities were financially supported by a BEH/DPP grant for the preparation of regular education personnel, or if the activities were supported by "Other" funds only. BEH/DPP funds for the support of special education personnel preparation may not be used for the training of regular educators.

YEAR	SOURCE OF FUNDS			TOTAL
	Federal	State	University	
1971-72	$44,000	$11,302	$90,225	$145,527
1972-73	80,000	4,200	94,700	178,900
1973-74	94,660	8,400	101,880	204,940
1974-75	130,000	22,915	111,795	264,710
1975-76	173,000	7,000	141,000	321,000
TOTAL	$521,660	$53,817	$539,600	$1,115,077

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BUREAU OF EDUCATIONAL PLANNING AND DEVELOPMENT
(BOEPAD)
College of Education
The University of New Mexico
Albuquerque, New Mexico 87131

ANNUAL REPORT

1974-75

(Period July 1, 1974 - June 30, 1975)

Dr. William B. Runge, *Acting Director*
Matilda C. Campbell, *Office Manager*

June 1975

FOREWORD

This year's Annual Report briefly summarizes the history and activities of the Bureau of Educational Planning and Development (BOEPAD) since 1968, since a "holding operation" was maintained at BOEPAD during 1974-75 while its director, Richard F. Tonigan, was on a year's sabbatical leave.

BOEPAD, which normally operates on a part-time basis, shares facilities with the New Mexico Research and Study Council (NMRSC). Acting Director for both BOEPAD and NMRSC for 1974-75, William B. Runge, worked one-fourth day each week for each of the two organizations; his remaining time was assigned as professor in the Department of Secondary Education. Office Manager, Matilda C. "Lee" Campbell, continued working full time, i.e., one-half time for BOEPAD and one-half time for NMRSC.

Conducting the business of BOEPAD and NMRSC in common facilities, with shared personnel, enabled both organizations to have an office in operation during the full business week. During normal years, other personnel who work for BOEPAD are either employed as consultants or staff members, are reimbursed from contracted project funds, and their work is usually done either in the field or in their own offices.

Unlike most continuously operated activities in the College of Education, BOEPAD's operating funds generally are not derived from the State of New Mexico's annually legislated appropriation to the University of New Mexico (UNM). Most of BOEPAD's annual funds are from a University allocation (out of non-State funds); a small amount sometimes is allocated by the College of Education; and, the balance comes from charges against specific contracted projects to compensate BOEPAD for staff time devoted to these projects.

William B. Runge
Acting Director

CONTENTS

SIX-YEAR PROJECT SUMMARY

1968 - 74

COMPLETED 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 Ch..rrette	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 (indefinitely suspended)	-0-					
	3.	Belen School Community Survey	558					
	4.	Public School Capital Outlay Fund Project, NMSDE (see 3 in 1973-74)		10,000				$ 18,558
1973-74	1.	Tri-Cultural Vocational Exploratory Career and Work Experience Education Program-PY3, Bernalillo			8,000			
	2.	Pojoaque K-12 Facility Planning Assistance (indefinitely suspended)	-0-					
	3.	Public School Capital Outlay Fund Project, NMSDE--continuation of project listed in 1972-73.		27,850				$ 35,850
		TOTAL:	$ 19,115	$ 45,350	$ 126,892	$ 24,670	$ 1,958	$217,985

1974-75

1974-75

The following requests/inquiries directed to the BOEPAD office resulted in the following actions:

1. Request for updated information on the Farmington School system, referred by Dr. Paul Pohland, Chairman of the Department of Educational Administration, COE, UNM; subsequently completed by Drs. Richard F. Tonigan and Alvin W. Howard.
2. Request through Vice President Alex Mercure's office to update the 1960 feasibility study in the Belen-Los Lunas area for the establishment of a branch or junior college. Meetings were held with school administrators. The study is still being pursued; hopefully, to be completed this summer.
3. Request through Frank N. Hall of the Indian Resources Center, Bureau of Indian Affairs, Albuquerque, to develop a career education institute for the Wingate schools. This was completed during the Spring through the Division of Continuing Education and Community Services, UNM, with Dr. William B. Runge in charge.
4. Inquiry from Vice President Alex Mercure concerning BOEPAD doing a feasibility study for establishment of a branch or junior college in the Raton area. Projected costs of such a study were submitted, but no action has been taken to date.

BOEPAD LABORATORY

BOEPAD LABORATORY

As in previous years, BOEPAD library resources were extensively utilized by University of New Mexico students and faculty, and by numerous staff members of city, state, regional, and government organizations.

Library materials continued to increase in volume and include publications on educational planning, facility planning, school business management, school finance, vocational-technical education, surveys, evaluations, bibliographies, resource directories, reports on educational plans and developments of U. S. public school districts, educational agencies, and foreign countries, as well as a large variety of newsletters, brochures, pamphlets, and annual and miscellaneous reports (local, statewide, nationwide, and abroad).

Although projects conducted by BOEPAD have first preference for utilization of this laboratory space, three graduate students daily were able to utilize laboratory facilities and resources to prepare their doctoral dissertations.

Considerable time of the office manager was spent in updating the library system in order to make it more effective.

FINANCIAL REPORT

AND

PLANS FOR 1975-76

FINANCIAL REPORT
BOEPAD Account #037-039
July 1, 1974 to July 1, 1975

I. FUNDS AVAILABLE			
University Allocation			$17,000.00
II. EXPENDITURES			
A. Salaries			
1. Professional	$11,084.00		
2. Sec./Cler.	4,171.00	$15,255.00	
B. Fringe Benefits		1,745.00	$17,000.00

PLANS FOR 1975-76

Either Dr. Richard F. Tonigan or another director will be appointed to carry on the activities of the Bureau. As soon as such decision is made, a meeting with involved persons will be held to discuss future plans.

ANNUAL REPORT
LEARNING MATERIALS CENTER
COLLEGE OF EDUCATION

1974 - 1975

Submitted by
Guy Watson, Director

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I. Significant Developments 1974-1975

II. Recommendations

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V. Services:

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    1. Breakdown of non-COE work produced by LMC artist

  B. LMC graphic artist: Type of work produced and number of work orders per type.

  C. Consultant and instructive services provided by LMC staff.

VI. Reports and conferences 1974-1975.

VII. Grants and supplemental income, 1974-1975.

I. Significant Developments:

Sections, III, IV, and V show dramatic increases in the number of people served and increases in the number of new services provided by the LMC. During the last year, the LMC significantly increased its service to faculty, staff and students across the entire UNM campus. The LMC is also providing services, materials and equipment to non-university State educators and non-profit state and local agencies. In addition to the loan of educational materials, the LMC is now loaning equipment for the production of educational materials, providing the services of a graphic artist and assisting in the production of media presentations for a variety of educational needs.

A limited number of self instructional materials have been developed to teach operation and use of media equipment. These individualized packages in photography and television will further assist our clients in the effective use of media as a tool in improving classroom communication.

The "Significant Development" can best be seen in the percentage increases over 1974 shown in Section III, IV, and V.

II. Recommendations

The increases in University-wide demand for LMC services and loan of equipment and materials produces the following needs:

A. University funds to augment the small budget available through the college of Education for staff, materials, equipment and maintenance.

B. Additional space for expansion of materials, production and equipment storage. One possibility here is the assignment to the LMC of space in the basement of theEducation Administration building as the present occupants are moved to Mesa Vista.

Another partial solution is the return of the office presently used by Art Education professor, Ann Taylor, to LMC uses. The LMC director will move his office to this room and use the vacated office for storage of television equipment and as a T.V. editing and viewing room - a facility much in demand now. Having a room specifically for television equipment,

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editing and viewing will facilitate access to the equipment and reduce wear since present storage areas require frequent moving of the equipment.

C. Access to a portion of the bond money allocated to Zimmerman. The amount requested by the LMC is listed in section VI of this report. The type of materials and the procedures for selection has been presented to the Zimmerman administration and does not constitute a duplication of services, in as much as Zimmerman is not prepared to handle the kits, games, media materials and display equipment that are provided by the LMC.

D. A part or full time person to handle the sale of materials, scheduling of equipment, check out of equipment and minor repair and maintenance. This could be temporarily accomplished by increased funds for Work Study. The problem with Work Study doing this type of work is the staggered work schedules and the technical nature of the job.

E. A part or full time photographic assistant to help in the production of presentations. Again, thereis a partial solution. Graduate Assistants majoring in a media related program could be assigned to the LMC one semester at a time.

F. Provide funds to hire one additional person with training in Instructional Technology at the Master's level and assigned to the LMC to assist the director in providing consultative services to LMC clientele.

G. Provide funds to hire a full or part time Circulation Clerk for the materials area. This person would free the Work Study to work on specific projects, give additional help to patrons, and provide better organization and maintenance for the materials. The latter is badly needed as the increasing demand for check out of materials reduces the time the Work Study have to maintain the shelves and files. The Circulation Clerk would handle overdues, billing, delinquent reports and circulation procedures. By having a minimum of a part time person, continuity would be provided.

H. Provide full time position for the graphic artist. Her services are to the entire university, not just the College of Education, consequently, funds for her position should be provided by the University.

III Materials Section, LMC: Circulation Data

a. Circulation

User	Year 1974-75	Year 1973-74	Percent Increase or Decrease
Faculty	1,250	714	73.5
Students	36,050	24,633	45.9
Total	37,300	25,347	47.5
Estimated Attendence	26,350	20,911	25.5
b. Reserve Section			
Number of professors using this service	35	20	75
Number of items on reserve	4,042	3,162	27.8
c. Processing			
New items processed by LMC staff	2,175	4,743	-54.1
by Zimmerman	350	327	7.3
d. Acquisitions			
Materials given to LMC from requests and donations approximate value	8,765.11	6,684.22	31.1
e. Fine Money			
Fines collected in LMC	2,277.09		
at cashiers	438.03		
Total fines	2,715.12	1,515.99	78.4
f. Exhibits			
New Materials	20	27	-26
Santa Fe Children's Collection	13	13	0
g. Orientations	14	32	-56.2
Number of students	200	884	-23

h. Carr Collection

$335.00 was donated to the Anita Osuna Carr bilingual/bicultural collection from a memorial fund set up for Miss Osuna Carr. This money was used to purchase new educational material as selected by Professors Dolores Gonzales and Miles Zintz.

IV. Media Equipment loaned by LMC to Faculty, staff, students and State Educators

Client	Number of Check-outs
Faculty	97
Administrative Staff	10
Students	475
State teachers and 'other'	12
Total	594

The above figures represent the number of individuals checking out equipment. Each check out represents one or more pieces of equipment. No data was kept for 1974-1975 as to which department or college the users represented. A good estimate would be that 2/3's of the loans went to College of Education affiliated users and 1/3 to non-College of Education users. Due to limited resources, people associated with the College of Education get preference. Non COE use has tripled during the last years. Equipment is loaned for off campus use. Average maximum time for loan is two days. The following catagories of equipment represent the bulk of items loaned in order of frequency:

1. Photographic equipment (still and motion cameras and accessories)
2. Portable television equipment and accessories.
3. Audio recording equipment.

The LMC darkroom was scheduled for use 63 times.

V <u>Services:</u>

A. <u>LMC Graphic Artist: Number of work orders completed and requesting unit.</u>

College of Education	Number of Work orders
Administration (Deans)	30
Business Education	12
Art Education	1
Elementary Education	26
Industrial Education	5
Guidance and Counseling	3
Special Education	32
Home Economics	11
Educational Foundations	40
Physical Education	8
Secondary Education	15
Curriculum and Instruction	3

****

On campus (not College of Education) (See attached breakdown)	28

****

Off Campus (See attached breakdown)	22

****

Learning Materials Center	7
Total	243

Note: Number of Work orders completed is <u>not</u> representative of the number of separate items produced because many of the work orders call for <u>sets of materials</u> rather than single items.

A. (cont.)

1. <u>Breakdown of Non-COE work produced by LMC artist</u>

Department	Person	Project
Lacrosse Club	Halloran	Posters
Personal	de Mello	Keyboard Chart
Clearwater	Gray	T.V. Title Card
Speech Communicattions	Blanco	T.V. Title Card Series
Bernalillo Schools	Mondragon	Posters
"	"	Newsletter Cover
"	"	Poster
Intramural	Jackson	Posters
Personal	Barella	Anniversary Poster
Geography	Siebert	Transparencies
Speech Communications	Zannes	Layout
Homecoming	Hunter/Rinaldi	Poster
Task Force	Casso	Transparency Series
"	"	Map
Spanish	Martinez	Poster
"	Pizzarro	Poster
"	"	Posters
"	"	Posters
"	"	Posters
"	"	Posters
Speech Communications	Flowers	Posters
Internat'l Folk Dance	Goldblatt	Program Cover
Personal	Mollenijzer	Patch Design
Bernalillo Schools	Lefkoff	Alphabet Cards
"	"	Color and Laminate visual
"	"	Illustrate Story
"	"	Mount/laminating visuals
"	"	Drawings for slides set
Personal	Countee	Program Cover
(Projected) Library for the blind and Handicapped	Ben Wakashige	Brochure
State Library	"	Newsletter
(Projected) New Mexico Mental Health Association	John Hunt	Covers, Brochures
" "	"	Covers
Speech Communications	Muller	Sign
Pharmacy	Ripko	Ditto Drawings
Home Economics Club	Geer	Posters
Folk Dance Club	Goldblatt	Cover Design
SCA	Nelson	Posters
State Library	Brown	Newsletter Masthead
American Indian Law	Grossman	Poster design
TVI	House	Three Posters
Wagon Wheels Square Dance Club	Alice Nez	Two Posters
Albuq. Public Schools	Blumfeld	Brochure/Booklet
Albuq. Symphony		Name Tags

Departments	Person	Projects
School of Banking	Donald Simonson	Print up Brochure
American Indian Law Center	Toby Grossman	3 Slide series
Library Training Institute	Lotsee Smith	Final Report art work
Kirtland AFB		Transparancy series
Arthritis FDN	John Hunt	1 pkge. Brochure & cover design

Total: 50 work orders

B. <u>LMC graphic Artist: Type of work produced and number of work orders</u>

(See* Note at end of list)

	Number of Work Orders
1. Overhead Transparency Masters (Charts, graphs, Lettering, Drawings, and cartoons) Mount transparencies	29
2. Charts, graphs	11
3. Cover designs	17
4. Signs	24
5. Drawings and illustrations (for: books, dittos, slides, overhead transparencies, brochures, T.V., flipcharts, etc.)	36
6. Laminating	14
7. Dry mount	7
8. Posters	73
9. T.V. Titles and storyboards (by set)	4
10. Display and stand	1
11. Program design and layout	3
12. Lettering work	7
13. Booklets, brochures, Newsletters (Design and Produce)	11
14. Maps	14
15. Miscellaneous	
Patch design	1
Art work for project report	1
Paste up for printing	1
Mimeo Master drawing	1
Flash cards	1 set
Business cards layout	1
Name tags	1 set
Total	258

* Note: Included in the above list of types of art work are numberous slide and transparency sets. Each set may contain 2 or more drawings. For instance, there were 36 Work Orders for "Drawings and Illustrations". Several of the 36 Work Orders requested a set. The total number of drawings far exceeds the number of Work Orders. The number of types of Work Orders exceeds the actual number of Work Orders by 15 because several Work Orders contained a request for more than one type of art work.

V. Service (cont.)

C. Consultant and Instructive Services provided by Learning Materials Center Staff

a. BIA - Barego Pass School: Assisted Curriculum Coordinator, Don Creamer, in design of Learning Materials Center for the Barego Pass School. (Watson, Morris)

b. College of Nursing: One day workshop in curriculum design to assist the nursing faculty in its efforts to develop a modularized nursing curriculum. (Watson)

c. Secondary Education - Junior Block: Department meeting to develop model to include role of instructional design in the curriculum of Junior Block students. (Watson).

d. Dental Hygiene: Conference to develop internship model for Dental Hygiene students to get practice in curriculum design role. (Watson)

e. Secondary Education Junior Block: Assisted Grad.Assistant, Stan Lactasic in the development of modeling tapes for use with Junior Block students (Watson).

f. APS - East Area Office: Visit to resource Center, analysis of Center's needs and suggested procedures for organizing materials. (Morris)

g. APS Administrators: Presented LMC Sound Slide program to publicize LMC use by APS personnel (Watson, Morris)

h. Zimmerman Library: Conference with Dean Vassallo on LMC needs for bond money to purchase media materials. Presented slide/tape to the Dean and Zimmerman Administrative Council on expanded campus-wide services performed by LMC and explanation of LMC objectives & financial needs. (Watson, Morris)

i. School of Architecture: Assisted in Spring Semester Media Workshop for Architecture students under direction of Edward Mazrias, School of Architecture. (Watson, Farrell)

j. Law School - American Indian Law Project: Consulted with and prepared materials for Indian Law Program directed by Toby Grossman. (Watson, Farrell)

k. UNM President - Ferrel Heady: Made visual presentation to Dr. Heady on objectives, and services of LMC, emphasizing the University - wide nature of the present program. (Watson, Morris)

l. Vice President Regional Affairs Office: Presented LMC presentation to Alex Mercure. Emphasized need for practicum and internship programs at KNME for media students. (Watson)

m. KNME: Attended three meetings with KNME, Mercure and CPB staff to explain student internship needs as they relate to KNME facilities. (Watson).

n. Vice President Academic Affairs: Presented slide/tape presentation to Dr. Travelstead on LMC objectives and scope of services. Purpose of the presentation was to seek university, rather than COE only, support for the LMC.(Watson)

o. New Mexico Cosmetology Association: Presented one day workshop on lesson planning and use of media in the teaching of cosmetology students. (Watson)

p. Student and faculty tutorial: LMC staff provided individualized help to over 800 students in the use, production and operation of media materials and equipment. (Photography, T.V., audio recordings, graphics and location, selection and purchase of prepared materials)

q. Jemez Springs High School: Worked with librarian setting up policies, procedures, guidelines, etc. for running their media center/library. Discussed dealing with her administration, the community and the students and the kinds of different services she should be providing and her duties and responsibilities were clarified by the discussion. (Morris)

r. North Central Accrediting Association: was sent to Grant's High School to evaluate media center and language arts program. (Morris)

s. University of Alaska: Consulted with Margaret Greer regarding the process and procedures in starting and setting up a media center in their college of education. (Morris)

t. Sound Slide Presentation:Presented to 15 area schools and to 2,500 state educators at library/media conference. (Morris)

VI Reports and conferences:

a. LMC-Zimmerman Relationships: continued meetings and discussions between the two units has resulted in agreement that bond money should be available to the LMC for purchase of mediated instructional materials. A formal request for the following amounts were sent to Dean Vassallo by LMC director: $50,000.00 1975-76; $25,000.00 for 1976-77; and $25,000.00 for 1977-78. Dean Vassallo would prefer that either the Vice President for Academic Affairs, or the BEF (Board of Educational Finance) allocate the funds directly to the LMC rather than having the Zimmerman staff make the allocations. Discussion with Dr. Travelstead suggested this route is possible. (Watson, Morris)

b. <u>Workshop for teachers of Latin American Studies</u>. A conference was held with Dr. Ambrosio Ortega, Dr. Willie Sanchez, Felicity Trueblood and Marian Willifred (National Seminar on the Teaching of Latin American Studies) and others to discuss the role of the LMC staff and facility as a resource to the August Workshop. (Morris, Watson, Mulder, Farrell).

c. <u>Association for Educational Communications and Technology</u> Attended national 5 day conference in Dallas as New Mexico State Affiliate representative. (Watson)

d. <u>New Mexico State Library and Media Meeting</u>. Soccorro. Presented sound/slide presentation to participants and provided guest speaker on topic of joining the library and media associations within the state. (Watson, Morris)

VII. <u>Grants and Supplemental Income</u>:

a. The College of Education received $15,380.00 from the University's Institutional Bond Allocation. The money was earmarked for the purchase of instructional ($7,680.00) and research media ($7,700)equipment. The equipment is stored in and disseminated by the LMC. The bulk of the money was spent on a portable T.V. units, 35 mm cameras and audio tape equipment for use by the students and faculty . A complete list of the new equipment can be obtained from Marcha Simonson

b. Received from Dean's office, COE, supplemental film rental fund of $1500.00.

The Report of The Latin American Projects in Education
July 1, 1974 - June 30, 1975
Ambrosio J. Ortega, Director

1. Significant developments during the reporting period.

The Paraguay Elementary and Secondary Education Program was finally terminated on February 28, 1975. The U. S. loan monies which provided the funding for said contract were exhausted. Dr. Horacio Ulibarrí, the Chief of Party, left Paraguay at the end of January and he went to Mexico on a one-semester sabbatical leave. Dr. Carolina Acosta-González was asked to remain in Paraguay until March 27, 1975 so she and her counterparts could finish the work they had started on curriculum development for the junior high level.

The reorganization (decentralization) of the Paraguayan Ministry of Education was not accomplished by the time Dr. Ulibarrí left Paraguay. There are many factors which contributed to the failure of this component of the project with the overriding factor being the unwillingness of the Government of Paraguay to break up zones of power within the Ministry structure. Dr. Ulibarrí was totally frustrated in his efforts to bring about the planned decentralization.

The curriculum development component of the Paraguay Elementary and Secondary Education Program appears to have been moderately successful and the efforts of Mr. Ernest Gurulé and Dr. Carolina Acosta-González contributed to the success of this component of the program.

The Ecuador Primary Education Program continues to prove highly successful in the in-service teacher training and normal school components.

These two components have consistently received national, provincial and local supports and UNM's technicians have been able to direct their efforts to the task at hand. The supervision program has just about come to a standstill after an enthusiastic and promising genesis. Soon after the 12 UNM trained supervisors returned to Ecuador from Albuquerque the supervision program appeared to have all the necessary ingredients for a highly successful undertaking, but internal politics and misunderstandings seem to have nullified much of the planning, training, and professional enthusiasm. Frank Torres, UNM's supervision technician, spent countless hours in conferences with Ministry of Education and USAID officials attempting to resolve the problems but the situation appears rather dismal as of the end of the reporting period. Eustolia Perez, UNM's teacher training specialist, has contributed greatly to the success of the normal school program as Ecuador moves from the traditional normal school program to its superior normal school arrangement.

The University of New Mexico through its Latin American Projects in Education (LAPE) signed a new contract with the Government of Ecuador extending technical assistance services from April 1, 1975 to March 31, 1976. The signing of this contract brought UNM into a new era of contract negotiations in Ecuador because this is the first time since 1966 that the University contracts directly with the Government of Ecuador. This particular contract is financed from grant funds from the U.S. Government (AID) as the Agency for International Development attempts to make the transition to allow the Government of Ecuador to pay for its own technical assistance either from host-country sources or loan monies. The Government of Ecuador recently applied to AID for a large loan in the education sector but the U.S. Congress did not approve the application. This has serious implications for UNM's operations in Ecuador because it is very likely that the University's contract team will be terminated on March 31, 1976 when the present agreement expires.

Again this year the College of Education through its Latin American Projects in Education was privileged to receive and provide an orientation to Latin American visitors. Miss Marta Ovando and Messrs. Bernardo Bravo and Absael Antelo from Bolivia spent the month of August, 1974 receiving an orientation to the U.S. and New Mexico prior to their enrolling at New Mexico Highlands University as AID-sponsored students. Mrs. María de Morán from Argentina was on campus on a State Department tour visiting UNM and various Albuquerque Public Schools facilities from March 6-15, 1975. Mrs. Amelia de Aguirre a national supervisor from the Ministry of Education in Ecuador visited the College of Education in April 1975 while her husband attended the Seminar on Higher Education in the Americas. In June, 1975 UNM had two distinguished visitors from the Department of School Construction in Ecuador. Messrs. Carlos Castro and Luis Borja visited several campus facilities plus new school plant facilities in the Albuquerque Public Schools.

LAPE conducted its second multination seminar for Latin American Educational Administrators from October 5-26, 1974. This seminar was devoted to educational planning at the federal, state and local levels. The program is funded by HEW, Bureau of Educational and Cultural Affairs, Department of State, Division of International Education.

After several months of dialogue between LAPE and Ms. Candace Cowan from the Executive Office of the President, Special Action Office for Drug Abuse Prevention, International Affairs Office, UNM signed a contract to provide participant training in drug abuse prevention to several Latin American countries. The Seminar emphasized the educational process as one of the tools for prevention of drug abuse. The Governments of Argentina, Colombia, Costa Rica, Ecuador, El Salvador, Mêxico, Nicaragua, Panamá, Perû, the Dominican Republic and Venezuela sent delegates to UNM to learn more about drug abuse prevention. The seminar was held on campus from May 5-17, 1975. The following are some of the agencies that contributed to the seminar in various ways: The United States Department of State, the United States Information Agency, the National Institute on Drug Abuse, UNESCO, the Drug Enforcement Administration, Aliviane Incorporated, the Albuquerque Public Schools, the Office of the Attorney General of New Mexico, the Office of the Mayor of Albuquerque, Drug Addicts Rehabilitation Enterprises of Albuquerque, and several others.

The seminar was conducted entirely in Spanish and the evaluations revealed that the participants left UNM highly satisfied with LAPE's efforts in the drug abuse prevention field.

On November 7 and 8, 1974 the LAPE Director, Ambrosio J. Ortega, and its Assistant Director, J. Heriberto Jaramillo, conducted a symposium on "Latin American Studies and the New Mexico School Curriculum" for approximately 50 teachers from Albuquerque and some surrounding communities. The symposium was sponsored by UNM's Latin American Area Studies Center under the directorship of Dr. Marshall R. Nason. This symposium is a prelude to a two-week seminar at UNM planned for July and August, 1975 for 60 teachers from throughout the United States who will start to develop curricula and techniques for the teaching of Latin American Studies in U.S. Schools.

The director travelled to Bolivia, Ecuador and Paraguay in November 1974. In Bolivia he submitted UNM's proposal to participate in the technical assistance project for Bolivia's proposed Educational Reform Plan. In Ecuador he observed UNM's projects and consulted with UNM's three technicians--Eustolia Pérez, Alberto Sandoval and Frank Torres. He also started the first round of contract negotiations which resulted in the signing of UNM's current contract in Ecuador. In Paraguay he consulted with Ministry of Education (MOE) officials and UNM's two team members--Carolina Acosta-González and Horacio Ulibarrí. February 7-18, 1975 the Director of LAPE again returned to Quito to continue contract negotiations with MOE and USAID officials. He also visited Colombia where he presented an on-site training proposal to USAID which would have enabled 22 ex-UNM participants from Colombia to complete their work towards the M. A. degree. The curriculum phase of the proposal was prepared by Dr. Paul Pohland, chairperson of Educational Administration and Dr. Wayne Máes, chairperson of Guidance and Counseling. In April the director made a three day trip to Washington, D. C. to finalize the negotiations for the Drug Abuse Prevention seminar.

Ambrosio J. Ortega again taught Educational Foundations 518, a comparative education course on Latin American and U.S. educational systems. The course was taught Semester II, 1974-75.

2. Significant plans and recommendations for the near future.

Present plans call for UNM to terminate its technical assistance services to the Government of Ecuador on March 31, 1976. This will require phasing out that operation if the U.S. Congress does not approve Ecuador's loan application. Dr. Alberto Sandoval returned to the U.S. after accepting an associate professorship at Sam Houston University in Huntsville, Texas. He will not be replaced in Ecuador as USAID is attempting to save money in order to extend UNM's services from March 31 to June 30, 1976. Frank Torres and Eustolia Pérez continue to represent UNM in Ecuador and it is anticipated that UNM short term technicians will provide technical assistance in various areas as required by program activities.

LAPE will conduct its third multination seminar for Latin American Educational Administrators in October, 1975. The seminar will again be funded by HEW, Bureau of Educational and Cultural Affairs, Deparment of State, Division of International Education.

Plans are now being formalized to bring 30 Ecuadorian teacher trainers to the UNM campus for a participant training program from November 1 to December 15, 1975.

Dr. Heriberto Jaramillo's contract to serve as LAPE's assistant director was not renewed for 1975-1976 because there were not enough funds available to pay his salary. It is anticipated that he will work in the COE's Title VII project.

The Special Action Office for Drug Abuse Prevention closed its doors June 30, 1975 and its operation was taken over by the National Institute of Drug Abuse (NIDA). Dr. Paul Resta and Ambrosio Ortega are corresponding with NIDA looking into the possibility of conducting additional drug abuse prevention seminars for Latin America during the coming year.

Ambrosio J. Ortega will continue to work with Dr. Nason and the Latin American Area Studies Center. Additionally he will teach two sections of Educational Foundations 383--The Education of Mexican Americans.

The Dean's Office has notified the LAPE Director that the LAPE offices will be moved to the second floor of Mesa Vista Hall in order to accommodate the Department of Guidance and Counseling on the fourth floor. It is unfortunate that this move had to be made because LAPE will be moving into approximately one half the floor space that it now has. It is also unfortunate that the space survey was done at a time when LAPE was experiencing a slowdown in activities. LAPE will lose one large classroom, one medium sized classroom and a small conference room plus a large storage and reproduction room. Because LAPE has to produce all its teaching materials it will now have to curtail this operation.

It will be difficult to sell Latin American Ministry of Education officials on the idea of sending participants to a campus that gives Latin American projects a low priority in terms of space. UNM will no longer be unique in its participant training set up which stressed the "cohesive family atmosphere" so dear to Latin American cultures.

3. Appointment to Staff.

Herminia R. Almagro, Rodrigo García and Carmen Martin worked as translators during the month of May, 1975.

4. The LAPE newsletter was published and mailed in June, 1975.

Dr. Jaramillo edited a new newsletter "New Dimensions" in conjunction with his work in the Latin American Area Studies Center.

5. Outside professional activities of staff members.

Gladis Maresma enrolled in a course "Introduction to Accounting" at UNM during the spring semester 1974-1975.

Semester II 1974-1975 Michael Valdez took an anthropology course entitled "Spanish Speaking People of the Southwest" and a political science course entitled "Public Opinion". At TVI he enrolled in an intermediate typing course. During the Summer Session 1975 he took a field experience course which was an extension of "Spanish Speaking People of the Southwest."

Ambrosio J. Ortega completed the third year of the Command and General Staff College with the 4153d United States Army Reserve School. He also completed 176 hours of correspondence course work with the United States Army Ordnance School. The course is entitled, "Ordnance Refresher Course for Field Grade Officers." He delivered an address to the staff and faculty of McCurdy High School in Española during their pre-school orientation program. The topic covered was "The Spanish-American Youth of Northern New Mexico."

AJO:gm

NEW MEXICO RESEARCH AND STUDY COUNCIL

THE UNIVERSITY OF NEW MEXICO
College of Education
Albuquerque, New Mexico 87131

ANNUAL REPORT

1974-75

MEMBER SCHOOL DISTRICTS:

Albuquerque, Belen, Bernalillo, Cuba, Dulce, Encino, Fort Sumner, Grants, Jemez Springs, Las Vegas West, Los Alamos, Los Lunas, Magdalena, Moriarity, Ojo Caliente, Pecos, Peñasco, Pojoaque, Questa, and Socorro.

BOARD OF DIRECTORS
1973-74

John S. Aragon, President (1974)	Belen
Horace Martinez, Vice President (1974)	Questa
Eloy J. Blea, Secretary-Treasurer (1974)	Pecos
E. V. Arvizu (1975)	Grants
Felix L. Duran (1975)	Penasco
Walter E. Smith (1975)	Los Alamos
Ernest A. Vigil	New Mexico State Department of Education

BOARD OF DIRECTORS
1974-75

Horace Martinez, President (1975)	Questa
E. V. Arvizu, Vice President (1975)	Grants
Eloy J. Blea, Secretary-Treasurer (1975)	Pecos
Frank Davila (1976)	Encino
Felix L. Duran (1975)	Penasco
John B. Salvo (1976)	Moriarty
Walter E. Smith (1976)	Los Alamos
Ernest A. Vigil	New Mexico State Department of Education

EXECUTIVE DIRECTOR

Richard F. Tonigan (to July 1974)

ACTING EXECUTIVE DIRECTOR

William B. Runge (July 1974 to July 1975)

SPECIAL ASSISTANT

J. Placido Garcia, Jr. (1974 to July 1975)

OFFICE MANAGER

Matilda C. Campbell

COOPERATIVE PURCHASING PROGRAM ADVISORY COMMITTEE

Justin B. Rinaldi, Chairman (1974-75)	Bernalillo
Frank Davila (1975-76)	Encino
John E. Emry (1974-75)	Los Alamos
James R. Fincke (1975-76)	Fort Sumner
Melba Ingram (1974-75)	Cuba
Gabe A. Jaquez (1975-76)	Albuquerque
Raymond Sarracino (1974-75)	Socorro

MEMBER SCHOOLS AND SUPERINTENDENTS

ALBUQUERQUE	Phillip Gonzales
BELEN	John S. Aragon
BERNALILLO	Pete Santistevan
CUBA	Melvin Cordova
DULCE	Don R. Wood
ENCINO	Frank Davila
FORT SUMNER	James R. Fincke
GRANTS	E. V. Arvizu
JEMEZ SPRINGS	W. T. "Bill" Turner
LAS VEGAS WEST	Ray Leger
LOS ALAMOS	Walter E. Smith
LOS LUNAS	Raymond A. Gabaldon
MAGDALENA	Ray Smith
MORIARTY	John B. Salvo
OJO CALIENTE	Benito Duran
PECOS	Eloy J. Blea
PENASCO	Felix L. Duran
POJOAQUE	Frank B. Lopez
QUESTA	Horace Martinez
SOCORRO	J. Placido Garcia, Sr.

COOPERATING AGENCIES AND REPRESENTATIVES

NEW MEXICO STATE DEPARTMENT OF EDUCATION	Ernest A. Vigil
THE UNIVERSITY OF NEW MEXICO, College of Education	Richard F. Tonigan and William B. Runge

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APPENDIX:

LIST OF FIGURES

Figure

NEW MEXICO RESEARCH AND STUDY COUNCIL

ANNUAL REPORT

1974-75

AN OPEN INVITATION. . .

The New Mexico Research and Study Council welcomes into its membership all interested public school districts and public educational institutions.

Membership inquiries may be directed to:

Executive Director
New Mexico Research and Study Council
Room 121, College of Education
The University of New Mexico
Albuquerque, New Mexico 87131
Phone: (505) 277-2621

A COOPERATIVE VENTURE. . .

The New Mexico Research and Study Council is a cooperative venture of twenty (20) northern and centrally-located New Mexico school districts, the College of Education at the University of New Mexico in Albuquerque, and the New Mexico State Department of Education.

The purpose of the Council is to promote cooperative research leading to the solution of critical problems of member schools.

The Council is governed by a Board of Directors composed of seven school district representatives, a New Mexico State

Department of Education representative, 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 derived from dues paid by member school districts.

Additional support is received from the University of New Mexico which provides the services of an executive director on a part-time basis, and office space and utilities; from the University of New Mexico's Division of Continuing Education and Community Services for workshops offering University credit; and from the New Mexico State Department of Education to promote general improvement in the quality of education.

The Council operates on an annual budget of approximately $10,000.

YIELDING MUTUAL BENEFITS. . .Each year the Council sponsors workshops and conferences, a cooperative purchasing program, and district visitations. It also publishes a monthly newsletter which covers recent research efforts, events of interest, and national trends in educational programs and procedures.

CERTIFICATES OF MERIT. . . During the 1972-73 year, the Council established an awards program whereby Certificates of Merit would be awarded to educators and other citizens making significant contributions to the operation of the Council.

Individuals awarded Certificates of Merit during the 1974-75 year are, as follows:

Matilda C. "Lee" Campbell, Ira T. Caster, Ralph Drake, Raymond A. Gabaldon, Harold L. Gordon, Ernest Gurule, Mack Hennington, Emilio Lopez, Phillip M. Ludi, Warren H. Mathers, Dwight Nichols, Rep. William B. O'Donnell, Oliver Ortiz, William H. Phillips, Emily Reuwsaat, Facundo Rodriguez, Mike Romero, Ruby Roybal, Orion C. Shockley, Hal Tunnell, Joe R. Ulibarri, Ernest A. Vigil, James B. West, and Sen. Bob E. Wood.

The Certificates of Merit read:

"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)"

COOPERATIVE PURCHASING PROGRAM. . .

By consolidating purchasing needs of member districts, the Council's cooperative purchasing program enables participating members to receive lower, bulk-rate prices on numerous supplies.

Price comparisons on five selected items alone (Figure 1 below) indicate a savings to participants of 30%-60%.

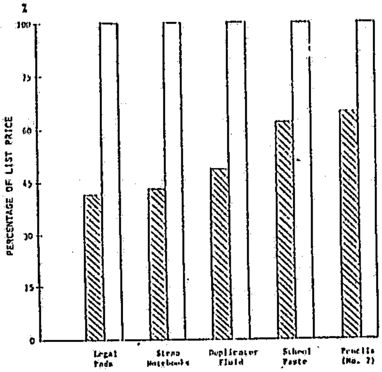


FIGURE 1

A COST COMPARISON BETWEEN LIST PRICES ON FIVE SELECTED ITEMS AND PRICES PAID THROUGH THE COOPERATIVE PURCHASING PROGRAM, 1975-76

☐ LIST PRICE
▨ PRICE THRU COOPERATIVE PURCHASING PROGRAM

A mere 10% savings would yield a savings greater than annual membership dues paid by participating districts.

In addition, participating districts derive a savings in the time it would take them to administer a purchasing program of their own.

The Council administrative office staff: Maintains an up-to-date list of bidders; meets with salesmen; reviews, updates and modifies bid specifications; prepares, advertises, and mails invitations to bid; receives bids; conducts bid opening events; evaluates bids and resolves controversies; and mails bid award announcements.

This year, a completely new set of bid forms was developed. Forms were condensed for ease in handling and a savings to the Council in both paper and printing costs.

To acquire greater input into the cooperative purchasing program from member schools, at the January 29, 1974, general meeting, the advisory committee was increased from five members to eight members, replacing four members each year. Thus, within a two to three year period each member school district ultimately would have had a representative serve on the cooperative purchasing program advisory committee.

Bids for 1975-76 were received and awards made to vendors in March. Bid opening events took place at the Division of Continuing Education and Community Services on the UNM campus. Fifty bids were received.

Because of the volume of bids received, to expedite the process and complete the bid opening in one day, for the first time:

> ...two functions took place simultaneously--while bid opening was taking place in a public meeting room, a committee met in another room to analyze and evaluate bids in categories of supplies already completed.[1]

To summarize the general feeling of persons who participated in the bid opening events, the following statements were made by Justin Rinaldi, Chairman of the Cooperative Purchasing Committee, at the conclusion of bid opening events:

> ...I'm (Rinaldi) "happy, almost thrilled, because today we received a wide spectrum of bids, a large number of bids, ...prices indicate good prices compared to last year.... It seems like a turn for the good with firm bids, firm prices, and good prices in all categories. There has been a good dialogue with vendors,...a minimum number of questions and misunderstandings, and this has been the smoothest operation in the ten to twelve years that I have worked with the group."[2]

---

[1] NMRSC Board Meeting Minutes, March 7, 1975, p. 3.
[2] <u>Ibid.</u>

FOR A MINIMAL EXPENDITURE. . . To encourage school participation in the Council, both annual dues and expenses are kept to a minimum. Dues are used primarily to support Council staff which is responsible for maintaining office records and performing services relating to conferences, workshops, meetings, newsletters, publications, bid program, and the like.

SCHOOL DISTRICT ENROLLMENT	1974-75 DUES
999 and below	$400
1000 to 1499	500
Over 1499	600

FIGURE 2

NEW MEXICO RESEARCH AND STUDY COUNCIL
ANNUAL MEMBERSHIP DUES, 1974-75

FINANCIAL REPORT. . .

For the Period
July 1, 1974-June 30, 1975

RECEIPTS	
Membership Dues	$ 9,800.00
Balance from June 30, 1974	2,001.75
	$11,801.75
DISBURSEMENTS	
Salaries&Wages	$ 6,849.97
Matls&Services	1,104.48
Prtg&Photocopying	662.93
Postage, Communications&Frgt	282.56
Travel	168.54
Consultants/Conference Wkshps	1,272.66
Fringe Benefits	521.05
	$10,862.19
BALANCE	$ 939.56

CONFERENCES AND WORKSHOPS. . .

- "Viewing the Penasco Career Education Process (PENCEP)" (a one-day conference, April 25, 1975).

  Supported by Penasco Independent School District; enabled participants to view the only state financed and sponsored career education project in New Mexico at the present time.

- "Selected Services Available to Public Schools and Communities through the University of New Mexico" (a one-day conference, November 20, 1974).

  Included a tour of UNM's Technology Application Center (TAC).

- "Accommodating All the Kids: How to Individualize Instruction" (a two-day conference, September 26 in Espanola and September 27, 1974, in Los Alamos).

  Supported by Los Alamos Public Schools; included a tour of Los Alamos Scientific Laboratories Meson Facility.

- "School/Community Programs and Facilities" (a one-day seminar, June 24, 1974).

  Held at Rancho Encantado in Tesuque. Speaker, Joseph Ringers, Jr. (Arlington).

- "Needs Assessment" (a two-day conference, May 2-3, 1974).

  Supported by the New Mexico State Department of Education.

Speakers included Dr. Nolan Estes (Dallas) and Dr. Mario Fantini (New York).

- "Plant Management Workshops" (two one-day workshops, June 12 and June 14, 1973).
- "Energy Crisis" Workshop (a two-day workshop, April 20-21, 1973).
- "Traveling Seminar to Colorado" (a three-day workshop, November 1972).
- "Career Education" (a one-day workshop, February 1972).
- "Critical Concerns of New Mexico's Public Education System" (a one-day conference, November 1971).
- "Holding Power" Workshop (a five-day workshop on Indian dropout problems, August 1971).
- "Cultural Awareness" (a one-day workshop on special problems of Indian children in public schools, March 1971).
- "How Administrators and Counselors Talk with Students About Dope" (a one-day workshop, December 1970).
- "PPBS Conceptualization and Application" (a one-day workshop, October 1970).
- "A Look at the Bernalillo Vocational Program with Implications for the State of New Mexico" (a one-day workshop, May 1970).

- "Promoting School Bond Issues in New Mexico" (a one-day conference for superintendents, April 1970).
- "Emerging Developments in School Business Management" (a one-day workshop, December 1969).
- "Relevancy of New Processes and Content in Secondary Schools" (a one-day workshop, October 1969).

OTHER EVENTS. . .

- July 1, 1975. William B. Runge, Acting Executive Director, returned "the reins" to Richard F. Tonigan, Executive Director, who was on sabbatical leave for a year.
- March 7, 1975. Board/Cooperative Purchasing Program Advisory Committee/Bid Opening events.
- February 6, 1975. Board meeting/luncheon in Santa Fe, to honor Certificate of Merit recipients. Frank Ready, Phil Gonzales, and Earl Nunn led discussions about the 1975 legislative session; Harry Wugalter answered questions; Gretchen Plagge talked about school food services.
- December 1974. Dulce Public Schools became a member of the New Mexico Research and Study Council.
- December 18, 1974. Annual Christmas Meeting (board and general membership) at Belen.

- December 18, 1974. Annual Christmas Meeting (board and general membership) at Belen Country Club. Election of officers. Special guests included Governor Jerry Apodaca and Mr. and Mrs. Harry Wugalter.
- October 4, 1974. Cooperative Purchasing Program Advisory Committee meeting where purchasing program schedule for 1975-76 was adopted.

PUBLICATIONS. . .

- Procedures Manual: Public School Capital Outlay Program Report, New Mexico, 1974, J. Placido Garcia, Jr., March 1974.
- "The Traveling Seminar--A Creative Workshop," article in the Catalyst for Change, Journal of the National School Development Council (Winter 1973), Fred A. Moehlenbrock.
- The "Holding Power" Workshop, edited by Betty M. Skupaka, 1972.
- The School Administrator and Employee Negotiations, Paul V. Petty, 1972.
- Effectiveness of Process Teaching in High Schools: A Survey of Judgments by Their Graduates, Wilson H. Ivins, 1971.
- Experimental Education: New Mexico, 1970-71: 12 Innovative Programs, Jose A. Perea, 1971.

- Factors Influencing the Role of Supervisors of English, George T. Prigmore, 1969.
- John Hersey on the Educational Malaise, Albert W. Vogel, 1968.
- Areas of Conflict Between Administrators and Teachers: a New Mexico Report, John Seaberg and Horacio Ulibarri, 1968.
- Textbooks are Here to Stay: a New Mexico Report, Mildred Fitzpatrick, 1968.
- School Administration: Some Observations, Tom Wiley, assisted by Richard L. Holemon, 1967.

AND. . .

- Edited and published the Council Newsletter.
- As available, disseminated Research and Development, Information from the College of Education, UNM, and other information.
- Provided a subscription to Catalyst for Change to member school districts.
- Jointly maintained a lending library in cooperation with BOEPAD (Bureau of Educational Planning and Development).

RECOMMENDATIONS. . . .

At the last board meeting held March 7, 1975, President Horace Martinez submitted a list of areas of superintendents' concerns that he thought should be considered in the future. It was planned that another board meeting would be held during the spring but, due to the President changing positions to a non-participating NMRSC district, the press of budget hearings, the uncertainty of a Council director for 1975-76, and other scheduling problems, no such board meeting was called. The Acting Director would encourage such a meeting as soon as possible when above conditions are more favorable to consider these matters:

1. Council plans for 1975-76.
2. State capital outlay and emergency funding.
3. New legal rights and responsibilities of school personnel.
4. What to do about girls' athletics.
5. How to get smaller schools more involved with the UNM teacher education program, including student teaching and internships.
6. Supplying assistance to school districts in updating curriculum materials.
7. Organizing conferences and workshops for

Council members on the above and other matters.

8. How to secure additional directions and assistance from the State Department of Education.

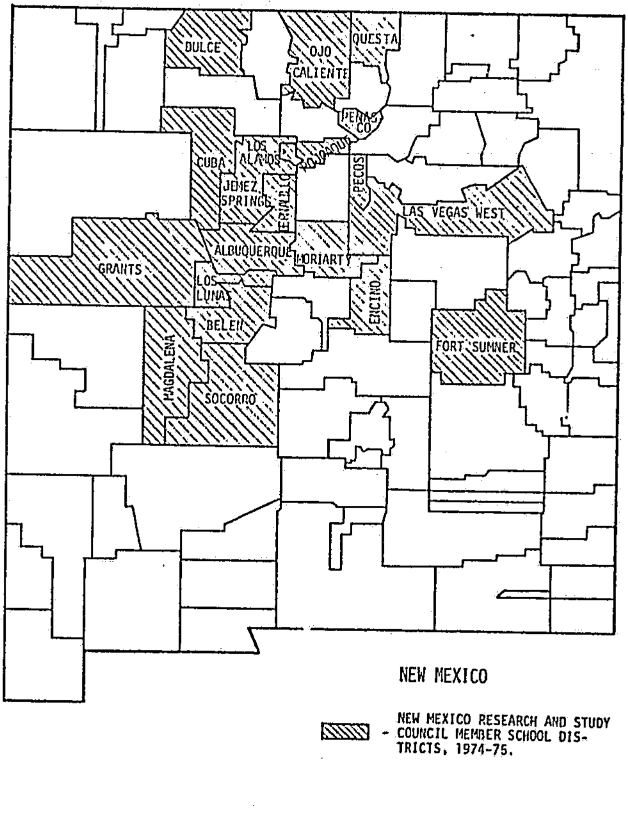
The Acting Director would be happy to meet with the Council Board and others involved in setting up tentative plans for the 1975-76 school year.

* * *

APPENDIXES

APPENDIX A

SCHOOL DISTRICT MAP OF NEW MEXICO

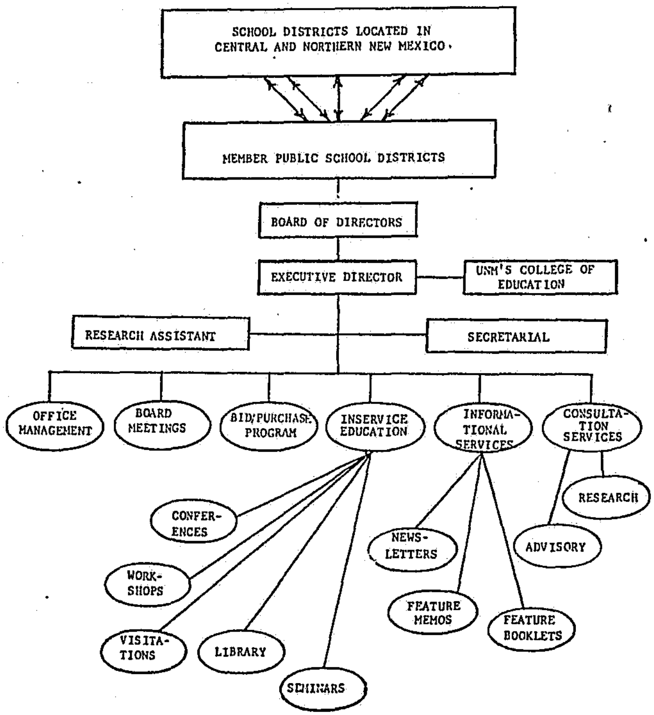


NEW MEXICO

▨ - NEW MEXICO RESEARCH AND STUDY COUNCIL MEMBER SCHOOL DISTRICTS, 1974-75.

APPENDIX B

ORGANIZATION OF THE NEW MEXICO RESEARCH AND STUDY COUNCIL



APPENDIX C

COMPARISON OF THE NEW MEXICO RESEARCH AND STUDY COUNCIL TO OTHER U.S. STUDY COUNCILS

In a 1970 study, 71 U. S. study councils were analyzed by William P. Danenburg. This study, Characteristics of School Study and Development Councils in the United States, included the NMRSC. The following comparison reveals that the NMRSC possesses characteristics similar to typical characteristics possessed by the 71 U. S. study councils analyzed in Mr. Danenburg's study.

STUDY COUNCIL PROFILES

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	One
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
16. Number of member school districts:		
a) Initial	21	19
b) 1969-75	26	20
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