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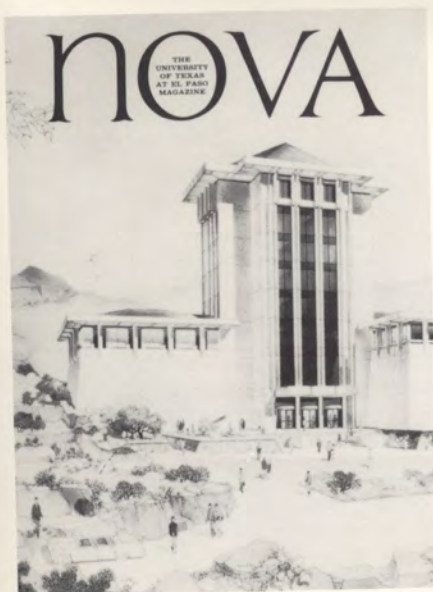
NOVA

THE
UNIVERSITY
OF TEXAS
AT EL PASO
MAGAZINE





SEE PAGES 14-15



SIDEBARS: THE HARDING INTERVIEW; THE SACRED WELL

Now it can be told—with regrets or, The Scoop That Might Have Been: in discussions preliminary to NOVA's interview with Dr. Harold F. Harding last issue, say about mid-February, Dr. Harding remarked, to the editor's complete astonishment, "I would not be surprised if Lyndon Johnson is not a presidential candidate in 1968." This was about six weeks before the President startled the nation by announcing he would not be a candidate for re-election.

We call your special attention this time to Rex Gerald's story about the Sacred Well of the Maya in Yucatan. It is an extraordinary piece of writing and worth the time for a slow and methodical reading.

A special word of thanks to Mrs. Rhoda Milnarich who tackles tough assignments with enthusiasm and who has yet to fail to meet a deadline or accept a writing-researching job. Her third NOVA piece, "The Master's Voice," is inside.

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At Chichen Itza

INTO THE SACRED WELL OF THE MAYA

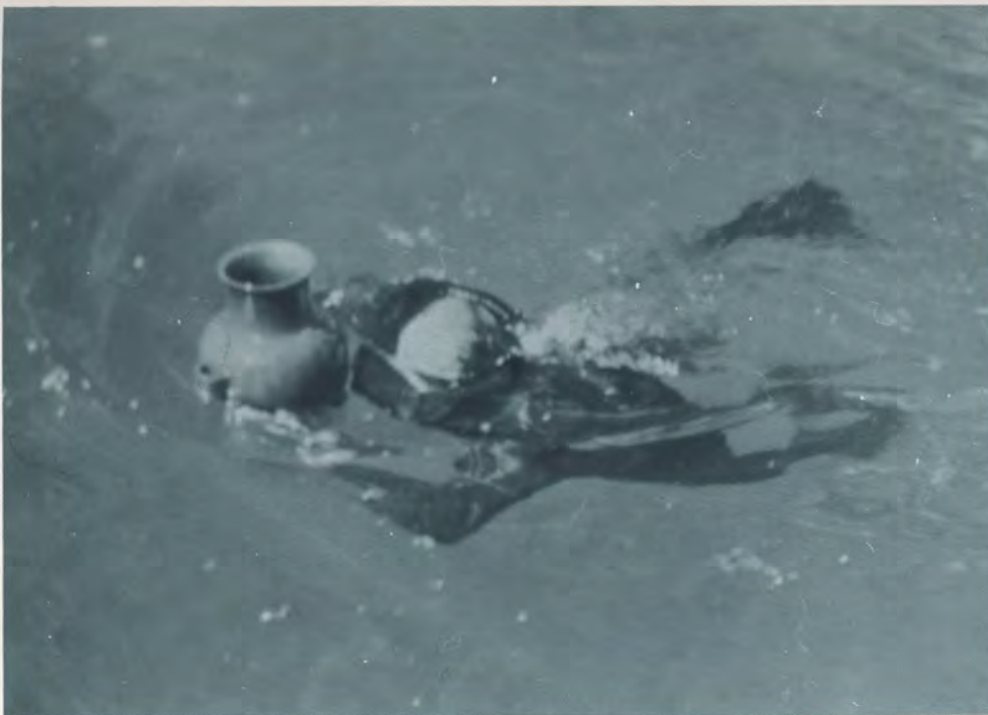
Weighted by the special attire of those entering the realm of the rain god—deliberately designed garments, grotesque masks, numerous belts, elaborate footgear and headdress—claustrophobic fear paralyzes he who crashes into the water and sinks, weightless, into the murky green depths. The surface light dims, bringing isolation, disorientation, complete loneliness, despair and near panic.

These are the thoughts and circumstances as one descends into the huge, circular, water-filled hole in the jungle-covered plain of Yucatan that is the Sacrificial Well of the Maya at Chichen Itza. Warriors and maidens cast themselves, or were cast, into the Well in the distant past to supplicate the gods—the “Chacs”—in the name of their rulers: the Itza, the Cocom, the Xiu, the Canul. And today, while U.T. El Paso archaeologists have cast themselves into the Well to recover the bones of these sacrificial victims and the jewelry and garments they wore, I assure you that terror can grasp the modern scientist in those obscure depths just as it must have grasped those doomed Mayans a thousand years ago. Even with the security of a neoprene suit to protect the explorer from the cold and the razor-sharp rocks; and the flippers, face-mask, and scuba gear to facilitate underwater movement and breathing, steel nerves are needed to ignore the compelling desire to escape the oppressing nothingness that is all around and to control the adrenalin-powered impulse to fight to the surface into the light of visible, tangible, reality.

The tenacity is repaid when the roar of the archaeologist's underwater shovel, the airlift, brings that reality to the

View of the Well with raft





Diver swimming with pot

depths and reminds one of the problems that must be solved in removing the building stones and silt that hide the once-treasured offerings to be found there. The scattered and disarticulated bones of the victims reveal that the oft-lamented nubile virgins constituted less than eight percent of the total number of human sacrifices, while children under twelve composed two-thirds of the total. At least one old man with the classic Mayan flattened forehead ended his life in the Well. He may have been a devout priest or a nobleman, ruler, or warrior captured in the incessant warfare between the numerous city-states and minor kingdoms that alternated with the unifying empires to constitute the Yucatan Peninsula in pre-historic times.

The beautifully woven vests and blouses, tapestried belts and sashes, brocaded sandals, quetzal-feathered headdresses, and the gold and jade ornaments that were cast into the Well with the victims, or in separate offerings, are found in fragmentary form where they settled into the silt that is suspended in an opaque cloud above the bottom. Some of the gold objects, such as the bat-topped bells from Panama and the embossed disks, were intentionally crushed before being thrown into the Well but many other items, such as the blue-tinted gold rings, the Chac-faced tumbago (a gold-copper alloy) ring, the gold circlets that probably were once sewn to clothing, and the sandal soles and belts of sheet-gold were in near perfect condition. The precious green jade, in the form of spherical and tubular beads from in-

numerable necklaces and as carved fragments fractured by crematory fires, were sucked up with the silt by the vacuum-like action of the airlift and were deposited in clusters on the screening table on the raft.

The Mayan laborers, collecting objects from the screen for cataloguing, responded eagerly to these ancestral jewels only to recoil from the screen when a second cough of the airlift brought forth hundreds of human and animal teeth, all drilled for suspension as a necklace or for attachment to an ornamental shirt or blouse. Only the scientific interest of the supervising archaeologist could stimulate them to reach into the flooding water on the screen to recover these specimens before others precipitated upon them.

Archaeologists and diving assistants in the Well carefully feed the silt and small objects into the lower end of the airlift which carries them up to the raft on the surface where they are recovered on the screen. This is comparable to excavation on dry land where the unearther trowels through the soil and shovels the dirt and broken fragments of pottery and other small durable objects onto a screen. There an assistant recovers and tags them with information pertaining to the location and other circumstances of the find. Larger objects found in the Well, such as the many whole pottery vessels and the more fragile specimens are carried to the surface immediately or deposited in the diver's specimen-bag for later cataloguing.

Visibility was extremely limited when the diving began and much of the ex-



Fire-fractured fragments of jade

Painted fragment of pottery



Bat-topped gold bell from Panama found, crushed, in Well.





Scene of Tulum buildings



Crooked-nosed Chacs at Uxmal

cavation was done by feel alone. This resulted in the unavoidable loss of information which can be collected only when it is possible to see the relationship between undisturbed *in situ* objects and when the occurrence of tactually unrecognizable, fragile textiles can be seen and photographed before being moved.

When searching in the obscurity for areas suitable for further excavation or while examining the edge of a trench for perilously balanced rocks which might fall on the explorers, it is quite easy to become disoriented and lose contact with the work-site. The throb of the airlift pounds interminably from all directions and the roar of the compressor engines on the raft above reverberates through the water, and, al-

though one knows that the lower end of the airlift is within a few feet, it is exasperatingly illusive. All large rocks and silt seem to feel the same in the mossy obscurity and a dark, claustrophobic cloak envelopes the diver as movement in any "logical" direction fails to bring contact with the airlift or other familiar feature. The only other reluctantly accepted alternative, if one is not to waste valuable time and air in fruitless searching, is to surface, find the airlift tube, and follow it down again. But even this is time-consuming, particularly if the diver has trouble equalizing the pressure in the inner ear upon descending.

Later, when the technicians from Purex Corporation had succeeded in clearing the water, near optimal conditions for efficient underwater excavation prevailed. The good visibility allowed the archaeologists to survey the entire exposed area quickly. Carved and shaped objects of stone, such as the jaguar standard-bearers, were easily recognized and ornaments and other small objects were located visually before being moved from their centuries-old resting places. Instead of the surface archaeologist's whiskbroom or paintbrush, the underwater archaeologist uses a ten-foot length of one-inch hose that gets its vacuum effect from having one end inserted into the eight-inch airlift pipe to suck away silt and debris from delicate objects such as wrapped embroidery fabrics and rope netting that hold clusters of whole pottery vessels together. With the improved visibility it was possible for me to see a silt-laden vase bearing an extremely rare codex-like scene. It portrayed a royally garbed ruling lord in the portico of his office building with numerous ad-

ministrative assistants, retainers, lesser lords, tribute-bearers, and slaves or sacrificial victims on either side. This vase, which was broken but restorable, and several others in more fragmentary condition, are rare because the scene was painted over a heavy white stucco slip which flakes off quite easily, leaving only the dull, uninteresting gray ceramic below. Many of the potsherds recovered from the Well bore traces of this white slip but the painted scenes were completely lost. Gourds were also painted in this manner but those recovered were extremely fragile because of their centuries of immersion.

The scenes portrayed on these vases and gourds are of great interest to archaeologists because they tell something of the social organization which enabled Mayan rulers of a thousand years ago to establish empires encompassing the entire Yucatan Peninsula. Roadways and other communications media permitted trade goods and information of many types to be brought to Chichen Itza from as far away as Panama, Guerrero, and the Valley of Mexico. The details of this social organization are unknown at present but current developments in archaeological theory suggest that such information will not remain unknown forever.

The excitement of the expedition to the Sacred Well was not confined to the excavation in the eerie green water. On holidays and weekends trips were taken throughout the peninsula to the many points of interest. Among the archaeological sites visited was the recently discovered series of shrines in the Cavern of Balancanche near Chichen Itza where Carlsbad Cavern-like stalagmite formations served as altars upon which Chac-faced clay incense burners were placed and around which miniature corn grinding stones and clay "tortillas" were arranged. A few miles northwest of the Sacred Well we visited the huge pyramid at Izamal which now supports on its summit a convent the size of a city block. This is the city to which many of the rulers of the neighboring city-states were invited to a wedding feast in 1451 A.D. The Itza ruler of Chichen Itza became infatuated with the bride and kidnapped her. This act led to the destruction of Chichen Itza and eventually to the conquest of the peninsula by the Cocom ruler of Mayapan with the assistance of mercenary warriors dispatched by Moctezuma I of Mexico.

Far south in the state of Yucatan we visited the site of Uxmal and climbed the steep stairway leading to the top of the Pyramid of the Diviner from which we could see, far across the jun-

gle-covered plain, many tree-covered pyramids in cities as yet unexcavated. The Palace of the Governors at Uxmal is reminiscent of an administrative office building with the executive occupying the central of seven offices and his cabinet members in the others, each with his headdress—symbol of office above the door and a movable statue of the particular office-holder in a niche under the headdress.

The archaeologist cannot escape from his professional interest in Yucatan—every trip becomes a busman's holiday. A flight to the Island of Cozumel off the peninsula's east coast took us directly over the isolated ruins of Coba with its numerous pyramids, palaces, and other structures distributed around seven green-to-blue natural wells or cenotes. Cozumel was governed by the Itza family in prehistoric times and one can easily imagine that the recreational qualities of this island paradise were recognized then as they are now.

A delightful trip from Cozumel to the Quintana Roo coast, where we visited the beautiful fortified Mayan coastal city of Tulum, left us stranded overnight in a cove named the Caleta de Chachalal when mechanical difficulties developed on the boat. What might have been a scant dinner of leftovers from lunch—crackers, beer and coke—turned out somewhat better when one of the Mexican divers prepared a shellfish salad from the half-dozen large conch shells we had collected while swimming to a partially submerged cave in the Caleta de Xelak. While examining one of the rest houses on the coastal roadway built by the Maya, we contacted a small fishing boat from which we were able to obtain samples of the day's catch—red snapper and lobster. This improved our menu markedly as did the foraging of other members of the crew who obtained beans and tortillas and a dozen steaks of freshly killed venison from one of the few families on this sparsely occupied coast. Needless to say, our stomachs were pleasantly filled that night as we swayed in our hammocks in the tropical breeze.

My evening meals were not always

Chac-faced tumbago ring



Adult male skull with pronounced flattening of the forehead

so amply provisioned, however. On one free afternoon I took one of the expedition's Ford Broncos over a 15-kilometer jungle trail and had to walk back in the dark. As I think back now the meal I missed did not worry me nearly as much as did the poisonous thornbushes that reached out for me as I skirted the slippery puddles of muddy-red water and the rustling leaves that sent me back into the mud with vivid images of the venomous coral, copperhead, and rattlesnakes we had killed around the Sacred Well. The true meaning of the name of the Milky Way came to me then as I looked up from the impenetrable darkness about me to find my way marked by a myriad of brilliant-to-faint stars that were visible through the cleft opened in the jungle roof by the trail.

As one travels southeastward across the peninsula of Yucatan, the jungle becomes denser, the trees taller, and the villages, fields, and other evidence of human occupation rarer. It is in this area that the unconquered Jungle Maya still live and it was here in the town of the "Talking Cross," Santa Cruz (now known as Felipe Carrillo Puerto), that on another weekend trip we interviewed General Francisco May. It was he who, fifty years ago, led the Jungle Maya in their last, futile, attempt to defend their capital, Santa Cruz, and to maintain their independence from the Mexican government. With the conquest of Santa Cruz and the destruction of the "Talking Cross," the surviving Jungle Maya retreated further into the wilds and set



Sr. Piña-Chan holding pot, Pablo Bush at left

up a new capital at Chumpon where another leader, General Juan Vega, continued to rule them in semi-independence of the Mexican government. To replace the "Talking Cross" as a unifying religious symbol, he has a holy "Book of God." We drove 150 kilometers through the jungle to Felipe Carrillo Puerto for the purpose of learning more about this "Book of God" which is thought to be one of the extremely rare Mayan codices that were written in hieroglyphic symbols about the time of the Spanish conquest or shortly afterward. Only three prehistoric codices are known to have survived into modern time. If the book was indeed what we thought, photographs of it would be of inestimable scientific interest. Unfortunately for science the Maya maintain a guard over the book day and night and allow no non-Mayan to approach it. One of the members of our party, Pablo Bush Romero, president of CEDAM (Club Exploraciones y Deportes Acuaticos de Mexico) International and one of the leaders of the Sacred Well expedition, was instrumental in saving General Vega's life not long ago but even he did not dare to face the guns of the Mayan guards. Three messengers from General Vega in Chumpon arrived in Felipe Carrillo Puerto with a letter for Don Pablo the morning of our visit but the letter only hinted that **someday** Don Pablo might be able to see the venerable "Book of God."

Later in the day as we sped down the beautifully engineered but little used highway between Felipe Carrillo Puerto and Chetumal, the capital of Quintana Roo territory, our dreams of discovering another Mayan codex were



Blue-tinted ring of gold

interrupted by the scream of a siren and a flashing red light as a police car dashed around us and stopped. "A ticket for speeding?" I thought, or worse, as three tall officers with unbelievably huge .45 calibre pistols strapped to their hips stepped out of the patrol car. My fears quickly dissolved in a series of **abrazos** as the officers greeted their old friend Don Pablo, and we went on to the capital to meet the governor of Quintana Roo and to have lunch in that modern city.

The old city of Chetumal was destroyed by a hurricane that struck the coast some ten years ago with a force comparable to that of hurricane Beulah which we experienced the day the expedition arrived in Yucatan. A few miles inland from Chetumal we visited the Spanish colonial city of Bacalar on the long narrow lake of the same name. Lake Bacalar is now cut off from the Caribbean but the 18th century iron cannons that look out from the restored fort in the town bear testimony to the days when British buccaneers raided Spanish coastal settlements. Bacalar, Chetumal, Cozumel, and other parts of coastal Quintana Roo are being developed as tourist resorts and will soon be competing with Acapulco, Miami Beach and the Bahamas for the attention of winter sun worshippers.

—Rex E. Gerald

Editor's Note: The consultative services of archaeologists Rex E. Gerald and Jerry A. Griffin of the staff of the El Paso Centennial Museum of the University of Texas at El Paso were requested for this expedition to the Sacred Well of the Maya at Chichen Itza by Mr. Pablo Bush Romero, president of CEDAM International of El Paso, Texas. Professional and domestic equipment and supplies were provided by Mr. Kirk Johnson of Fort Worth, Texas, and administered in the field by Mr. Norman Scott of Expeditions Unlimited, Inc., of Pompano Beach, Fla. The archaeological permit to conduct this study was granted by the Instituto Nacional de Antropología e Historia of Mexico; Sr. Roman Piña Chan of that institution was in charge of the overall archaeological operation and archaeologist Victor Segovia supervised the actual field work. Temporary relief from teaching and museum duties and funds for transportation were provided by President Joseph M. Ray of U.T. El Paso.

Rex Gerald on raft in Sacred Well



Pyramid of the Diviner, Uxmal



NOVA INTERVIEWS JIM PHELAN

James L. Phelan, president of the U.T. El Paso Student Association, 1967-68, will have graduated when this interview conducted in late March appears. He is 21, a business major with a minor in political science. The son of well-known El Paso sportscaster John Phelan ('48), Jim will enter Yale Law School in September. A graduate of Austin High, at the University he was a member of the Symphonic Band for four years, was Drum Major for three years, and held membership in Kappa Kappa Psi (National Honorary Band Fraternity), Orange Key, Sardonix, Alpha Chi (Scholastic Honorary),

Who's Who in American Colleges and Universities, Men of Mines, Top Ten Seniors, and the Student Activities Board. He was also a Justice on the Student Supreme Court.

As for his plans after graduation from Yale, Jim says: "I hope to teach in a law school and practice law in a slum area or any other place where people have need of legal council but can't afford it. My salary as a teacher would give me freedom from monetary worry and legal fees would not be a consideration in my practice."

—Editor

Editor: What do you like best about this University and what do you like the least?

Phelan: What I like best is the tremendous changes that have taken place here in recent years and the fact that it is an exciting place to be involved in. The situation that I would like to have on our campus isn't here yet, though. You find it in some of the Eastern universities and some of the west coast schools where they have already gone through the growing pains that we are going through now. You see, we are in an evolutionary process where we are quickly becoming, as I think of it, the greatest university in the Southwest. We're the only hope for any element of intellectualism and liberalism in this part of the country. We're heading that way. We're heading toward student freedom, academic freedom and toward more impact on the society around here. I think I'm most excited about trying to be a part of this change although we are not there yet.

As far as what I am most disap-

pointed about, I think it is the emphasis that is placed on athletics as opposed to academics.

Editor: Is that emphasis from within the University?

Phelan: No. As a part of the total University. I'm not condemning the fact that athletics have gained quite a bit for our University. I admit quite readily that much of what we have gained might not have been gained without our athletic prowess. But I hate to see us continue, now that we have become well-known nationally and in our state, to place major emphasis on sports. I think we should at this point start putting more and more emphasis on academics.

Editor: In reviewing your time as president of the Student Association, what do you think you'll be remembered for?

Phelan: I probably won't be remembered for starting any great program or doing any famous deed. I hope that what we have been able to do this year is to begin a change in attitude among students, faculty and administration about what the role of the student is and what the purpose of student government is. I have witnessed this change in talking to professors who, last year, criticized student government as being useless, a sort of playpen. Now they tell me "You people are doing a great job. You are doing what students should be doing. You are speaking up on issues and taking initiative." If next year the student government tends to fall down or be lax on this type of attitude, I would hope that the student body would start raising its voice and saying "Let's get back to the matters of student power and student involvement." Our major accomplishment, I hope, will be the sustaining of this change in attitude.

Editor: What would you hope your successor accomplishes?

Phelan: I hope he will be able to continue to develop this attitude change, to keep it a part of student government.

To institute several things that we have started this year and haven't been able to complete, knowing that we wouldn't be able to finish them this year: our thrust toward membership on various committees, our course evaluation program, to name two. I think one of the problems with student government is that the goals we set for ourselves are goals that can't be accomplished in one year. It takes two, three, or maybe four years to accomplish what we want to accomplish. I just hope that our successors continue to keep the ball rolling.

Editor: Student "involvement," I take it, is a major issue among your co-workers and yourself?

Phelan: Yes. Our main problem is trying to get more student involvement in decision-making in faculty and administration committees. Right now we are trying to establish a student membership on the presidential selection committee. Also we have started a course and teacher evaluation program.

Editor: This ties in with your "Student Power" button?



"Mr. Edwards . . . we feel that he has something to say."



"We are not 'trying to run the University.'"

Phelan: Very definitely.

Editor: What is student power?

Phelan: As I define it, it is an attempt or ability of students or student groups to have a say in or to directly set those policies which directly or indirectly affect the students within the university community.

Editor: Since just about every decision within the University community affects the students, then you would want a voice in every phase of the University operation?

Phelan: Not in every phase. I think we have delineated our areas of concern into those truly of student concern such as student government, student organizations and that type of thing. Then there are those areas which we feel are of joint student-faculty-administrative concern such as curriculum, registration, scholarships, orientation, library and bookstore, to name a few. As far as setting the University budget, we don't necessarily feel we have a place in that although we have achieved a degree of say-so in setting our own budget for student activities and allocation of the student services fee.

Editor: You're a senior?

Phelan: Yes sir.

Editor: In your four years has there been a great degree of student participation in decision-making committees?

Phelan: Yes, there has been some. We have finally achieved positions on five administrative and/or faculty committees. We have a student on the traffic committee, building and planning committee, faculty and student lectures board and convocations, student publications board and others. We have made progress.

Editor: Student power as you see it

seems to differ from the Berkeley kind of student power most people readily recognize.

Phelan: When people think of student power they are immediately offended and think "oh oh" that means boycotts and demonstrations. People need to realize that those are only the ultimate tools of student power and the last resort. If you go as far as you can to gain your goals through the established channels and procedures and you're up against a brick wall, getting nowhere, many times it might serve your interest to form a demonstration or boycott. But that is only an extreme measure of student power.

Editor: This description fits the campus police demonstration of a few months ago?

Phelan: We had gone as far and done as much talking as we could. We had confronted the situation in our police department all year and it was unsatisfactory to just about everyone. Our demonstration was peaceful and controlled. It was a logical method of bringing attention to our problem and trying to get some results.

Editor: There was some disappointment from those watching the demonstration who thought it would be more exciting than it was.

Phelan: Yes. The on-lookers sort of spur the demonstrators on hoping it will get, shall we say, more violent or more exciting. Probably it's because they would like to be out there too but don't have the courage.

Editor: You have read the recent Look Magazine survey. The editors of Look said that the same issues cropped up on all campuses east to west that they visited. These were in this order: Vietnam, civil rights, student power and sex relations. Does this list hold true on our campus?

Phelan: I would say that the first three are the same on our campus as they are across the country. I think students are more concerned today over the problems of our world. Every time you turn around students are discussing and are concerned about Vietnam, civil rights and student power.

Editor: Do you think the views that you and your fellow Student Association officers hold represent the majority of the over 9,000 students we have enrolled here?

Phelan: That's a hard question. Really, how many elective representatives speak for the majority of their constituents? We express the opinion of the active minority—those who are involved and interested in student activities. I think the more we educate our fellow

students . . . (the less) opposition we find in them. I think they have never thought about the things we talk about and are trying to do. If we confront them with it, then they see and agree with what we are trying to do.

Editor: Do you have a planned program for confronting the students with these issues?

Phelan: This is something new on our campus this year. We haven't been able to establish as good a program as we would like. We've started through student forums. We have had a very successful formal forum series this year. We brought off-campus speakers and professors in and started a forum where the student can get up and express his ideas. Another method we hope to use . . . is through freshman orientation. In orientation you form small groups and convey to the freshmen your ideas and what you are thinking about. Get the students to thinking this way when they're freshmen and within four years I think we can have an effective body of students who can help us achieve our goals. Another way would be through newspaper articles. I think we could be more effective through our newspapers—but that's another story. We haven't had that much success with them.

Editor: Harry Edwards has characterized our University as a racist school. Do you think that is so?

Phelan: No, I don't believe this is a racist school. There may be a few things that are going on that may be racist (I hate to use that word)—or discriminatory in nature, but on the whole I don't think we have a racist school.

Editor: Why was Edwards invited here?

Phelan: Mr. Edwards is one of the up



"'Downtown' represents the parent . . ."



"The saying goes among us that you can't trust anyone over 30."

and coming leaders of the black revolution in our country. We feel that he has something to say. As students who are concerned about the black boycott of the Olympics, black power, about the civil rights movement, we felt that to get a true picture we ought to try to understand what he's saying; to be able to confront him face to face and to listen to what he says and ask him questions. Rather than getting sketchy, second-hand reports from papers that most of the time are slanted against him. I think the only honest way of trying to see what the man stands for is to talk to him and to listen to him.

Editor: Professor Edwards also has a certain shock value doesn't he?

Phelan: I haven't felt a lot of the shock yet. Other people on campus have. I think people, once they get away from the University, tend to get shocked readily, whether it's well founded or not. I'm sure that many will be shocked at his coming here but if they would come up and listen to him, I doubt if they would be that shocked. If they are then shocked they are shocked out of disagreement with his position rather than just out of ignorance.

Editor: Since you've been president of the Student Association there has been much more outspoken criticism of what you term "interference" from "downtown" or from the "power structure." Why this resentment toward the so-called "townies"?

Phelan: I think this resentment probably stems in a great part from a few events in the recent past such as the El Burro incident and again through the fact that the majority of our support from downtown is for athletics. A growing number of students are realizing

that intercollegiate athletics should not be the primary concern of this University. The academic aspect should be much more important and is becoming so. More students are concerned too about the way our athletes are treated; that they are not really treated as students, more as professional athletes. We feel that in a way the townspeople support this treatment of the athletes as professionals and forget that they are students. Probably this resentment stems from a basic resentment of parental control. The "downtown" would represent the parent. This is not saying that we're trying to buck our parents; this is just a natural tendency. Students up here are beginning to formulate their own ideas and to think for themselves and it is natural to react against people who have told you what to do for twenty years. I'm sure our resentment of "downtown" or the "townies" or whatever you want to call it, in many cases is unfounded. There is a matter of communication. In the past maybe it's been our fault in that we haven't been willing to talk to some of these leaders of downtown but our opinions are formed by what we read in the newspapers and however else we come into contact with them. I think we often get a wrong impression, but certainly, sometimes, a true one. Our resentment comes, in part, from a lack of communication.

Editor: You have said that most of the students are not as concerned with athletics as in the past. I wonder if this is true. Probably a higher percentage of students attend athletic events now than ten years ago. If a glance at the stands gives any indication, you might be mistaken on this point.

Phelan: I can't really speak for the majority of the students. I speak from the context of the active minority, the student activists if you will, who I think have a deep understanding of the University. There are other more important things than this. I realize that in the past students have supported the athletic program as little as anybody and that their support is much greater now. Most students are more interested in athletics perhaps but I think we should compare this interest to those who are concerned with the athletes as students and those who are concerned with the academic side of the University. If we try to compare them we'll see that there is now a greater concern about academics than ten years ago.

Editor: What do you see as the great problem of the student athlete?

Phelan: I think one of the greatest problems of the student athlete and one of

the things that alienates him and sets him apart as an animal living in a cage is the fact that he lives in a dormitory all by himself. All the athletes live over here, they congregate with all the other athletes, they don't talk with other students, they don't get to hear what other students have to say. For the rest of the students, the only time they get to see them is when they come out of their cages on the athletic field; when they see them as gladiators. They never get to know them as people and they never get to know them as students. This is one of the greatest harms we are doing to these people. A girl suggested to me, it was a black girl, that our black athletes are tired of being the white man's gladiators, which is an interesting observation. You might not want to put that in.

I think that if we would put athletics in its proper perspective in the University it wouldn't be required that they give every bit of their life to athletics . . . If they were allowed to be students like everybody else, if they were allowed to be people like everybody else, much of this problem would go away.

Editor: Just how much are our student activists really interested in the educational role of the University?

Phelan: Let's go into this now from the point of student government and what we're trying to do to uplift the academic atmosphere. We're primarily trying to do this through co-curricular student activities. Now we have the strongest forum series we've ever had and this is a tremendous boost to the academic aspect of the University. The Goff Lyceum Series has brought in some tremendous speakers that students have been involved with. We've shown con-



"I hate to see us continue . . . to place major emphasis on sports."



"When people think of student power they are offended and think 'oh oh' that means boycotts and demonstrations."

cern and we are starting our course evaluation program which is very definitely tied to upgrading the presentation and course content in the classroom. We've attempted, and have been unsuccessful this time, to start something along the lines of the "free university." In other words, the new concept where just groups of students get together—or maybe with a professor—and discuss on a completely informal level anything that is of concern to the group in a very free and relaxed atmosphere. These are educational reforms that are going on across the country and are successful, especially on the east coast and in California. Another case in point would be our concern with Dr. Knowlton. The academic freedom of a professor here. Students have been vitally concerned with this. So I think we have shown ourselves to be more concerned with educational reform than anything else.

Editor: You've spoken of "student academic freedom." What is that?

Phelan: We have, in the past, leaned toward setting up criteria of academic freedom only for the professor. The academic freedom for a student as I view it—and this of course is strictly my view—would be that it is the freedom to learn in the classroom and outside the classroom with as little exterior pressure as possible. Freedom to explore any and all ideas that the student wishes to pursue through the educational process. This involves the freedom of expression in class, not being afraid to voice your opinion and express an idea for fear of being thrown out of class. This involves discussing something on campus, say in a student forum and not being afraid to come out

and say you support Communism or something. It involves the freedom to pursue any kind of idea that you may have for the sake of developing your mind and enriching your own thinking process. It also involves the freedom to hear anyone that the students wish to hear. This is something that is always troublesome. People are offended if we bring in Harry Edwards. But this is part of our educational process that we want to hear what he has to say. The same would be true if we brought in Stokely Carmichael or George Wallace. The fact is that we want to hear these people for the purpose of furthering our education.

Editor: You have encountered people who do not share your beliefs on student power and who think that student activism tends to "tear apart the fabric," as is said, of the university and of the social structure. How do you answer criticisms like that?

Phelan: Of course, it depends on how these criticisms are stated. I tell them the main theme of their criticism is that we're "trying to run the University." I tell them that that's not our goal at all. We say that students have basic rights, as students and as members of the community, and that student power is an attempt to insure these rights. We tell them we want our rightful voice in setting the policies of our University and we are not trying to run it at all. I don't try to get into arguments with these critics because most of them are set in their ways and, I guess, most of them are advocates of the idea that a student's place is to go to class, go home, learn his lesson, take his tests, get his degree and go to work. Our views differ so greatly I just generally try to agree with them.

Editor: The matter of the use of drugs and marijuana is an obviously notorious subject. Do you know of marijuana, specifically, being wide-spread in its use in our campus?

Phelan: I don't know about it being widespread. I know that some students use it and that it has been used on campus. It is probably used off campus more. I don't think it is as widespread as the alarmists and people who tend to put students in a bad light anyway make it up to be. I'm sure a lot of people may use it one time and then never use it again. Others, I guess, use it all the time. I think the main concern for those of us who are concerned about it but do not use it, is the severity of the penalties. We live in a society that is very hypocritical. We say it is all right to drink and smoke cigarettes

and yet, we threaten to throw you in jail for five years or fine you \$10,000 if you smoke marijuana which is no more harmful than alcohol or cigarettes, no more habit-forming than either of these. This is not to say that it's not habit-forming, but we should be consistent in setting our policies.

Editor: Today's student generation is characterized as being the most "committed" in history. You have mentioned some of the things you are committed to but how would you sum up these various commitments?

Phelan: In trying to sum them up in a few words I would say that students are committed to acting on their ideals. Those ideals vary among students and student groups. I think you'll find that throughout the ages students and youth have always been the idealists. In our generation we have a new phenomena: students who are willing to really fight for and carry out their ideals rather than just being idealists in name only. These students try to change society so that it reflects their ideals and to me, the commitment is the willingness to act on their ideals.

Editor: Do you think you'll have these same ideals and convictions at the age of 30, say, when you're faced with matters of job and family?

Phelan: The saying goes among us that you can't trust anyone over 30. I'm sure this will probably apply to me when I'm that age. The way I look at it, I hope I will be still able to stand up for my ideals and won't be engulfed by the pressures of society but right now all I can say is that it's a fifty-fifty chance that I'll go either way. I just hope I don't take the route that most people take.



"Every time you turn around students are discussing Vietnam."



"The commitment is the willingness to act on our ideals."

THE MASTER'S VOICE

When the small, specialized School of Mines first held classes at Fort Bliss, a few rare visionaries saw its future splendor. These few knew that the school would someday be part of a large university system with a graduate school awarding graduate degrees to graduate students. Those precious optimists, as they looked out across the "campus" in those days at the mill, dormitory, assay and administration buildings, had to have great vision indeed to see such things in the future.

But it came to pass. The School of Mines and Metallurgy became the College of Mines and the College became Texas Western College and it became The University of Texas at El Paso. And even before Mines became TWC it had a graduate program and was granting the degree of Master of Arts. The first master's thesis was submitted in September, 1942, **A History of El Paso County**, and the writer of No. 1 was Mrs. Nancy A. Hammons. Her research was supervised by Dr. J. L. Waller; Dr. Rex Strickland and Dr. Andrew W. Hunt were the readers. Thesis No. 2 was submitted by Mrs. Naomi Dowd Jackson and No. 3 was the work of Mrs. Grace Knox Smith, who is now assistant professor of English at U.T. El Paso. These three students were the first to receive graduate degrees at the institution.

The story of the University's graduate school has been largely ignored these past 26 years while actually it is quite a significant chapter in the history of the Frontier College. My aim has been to learn what degrees were offered, what theses have been written, who were the heads of the departments and the deans of the graduate school—in short, what was, and is, in a general and informal way, the history of the graduate school.

I started with a review of the theses filed in the campus library. Almost 400 have been submitted "in partial fulfillment" for the degree of Master of Arts, Science or Education. Which of them to list in NOVA was indeed a puzzler. All were interesting; indeed, many were of more than average interest; and the creative theses cried to be read in full. The choice, therefore, had to be arbitrary.

When I looked through the file of theses in the Library (and I looked at each and every one on file) I realized that only a hit-or-miss type of decision could be made. Those mentioned in this article are those of the first three grad-

uate students, random choices among early graduate students, theses selected for publications, theses of some of the people who now teach at the University, theses of some men and women prominent in public life, and creative theses.

After I had looked at the bound volumes on file, I went to visit Dr. Edmund B. Coleman, dean of the Graduate School. I asked him what he thought about the requirement for the master's thesis. His "strongest feeling," he said, was "to use it as a kind of apprenticeship for writing for publication." He thought for a moment and then told me how pleased he was that the first signature he put on a thesis was that of Rev. Hobart W. Bennett whose thesis for the M.A. in English has been accepted for publication by the "Linguistics Journal," published by Mouton Press in the Hague, Netherlands.

Dr. Coleman went on to explain, "I am encouraging the departments to use the style manual of their disciplines, and then, not only to have the students write for publication but to submit the theses for publication."

After talking with Dr. Coleman, I went to visit Dr. John O. West, head of the Department of English, and asked him if the English Department agreed with this point of view. Dr. West agreed that the thesis is an invaluable aid to the student who plans to do research and to publish later on. Because I was aware that the English Department was planning to drop the thesis as an absolute requirement for the master's degree, I asked him to explain how these two apparently opposing views could be reconciled.

Dr. West does not believe that the thesis is "indispensable" to the master's degree for every student in graduate school. "A student who has already had training in research methodology would probably not need to write a thesis," he said, either for his own benefit or for proof of his ability to conduct research. However, he continued, "the thesis is excellent proof of scholarship as well as training for the dissertation if one is planning to go toward the Ph.D." Therefore, students working for a master's degree in English who "anticipate Ph.D. studies at a school that requires submission of the thesis for entrance into a Ph.D. program, would, of course, elect to write a thesis."

The University's School of Science

requires a thesis for the M.Sc. To date, the Master's degree has been granted only in the field of physics, although students are engaged in graduate work in biology, chemistry, geology, and mathematics. Only physics, however, has had the permission long enough to have had time for students to do the research and obtain the results necessary for a thesis.

But the Department of Physics is proud of the fact that almost all of its graduate work has been published. They can't talk about some of it—it's secret. But most of the work is published in Schellenger Laboratory Reports or in reports published at White Sands Missile Range. A few have already appeared in open literature.

The first thesis submitted to the physics department was in 1965, by Alex Schlanta, who is now teaching in Socorro, New Mexico. The next thesis was by Marvin Diamond who works at WSMR. Although Mr. Diamond's actual thesis does not appear in open literature, he did publish a long related paper in the Journal of Geophysical Research in November, 1965. The third thesis submitted to physics, and the first to be published in open literature, was by Paul Milnarich, Jr. Mr. Milnarich is employed at White Sands Missile Range and his thesis appeared in the Journal of Applied Meteorology in October, 1966. A few months later, in December, 1966, the same journal published the thesis of Eldon V. Jetton, now with the U.S. Weather Bureau at El Paso's International Airport.

Almost 15 papers have been published by graduates of the Department of Physics since the first M.Sc. was granted in 1965. I asked Dr. Lewis F. Hatch, dean of the School of Science, how he felt about this. He took it as a matter of course that almost all of the output of his graduate students has been presented to the science public. He believes that "publication of the research reported in a thesis represents an outside evaluation of the quality and significance of the research." More than this, it also "lets the scientists all over the world know the type of research which is being done at the University of Texas at El Paso." We must note, however, that even though Dr. Hatch tries to take the achievement of his students quite matter-of-factly, he obviously is proud of their collective and individual achievement. The same

is true of Prof. Thomas G. Barnes who directed most of these theses.

Scientific theses are rarely published in their original form. The scientific world is interested in results and the thesis must be considerably condensed before it can be published. Most of the work involved in preparation for publication is done by the faculty of the School of Science; although one student, Mr. Milnarich, prepared his own condensation in conjunction with Mr. W. L. Shepherd of White Sands Missile Range.

The Department of Modern Languages has a different problem in the publishing of its theses. Dr. William Russell, head of the department, says that it is the policy of Modern Languages to permit the student to write his thesis in the language in which he is most comfortable. Most students feel most at home in English and it has, therefore, been necessary to translate the thesis into the language of the area of publication.

Dr. Chester C. Christian, Jr., associate professor in Modern Languages, wrote on **Experiencia transcendiente en la hora de Rafael Solana**. This was translated into Spanish and, in 1963, published as a book in Mexico, D.F. The text was in both English and Spanish the two languages printed in parallel.

Lucien Pichette, who received his degree in 1959 and is now president of Colorado State College of Greeley, wrote on **Futility as an Artistic Element in the Novels of Bartolome Soler**. This was translated into French before it was published. His wife, Katherine Hoyer Pichette also submitted her thesis (on Robert Frost, for the Department of English) at the same time.

The thesis of Elsie Campbell, on Spanish records of the civil government in Ysleta, 1835, was published in English. Art Leibson of the El Paso Times excerpted much of the material and it appeared in four newspaper installments. Miss Campbell is now a teacher in the Ysleta Public Schools.

G. Humberto Mata, su sitio en la novela indianista del Ecuador, was written by Margaret Hamilton Dickson and was translated into Spanish and published at the University of Ecuador in Cuenca. Mrs. Dickson is Language Coordinator for the El Paso Public Schools.

Over 70 theses have been submitted to Modern Languages. The first was by Dr. Robert L. Tappan who is now associate professor in the department, teaching Spanish and French.

The English department accounts for a large number of the theses in the files. For the past six years, a creative thesis has been allowed by the department. The first was a novel by Mrs. Linda Robinson entitled **The Sleeping Ute**. It was based on knowledge she gained during the time she and her husband lived on an Ute reservation. In 1964, Haywood E. Antone, now an instructor in the English department, submitted **March to a Distant Outpost**, "an imaginary narrative of a fictional journey written by a completely imaginary member of the company led by Major Van Horne as it marched across the desert to establish a fort at Paso del Norte in 1847." The next creative thesis was a volume of poetry, **A Rain and A Wine**, by Anthony Piccione. It was the first manuscript of poetry submitted and contained an essay on "The Direction of Modern Poetry."

At present, five creative theses are

in progress. Philip Tanner is writing a novel, **The Conception**; Benjamin Eskew is working on a historical novel, untitled, of the Southwest; Warren Rucker is writing a novel about the army's psychological warfare; Richard Santelli is preparing a volume of poetry, **Soliloquy in a Desert**; and R. F. Milnarich is preparing five short stories and an essay on the short story.

The student who wants to write a creative thesis is advised by Dr. Edward Richeson, Jr., to see J. Edgar Simmons, John Manchip White, or Francis Fugate. All three are interested in the development of the creative writer. Dr. Richeson said that because "we are interested in building up the creative writing department, the student must no longer request permission of the graduate council to write a creative thesis." The decision is made by one of these three men and a second reader.

The principle underlying the permission to write a thesis is in line with Dr. Coleman's wish to see the publication of all theses. J. Edgar Simmons, professor of creative writing, says the ultimate test of whether or not a student may be allowed to submit such a thesis is to determine whether or not the "incipient talent" can be "developed and matured until it reaches standards acceptable for literary publication."

The requirements for a thesis vary among the individual directors of theses. Dr. Haldeen Braddy believes a thesis should be short and original. He would rather have "twenty pages of new information" than "several hundred pages of review." He has recently set his students to working among the pages of Chaucer and the development of the English language. The Chaucer Studies have produced theses by Janice Muchaud Dugan, Carole McCool Johnson, Lois Jean Webb, J. L. Buescher and Patricia H. Chew. Hobart W. Bennett, whose thesis was mentioned earlier, did his work in Old English under the guidance of Dr. Braddy.

The authors about whom the students of English literature have written are equal in number, almost, to the theses submitted. In 1946, Mrs. Mary P. Jensen, now principal of Park Elementary School, wrote on Edna St. Vincent Millay. E. M. Light wrote on Edith Wharton and so did Gloria E. Cuen. Mary McCarty wrote on Maxwell Anderson; Ila Sewell and M. Iverson wrote on Willa Cather. Olive S. Yeager wrote on Herman Melville; Martha Walker wrote on Virginia Woolf; Eleanor G. Cotton wrote on John Donne, and Lucille Nold wrote about Eugene Manlove



Sept., 1942: Two of the first three recipients of Master's degrees at U.T. El Paso (then the College of Mines), From left: Dr. Anton Berkman, chairman of the graduate Committee,

Mrs. Naomi Dowd Jameson (who submitted thesis No. 2), Mrs. Grace Knox Smith (thesis No. 3), and C. A. Puckett, dean of arts and sciences.



U.T. El Paso Periodical Librarian Frank Scott and the thesis file.

(photo by Albert Nedow)

Rhodes. Patricia A. Robinson wrote on Stephen Vincent Benet; T. J. Williams wrote about T. S. Eliot; Mary Speer wrote on four Southwestern writers, and Frances Hatfield, a well-known writer and reviewer, wrote on Frank Norris. Dr. Tony Stafford, Mrs. Marjorie Cervenka and Mrs. Pauline Kiska, all on the staff of U.T. El Paso, wrote respectively on Dylan Thomas, Eudora Welty, and Washington Irving. And, Mrs. Grace Smith, who wrote that Thesis No. 3, chose Carl Sandburg as her subject.

Some of the theses written for the M.A. in English have been close to the material covered by the theses written for the Department of History. Helen Raterman wrote on the Mexican in Southwest novels, and the fictional narrative of Mr. Antone was a carefully researched study of Major Van Horne's journey.

The Southwest, especially the El Paso area, was for many years the most popular topic for history theses. Katherine H. White, wife of Congressman Richard C. White, wrote about the Pueblo de Socorro Grant, showing why the City of El Paso cannot, at present, expand beyond the Socorro line. Jocelyn J. Bowden also wrote the history of a land grant—the Ascarate Land Grant.

Conrey Bryson, who is serving with Mr. White in Washington, had a long career with the Public Service Board of El Paso. From his first-hand knowledge and extensive research, he wrote a history of El Paso water and his thesis is still used by city and PSB officials as a reference work. El Paso's perennial water problems was also the subject of a thesis written by Marion C. Nicoll.

Local history has been well explored. Thesis No. 1 by Mrs. Hammons was a history of El Paso County; Robert N.

Blake wrote a history of the Catholic Church in El Paso; Daniel A. Connar wrote a history of military operations in the Southwest from 1861-1865; Nadine H. Prestwood explored the social life and customs of people of El Paso from 1848-1910. E. E. Ramke wrote a history of the Pass of the North and Lucille Soltner wrote on early El Paso newspapers. For a graduate degree in history, John J. Middagh, co-chairman of the Department of Mass Communication, told the story of the El Paso Times. This was published by the Texas Western Press under the title **Frontier Newspaper**. Jack C. Vowell, Jr., covered political life in his thesis on politics in El Paso from 1850-1900. Histories of schools, churches, and hospitals are also available in the files. Elma G. Ramirez wrote a history of Hotel Dieu; Sallie E. Philips wrote a History of Austin High School. The development of El Paso social agencies is recorded in Mary Jean Martin's thesis on the history of the El Paso County Child Welfare unit and Julia Ann Guthrie's history of the YMCA of El Paso.

Despite the interest in El Paso and its environs, students have also gone far beyond the city lines for their materials. Harry L. Bowen wrote about his grandfather in Vermont, Nahum J. Bachelder expressed our national yearning for a Return to Rural America. Nancy Trainor Forbes, on a decided other hand, wrote about the Alabama Ku Klux Klan from 1866-1871.

International affairs have quite naturally interested students of history. Trinton N. Crouch wrote on the Berlin Problem; Marlyn Van Dame Irion wrote on DeGaulle and the Free French Movement; Leon F. Lavoie wrote on Tanganyika; William M. Vestal wrote on the Two Chinas and Bhim Sanhu on the Effects of China's aggression on India's foreign policy.

The field of linguistics and teaching English as a second language is becoming very popular. The theses, so far, are divided between the departments of education and English. A forerunner in this field was a thesis submitted by Thelma Anderson MacWhorter in August, 1950. In **Teaching of English as a Second Language**, she claimed that "vitality is the keynote." A. M. Stowell wrote on assisting the non-English speaking child to achieve reading readiness, and V. M. Aimone wrote on English for the Spanish-speaking child in the third grade. Amelia B. Anderson was concerned with the number abilities of the Spanish speaking child in English speaking schools. More re-

cently, Barbara Heeler and Patricia Ann Groves have written on linguistics.

The School of Education was one of the first to grant the master's degree. The second thesis submitted to the Graduate School was an analysis of errors in arithmetic in the upper elementary grades, by Naomi D. Jameson.

Although a thesis is not a hard and fast requirement for a Master's in Education, many students have elected to submit one. Subjects chosen cover the entire field. One of the earliest theses was by Mrs. Faye Maxwell who wrote on providing for social development through the teaching of homemaking in the public high schools. Mrs. Maxwell is now employed by Ysleta Public Schools.

Even earlier, thesis No. 5 was on the effects of disease on the achievements of children, by Margaret de Puy Roslyn. It is interesting to compare the statistics on the illnesses of children 25 years ago with current statistics. There is quite a difference and if you are interested, the thesis is on file in the campus library. Dorothy J. Lovett, who is now a special education teacher at Bowie High School, wrote on a survey of guidance practices in selected Southwest cities; Betty S. Borenstein wrote on physical education.

The almost 400 theses on file at our University library are obviously too numerous to be listed individually. Highlights have been selected capriciously because every thesis submitted is worthy of mention and almost every subject is covered. Dr. Olav Eidbo, head of the Department of Music, has a thesis on the development of selected problems of the singer of sacred music. This is evidence that even though a master's degree might not be granted by a particular department, the student could arrange to take a degree in any field in conjunction with a department granting an advanced degree.

These theses are open to the public for research and for pleasurable reading. They are available at the periodical desk on the second floor of the library at U.T. El Paso. All are indexed in the card catalog on the first floor; some by number only, others by subject and author. Subjects not covered in general literature, or even in specialized literature, may be found treated with fine attention to detail and accuracy in the file of theses presented in partial fulfillment for the requirements of the Master's degree to the faculties of the College of Mines and Metallurgy, Texas Western College, and the University of Texas at El Paso.

—Rhoda F. Milnarich

SOME VIEWS OF CAMBRIDGE

Editor's Note: The author of the following impressions of Cambridge University, Mrs. Helen Durio, is a graduate (M.Ed '62) of U.T. El Paso and a member of our education faculty from 1962-66. She is married to Major Donn L. Durio, USAF, and has been in England with her husband and two daughters since June, 1967. Mrs. Durio is attending lectures in the Moral Science curriculum, largely in psychology and philosophy, at Cambridge.

Prince Charles of England, now attending Cambridge University, is receiving what epitomizes the best of British education. One immediately conjures an image of traditionally robed youth, impeccable behavior, and no-nonsense stints of study. Either times have changed or this image of Cambridge has never been entirely accurate.

Prince Charles daily views a crowd of apparent swingers, all treading the maze of narrow grey streets and courtyards in search of an elite education. The students of Cambridge are even more avant-garde than those on campus in the United States. Avant-garde in this case is a euphemism for shoulder-length hair, shampooed somewhat irregularly, pants and jackets reminiscent of either Buffalo Bill or an unwashed dandy at the turn of the century. Both styles can be seen on the boys of Cambridge. Somehow youthful pimples are reinforced by thick tendrils of hair encircling the pale English complexions. So lacking in virility do they appear, one wonders if the legend of Samson is occurring in reverse.

A bird or two can be distinguished in and around the stately towers of Cambridge, and these girls would cause

stares in sophisticated Manhattan. Dresses are often one-piece costumes of shorter than tennis-skirt length. (Does anyone remember the furor over Gussie Moran's lace panties on the tennis court ages ago?) Material is usually drab brown or black velvet, seemingly in a moulting stage. Bright colors are seen only in square-toed flats, and evening versions of the mini-dress. Plain clothes are school attire, and perhaps an odd concession to conservatism. A heavy schoolbag is slung casually over the shoulder, bruising a thigh as it swings with each step. A few girls still push long strands of hair from their faces, but those at the forefront of British style are sporting Sassoon crewcuts these days. Though smaller in numbers, these females do manifest more virility than many of the males at Cambridge. Perhaps Charles' education will be well-rounded, after all.

Looking terribly out of place in knee-length skirt and medium heels, I've been attending lectures at Cambridge. In conversations I listen with interest to the various British accents, and was initially surprised not to find a corollary of radicalism with the form of dress. Yet, I detect less questioning of authority or quest for personal freedom than one senses in American youth. Some lectures I attended were elaborately verbal Japanese Tea Ceremonies, but Carnaby-clad boys and girls sat in well-disciplined attention throughout. The contrast to U.T. El Paso classes I will leave unstated, but my inclination is to consider the latter more healthy.

There is, however, my appreciation

of the English student's self-responsibility in attending lectures of his choice, and the opportunities he and his professors have for discussion outside the lecture hall. Visits of a semi-social nature are scheduled and have the advantage of an informal atmosphere. A tutor guides each student in his reading, and serves as judge of his progress.

What does all this suggest about British culture? That it is a paradox of new and old, mingled into not particularly harmonious settings. Confusion of style is significant in today's England. The rigidity of social classes is beginning to crumble under the strain of a welfare state. However, old traditions are cherished, and the impact of technology only sporadic. Adding to this schizophrenia, one finds a strange blend of envy, emulation, and patronization toward the United States.

Cambridge seems to be exposing Prince Charles to modern England, with all her incongruities, and perhaps that will be of greatest benefit to him in the future.

Despite the differences in Cambridge students from American youth, I soon had occasion to remember that universities are comprised largely of the young. When a curly-haired young man gleefully told me of the "senile Department Head with spittle upon his lips and stains upon his tie," I realized the irresponsible spirit of youth will bubble in any surroundings. Humor is apparently the common vein through which education is tolerated in any country.

—Helen F. Durio



King's College, Cambridge, seen from the tower of St. Mary's Church



"Bridge of Sighs," St. John's College, Cambridge

Photos by B. J. Wright, Hartford, Huntingdonshire, England

THE BUILDING BOOM AND THINGS TO COME



The way it looked in the 1920's . . .

The Library courtyard



The impressive multi-storied building you see on the fold-out cover of this new issue of NOVA is more than an architect's drawing, more than a symbol of things to come. In a few months — probably in November — workmen will begin to lay the foundations of this massive Education-Engineering Center. It will be built on a site on the north-east side of the campus presently occupied by the Chi Omega and Tri-Delta Sorority houses and the Baptist Student Union building, near the juncture of Kerbey Avenue and Randolph Drive. When finished, it will be the largest teaching facility at our University, larger by a third than any existing classroom building, and will cost about \$3,700,000, of which one-third will be provided by federal funds. As you can see from the cover drawing, the complex will consist of two wings of four floors each, flanking a tower that will rise eight floors above ground. It will house many laboratories and classrooms, of course, as well as faculty offices. Its special features will be many, including several unusual ones to meet the needs of our burgeoning School of Education.

As I have said, it is more than a symbol of things to come. Still, it does serve as a symbol in this respect: within a few years, this University will experience the completion of a multi-million dollar building program that will more than double the size of the physical plant. Completed just this school year was the Physical Science Building with 92,000 square feet of space, one of the largest buildings on campus. In its final stages now is an addition to the Library almost three times as large as the older portion of the building. Well underway at this writing is an addition of 90,000 feet to The Union, and when the addition is completed the "old" Union will be remodeled and modernized.

Even before construction of the Education-Engineering complex is finished, we will start work on a new dormitory. It will have perhaps three times the capacity of all our present dormitories combined. Such an addition to our campus, which historically has drawn about 90 per cent of its students from its home community, has many implications for the future of our University. We need the diversity that will result from having a large number of dormitory residents on campus.

The building just completed, those under construction, and those soon to rise will cost more than \$12,000,000,

and they are but a beginning. Within the next few years we hope to construct a fine arts center of some 200,000 square feet. (By comparison, Memorial Gymnasium has 62,000 feet and the Liberal Arts Building 92,000.) This new center, which will house the Departments of Music, Drama and Art, may permit us to turn over the Cotton Memorial Building to the Library, which is increasing its holdings even now at the rate of about 25,000 volumes a year and is approaching 250,000 volumes in holdings. It will grow faster as time passes.

Our Campus Planning Committee has not yet arrived at a firm schedule of priorities for the additions most needed after we begin construction of the Education-Engineering Center, the new dormitory and the Fine Arts Center.

Certainly high on the list will be a new building for Engineering which will, within a few years, outstrip the capacity of both its present home (which it will continue to occupy for some years) and its quarters in the Education-Engineering complex.

Another classroom building, similar to Liberal Arts and at least as large, also is needed and probably will be built as an addition to the present Liberal Arts Building or near it.

The Departments of Geology and Biology need new housing even now, and the School of Business Administration must also have new quarters. The Administration Building must be expanded too, or a new one must be built.

The order in which these needs must be met will be determined by the next administration, but they are all urgent needs. Indeed, if construction could begin on all of them simultaneously and immediately, they could be put to good use. The University of Texas at El Paso may have 10,000 students next fall and the increasingly complex requirements of the institution—no longer a small college growing slowly—are not adequately illustrated by tables of enrollment statistics. This is a university with everything the name implies, from excellent graduate programs to energetic student activities.

Most of the buildings I have referred to are in the future, although hopefully they are not in the distant future. The Education-Engineering Center you see on the cover of your NOVA is close at hand. When it is completed it will be our largest and most impressive building. But not for long.

—Joseph M. Ray



The Union expansion goes up

Baxter Polk on the inside of his new building



ALUM NOVA S'

J. W. Hanley ('56) writes NOVA from Majuro, Marshall Islands, where he now makes his home with Mrs. Hanley (the former **Katherine Ann Stone ('55)**) and their five children. He has been employed by the Trust Territory Government since 1967 as District Budget and Accounting Officer, first in the Mariana District and currently in the Marshall District. Mr. Hanley points out that portions of "Our Alum in Micronesia," Part II, appearing in the Winter NOVA, were quoted, unfortunately without attribution, from A Reporter in Micronesia by E. J. Kahn, Jr. (W. W. Norton & Co., 1966). We apologize for this omission. The Hanleys have sent a gift subscription to "Micronesian Reporter" to the U.T. El Paso Library.

One of the University's first cheerleaders, **Ruby Benold ('34-'37)** is married to the mayor of San Carlos, Calif. She met her husband, Dr. George Seager, while he was teaching in the U.T. El Paso geology department 1935-36.

The newly created position of mining consultant with IRECO Chemicals Co., of Salt Lake City was filled by **Ewald Kipp** who graduated as a mining engineer in 1922. Kipp retired in January from International Mining Co., also of Salt Lake City. And, **Charles C. Manker, Jr. ('43)** writes that he is presently Assistant Dean for Instruction and Research in the College of Education, University of South Florida, Tampa. He was formerly at the University of Kentucky.

Three ex-students have won promotions at the State National Bank of El Paso. **James W. Wadley ('46-'48)** is now vice-president and trust officer; **Miss Frances Arledge ('46-'48)** is assistant cashier; and **Dysart E. Holcomb, Jr. ('65)** became an assistant trust officer.

Albert B. Perches ('47) is managing a manufacturing facility in San Antonio to train and give jobs to persons previously considered unemployable. The facility was established by General Dynamics. Perches was previously chief of contracts administration for the Fort Worth division. **Lucky Leverett ('50)** returned to El Paso after four years as national advertising director of the Phoenix Chamber of Commerce and became director of publicity and personnel at the El Paso Electric Co. **Otis Gallas ('50-'52)** has been named manager of personnel in the employee relations department of Atlantic Richfield Co.'s North American producing division at Dallas. And, Fort Worth Transfer Co. was recently purchased and will be operated by **James W. Moore ('54)**.

The 1968 Alumni Fund for Excellence is being headed by 1953 graduate, **Robert C. Heasley**. He has long been active in alumni activities. He was president of the Ex-Students' Association and Homecoming chairman in 1964 and **Don Henderson's ('56)** vice-chairman of the Alumni Fund last year.

Wynn Anderson ('67), administrative assistant for development at U.T. El Paso, had a February visit with president of the Dallas Ex-Students' Association, **Ed Stromberg ('55)**. It was Stromberg's first visit to the campus since 1960. Plans were discussed for an April meeting in Dallas and a proposed memorial scholarship in memory of **Tom Cook**, class of 1949. Mr. Cook, who died this fall, was a lawyer in Dallas and noted for his legal work among the poor. Also from Dallas comes the news that **Raymond D. Noah ('57)** has received his law degree and is now employed by SMU. He is past president of the

Dallas-Fort Worth Ex-Students Association. **Jack Elliott ('55)** has been appointed creative director of the New York Office of Vic Maitland and Associates, Inc.

The 1968 Youth Opportunity Program in El Paso will be headed by **Ralph Chavez ('59)**. Chavez traveled to Washington in January to attend a meeting of the President's Council on Youth Opportunity at which Vice-President Humphrey presided. **Sam H. Baker ('61)** is the editor of the Richardson Daily News in Richardson, Texas, and **Wendell Averitt ('63-'67)** is art director for a new Double-day TV station, KETV, in Dallas. **P. A. Lane ('62)** was elected cashier at El Paso's American Bank of Commerce and **L. A. "Skeet" McCulloch, Jr. ('59-'62)** has been promoted to Deputy Commissioner of Revenue for the State of New Mexico. He was formerly Chief Counselor of the Bureau of Revenue.

Raul Muniz, who received his master's degree in 1963, is teaching at Lydia Patterson Institute. The State Representative is an American history instructor. The new Public Relations Director at the El Paso Chamber of Commerce is **Gary Conwell ('63)**. He will be responsible for the monthly news magazine and liaison with the news media. **Norma Fulks ('64)** is now Mrs. Bruce Dickau and is at Florida State on a post-masters fellowship in librarianship. **Carol Lockwood ('65)** is teaching at Northwestern High School in Adelphi, Maryland. Also living in Maryland is **Ralph L. Klenik ('65)**. He is Test and Evaluation Command's project officer for the entire Chaparral-Vulcan test program at Aberdeen Proving Ground. He has been associated with various missile test programs since 1956, including the Nike-Hercules and Redeye while at Ft. Bliss and White Sands Missile Range before he moved to Aberdeen in 1968.

John A. Phelan III ('66) is working for Colgate-Palmolive at the company's regional office in Fort Worth. A note from **Felipe Duran, Jr. ('65)** tells of his participation in a bi-national meeting of laboratory personnel in January with participants from the U.S. and Mexico. The workshop was entitled "Training Course on Laboratory Techniques in Tuberculosis." **Joe Smith**, a 1966 graduate, is Assistant Director of the Computer Center at Trinity University in San Antonio and Harvard University Law School has given **Edward F. Sherman** a teaching fellowship. He will be responsible for teaching the first-year law course in legal practice and method. Sherman earned two master's degrees at U.T. El Paso in 1962 and 1967.

El Burro "Girl of the Month" in the spring of 1967, **Susie Blakely ('66-'67)** lives at a 32-floor apartment building overlooking New York's East River. She holds a position with the Eileen Ford Modeling Agency and her pictures have appeared in Seventeen, Harper's Bazaar, Modern Bride and on Clairrol's "Innocent Blonde" television commercials. **Phyllis Berner Barnes ('59-'61)** is living in El Paso while her husband, **Capt. R. L. Barnes ('61)**, is in Vietnam as an advisor in the Qui Nhon area.

Major William L. Gibson ('53) was decorated with the Distinguished Flying Cross at Tan Son Nhut Air Force Base in Vietnam for meritorious achievement in military operations in Southeast Asia. An RF-4C commander, he flew a visual and photographic reconnaissance mission of the entire road network from Dien Bien Phu in North Vietnam southward through Laos. The information he acquired was instrumental in deterring the enemy from resupplying their war effort in South Vietnam.

Major Robert P. Dirmeyer ('54) was awarded a Certificate of Achievement for outstanding service during his assignment with the U.S. Army Artillery and Missile School at Ft. Sill, Oklahoma. A 1953 graduate, **Captain Jimmie L. Gray** was cited for his outstanding professional skill and initiative as chief of maintenance, 1881st Communications Squadron, Cam Ranh Bay AFB, Vietnam. He is now assigned to Fuchu Air Station, Japan. **Captain Wencis R. Tovar ('63)** is now wearing a distinctive service ribbon in recognition of his helping his unit earn the U.S. Air Force Outstanding Unit Award.

Lieutenant Wilbur W. Bateman ('64) is on duty at Whitman AFB, Mo. as a missile launch officer. He previously served at Tan Son Nhut AB, Vietnam. The Air Force Chief of Staff selected **First Lieutenant Harvey G. McCain ('64)** for a special award for his outstanding proficiency in fulfilling supply responsibilities. He received the U.S. Air Force Outstanding Supply Officer Certificate at Sembach AB, Germany.

The Vietnamese Gallantry Cross with gold star was presented to **Lieutenant Michael Metzgar ('65)** near Lai Khe, Vietnam. The award is presented for gallantry in action against the enemy. Lt. Metzgar received the award for the part he played in a battle with the Viet Cong near Loc Ninh. The presentation was made during a ceremony at which Vietnam's Vice-President Nguyen Cao Ky spoke. Recently promoted to captain in the Air Force was **Rede Franco**, who earned his B.S. in 1964. He is on duty at Laredo AFB as a supply officer to a unit of the Air Training Command.

After having been awarded the U.S. Air Force silver pilot wings upon graduation at Williams AFB, Arizona, **John T. Casady ('66)** will be assigned to duty in Okinawa. Another 1966 graduate, **Lt. Don Wiley**, is taking helicopter training with Squadron 8, Pensacola, Fla. Airman **Roberto O. Lugo ('66-'67)** has completed basic training at Lackland AFB and has been assigned to the Air Force Technical Training Center at Sheppard AFB, Tex. for specialized schooling as a medical services specialist.

Airman **Alfred L. Fernandez ('67)** has been graduated with honors from a U.S. Air Force technical school at Lowry AFB., Colo. He was trained as a supply inventory management specialist and has been assigned to a unit of the Strategic Air Command at Whiteman AFB, Mo. **Mark C. Terrell** completed a pay and disbursing course at the Army Finance School, Ft. Benjamin Harrison, Ind. **Lt. Arturo Bustamante** received instruction in leadership infantry tactics, infantry weapons and supporting arms, map reading, logistics and administrative procedures in an infantry officer basic course at the Army Infantry School at Ft. Benning. All three are 1967 graduates of U.T. El Paso.

Two ex-Miners, both 1961 graduates, will be awarded doctor's degrees at New Mexico State University commencement exercises in June. The University's first Ph.D in chemistry will be awarded to **Hobart G. Hamilton, Jr.** **Joseph A. Ptasnik, Jr.**, who earned his master's degree at U.T. El Paso in 1961, has earned a doctorate of education with a major in counseling and guidance. It is only the second Ed.D to be awarded by NMSU. A 1958 graduate, **Fernando Caracena**, became a Ph.D. in physics at January commencement at Case Western Reserve University of Cleveland, Ohio. Earning a Master of Divinity degree was **Raymond Harvey Singleton ('65)**. He received his degree from Southwestern Baptist Theological Seminary.

CAPSULES

News Briefs from the Campus

The Faculty Advisory Committee on Selection of a President, headed by Dr. Ray Past, is considering possible choices of a successor to Dr. Joseph M. Ray, president of U.T. El Paso since 1960, who steps down September 1. The committee's recommendations will be made to Chancellor Harry Ransom.

A five-member Committee on Academic Freedom, Tenure and Responsibility has been formed at U.T. El Paso. Members of the committee are Prof. L. Phillips Blanchard, chairman; Dr. Thomas I. Cook, Prof. Oscar H. McMahan, Dr. Wayne Fuller and Dr. Joseph Leach. Chairman Blanchard summed up the functions of the new panel when he said, "It is our hope that we can express the feelings of our entire faculty in the increasingly numerous and crucial matters of academic freedom and its associated issues."

A Black Student Conference was held at the University April 5-7, sponsored by the United Afro-American Students and Student Association. Main speaker was Prof. Harry Edwards of San Jose State. Dick Gregory, Negro comedian, and Lee Evans, San Jose track star also took part in the conference.

Another conference was held in April, sponsored by NOMAS—the New Organization of Mexican-American Students—and the Student Association. The Mexican-American gathering was held April 26-28 and speakers included Prof. Henry J. Casso, a member of the Bishop's Committee on Mexican-American Affairs in San Antonio, and Reies Tijerina who made national headlines by attempting to take over Spanish land grants in northern New Mexico. Tijerina spoke off-campus.

Five master's degree programs were approved for U.T. El Paso by the Texas State College Coordinating Board. The graduate programs approved were in mathematics, sociology, biology, health and physical education, and chemistry. The University now has a total of 17 departments in which it offers an advanced degree.

The Board of Regents of the University of Texas System met on the U.T. El Paso campus in March. In action affecting the El Paso school, the Regents authorized the purchase of three pieces of on-campus property for the purpose of construction of an Engineering-Education Center (see cover and President's Office). The board awarded contracts totaling \$136,442 for furniture and furnishings in the new Library addition now under construction.

Ron McClusky, Independent Student Party candidate, was elected 1968-69 Student Association President. Out of 9,100 students eligible to vote in the election, 1,499 did so.

U.T. El Paso students joined approximately a million others across the nation in "Choice '68," the national collegiate presidential primary. The purpose of the primary was to give students the opportunity to indicate their preference from a list of 18 candidates. Sen. Eugene McCarthy won the primary on the El Paso campus, receiving just three more votes than Sen. Robert Kennedy. Other top candidates were, in order, Richard Nixon, Lyndon B. Johnson, and Nelson Rockefeller. Leading the other 13 candidates was George Wallace with 53 votes. One vote was recorded for George Romney and none for Harold Stassen and Fred Halstead (National Socialist Labor Party candidate). A total of 1,500 votes were cast.



DEATHS



Mr. Floyd A. Decker

Mr. Floyd A. Decker, retired chairman of the Department of Engineering, died March 23 in El Paso. He was a member of the faculty for 29 years, serving as head of the engineering department from 1947 to his retirement in 1964. He was sponsor of the U.T. El Paso student chapter of the American Institute of Electrical Engineers.

Mr. William H. Ball died April 7 at the El Paso Tennis Club. He was a member of the U.T. El Paso faculty from 1929 to 1958, where he taught chemistry and coached the tennis team. At the time of his death he was coach at the Tennis Club and owner of Ball Tennis Shop. He was the originator of the Sun Carnival Tennis Tournament.

Mr. Arthur Wheatley ('23) died in Dothan, Alabama, April 23 where he was chief plan engineer at Ft. Rucker, Alabama. After his graduation from Texas College of Mines he was employed by the Electric Bond and Share Co. in Mexico. He was a member of the American Society of Civil Engineers.

Mr. Roy I. Glass ('50) died December 14,



Mr. William H. Ball

1967. He was an electrical engineer at White Sands.

Lt. Ronald W. Wood ('64-'65) died of wounds received in Vietnam action February 4. He had been a resident of El Paso for seven years.

Lt. Edward L. Worthington, who attended in 1965, was killed February 22 in Vietnam. A ten-year resident in El Paso, he attended Irvin High School.

Mr. Jose M. Jurado died in an El Paso hospital January 19. He attended U.T. El Paso from 1967 to the time of his death.

Miss Mary Victoria Mallan died April 10 in El Paso. Miss Mallan was a student at U.T. El Paso. Her hometown was Midland, Texas.

Mr. John E. Floyd ('38) died April 24 in El Paso. He had been a resident of El Paso 47 years and was senior accountant for the El Paso Natural Gas Co. He was a member of Local Draft Board No. 39 and president of the Upper Valley Lions Club.



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