

Spring 1969

NOVA: The University of Texas at El Paso Magazine

The News and Information Service, University of Texas at El Paso

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NOVA

THE
UNIVERSITY
OF TEXAS
AT EL PASO
MAGAZINE





"Elements of the Conquest" by Jose Cisneros, from THE SPANISH HERITAGE OF THE SOUTHWEST.

ON THE BACK COVER—Up behind the newly completed addition to the Union, work progresses on the multi-storied Education-Engineering Teaching Center.

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SPRING, 1969

Vol. 4, No. 3
Whole Number 15

Second-class postage paid at El Paso, Texas. NOVA is published quarterly by the News and Information Service, THE UNIVERSITY OF TEXAS AT EL PASO, El Paso, Texas 79999. It is sent without charge or obligation to former students and friends of the College.

PLUGGING THE JARGON GAP

The world's funniest man, bar none, H. Allen Smith (of Alpine, Texas, we should always proudly add), has written this anecdote in his book *Buskin' With H. Allen Smith*: "From time to time some individual in the literary world will give forth a list of what he considers to be the ten most beautiful words in the English language: *azure, moonlight, tranquil, melody, shadow, golden, lullaby*, and so on . . . Ring Lardner was once going through his newspaper when he came upon such a list. He read it through, slowly, pronouncing each word carefully as though testing its beauty. At the end he raised his eyes and asked; 'What's wrong with *gangrene*?' "

This brings us to the matter of "jargon overkill." Actually it doesn't but Smith's anecdote was too good to pass up. It does suggest however, man's eternal preoccupation with WORDS and in this particular, catch-words and phrases that creep up on us overnight and overstay their welcome.

Newsweek, which commonly uses a lot of such words and phrases, recently wrote at length of them and supplied a list of those recommended for immediate retirement: *it's what's happening, where it's at, up against the wall, doing (my, your, his, her) thing, generation gap, name of the game, piece of the action, relevant, commitment, culturally deprived, disadvantaged, value judgement, meaningful relationship*.

The editor of *Punch* asked for swift termination of *in the final analysis, taking into consideration, within the framework of, at this time*. A literary critic said the supreme cliché is *tell it like it is*. And others, some of them added forthwith by NOVA, include *groovy, out of sight, up tight* (David Brinkley, who likes this one, notwithstanding), *with it, confrontation, viable, as such, other things being equal, too much, sock it to me, charisma, teach-in, sit-in, love-in* and most other *-ins* including *in depth, (his, her) bag, credibility gap, flower children, hip(pies)*, *Here come da judge* and all variations thereon, and oh the list could go on and on to include such things as *Establishment, power structure*, and other modifications of the word *power*—*black power, brown power, green power — dialogue* (this one has got to go), *psychedelic, blowing your mind, losing your cool* (or is it *blowing your cool* and *losing your mind*?)

Art Buchwald, you might know, has the last word on this crucial subject. "Another thing I'd like to see go," he is quoted in *Newsweek*, "is stories about words that are in or out."

You will notice that "hang-up" is not in our list of words and phrases upon which we wish a plague. "Hang-up," says *Chicago Daily News* columnist

Mike Royko, "is good, it replaces psychiatric text-book talk."

We agree, and if you will turn to Dr. Leech's column you'll see why.



SOME HANG-UPS IN HIGHER EDUCATION

By Milton Leech
Acting President

Acting President Leech

Photo by Charles Collum

There are at least seven areas of concern in American higher education today that could rightfully be called hang-ups. These timely and relevant issues have stimulated much lively discussion and considerable newspaper and magazine copy. In the next few paragraphs I should like to discuss the areas of concern which seem to me to be of prime importance to students, faculty and administrators, and which may become catalysts of unrest.

One of the major issues confronting higher education is the extent of responsibility for decision making exercised by each of its publics. Student involvement and participation in this decision making in university life is not a completely unique phenomenon. Many institutions have for some time encouraged student involvement, particularly in those areas which directly affect student life, such as discipline, student publications, guest lecturers, cultural programs and similar activities. In the past few years students have wanted to participate in such typical administrative prerogatives as faculty hiring and promotion, determination of salaries and general budgeting practices, as well as curriculum revision and the establishment of degree requirements. The extent or degree of student involvement in decision making varies greatly—from institutions where students are involved in all areas, including representation on boards of control, to institutions where practically no meaningful student participation is allowed. The temporary nature of students on campus makes it virtually impossible for most governing bodies to give them serious consideration in such matters as budgeting, faculty recruitment and retention, and curriculum revision, although most institutions now realize that while students may not be directly involved in the decision-making process, their expressions of concern should be noted and receive appropriate consideration. Student demands that they be given a completely free hand in many of the major decisions of an institution are considered unrealistic at most well-managed colleges and universities.

Secondly, there is a desperate search for what many students and faculty refer to as relevant curricula. What kind of education is pertinent for the student who is preparing to live and function effectively in our modern society? To design a course of study that is applicable both to a profession and modern day living has never been an easy task. The myriad technological advances which make much of the knowledge taught in today's classroom useless in tomorrow's laboratory complicate the problem of relevancy. The

much discussed knowledge explosion has made it virtually impossible to assimilate the information that is needed in order to be adequately prepared for a career in the years ahead. In some instances both faculty and administrators have been slow to change internalized attitudes and behavioral patterns which were the products of the graduate schools of an earlier generation. In this way, sacred cows have been created within the curriculum which no longer hold meaning for the present-day college student. There are many who believe that the basic liberal arts curriculum in higher education in the United States has remained relatively static since the early 1920's. Accrediting agencies must share some of the blame for inhibiting curricular change which could have resulted in a more relevant curriculum.

The third major hang-up in higher education today is generally referred to as student alienation or the depersonalization of the learning process. Not long ago a west coast university student carried a sign which read "I am a student — do not fold, spindle or mutilate." This general attitude has become alarming. The population explosion, coupled with an increasing percentage of students attending college, have worked together to form unprecedented waiting lists, hectic registration lines, and serious shortages of classroom space, and qualified faculty. With all of the plus factors, the computer continues to be regarded as "The Villain" in the depersonalization of many of today's students. The use of the computer in record keeping, registration, testing, and even grading, has caused the student to feel a sense of alienation. Faculty interest in research and publication, accompanied by corresponding salary advances and promotions, to reward such an orientation have often removed faculty from the seminar, laboratory and classroom. As a result, many undergraduates have been assigned as teaching assistants and junior instructors. While many of these younger teachers are enthusiastic and well-trained, students have felt cheated and disenchanting with the entire educational enterprise.

Another major issue involves the concern of many serious analysts of today's educational scene who point out that campus unrest is simply a reflection of rapid societal change. Certainly, the contradictions and inconsistencies which can be found in our social life, churches, businesses, and local, state and national governments, are enough to confuse and unsettle most men and women between the ages of 17 and 21. Changing moral standards alone, as reflected in fiction, television, movies, the theater, and the

visual arts, have created much strife, both on and off campus. In addition, it is impossible to overlook the damaging effects of poverty, racial tension, crime, and war, upon people throughout the world.

The open hostility, tension and mistrust among students, faculty, administrators, and governing boards, that exists in varying degrees on most campuses is a fifth major problem and is dramatic evidence of the generation conflict which American higher education is witnessing. The negative aspects of student unrest are much in evidence. Many of the problems on campus today are created because of lack of reasonable alternatives to present inadequate programs. The rejection of much that is traditional in higher education continues to create antagonism and animosity between various groups, both on and off campus. Robert Hutchins of the Center for the Study of Democratic Institutions in Santa Barbara, California, reported recently that after two weeks of concentrated discussion with members of the New Left, not one positive alternative had been suggested to replace current policies and practices.

Professor of Higher Education John King of Southern Illinois University suggested at the Texas Association of Colleges and Universities meeting in Dallas recently that another major cause of student unrest could be the lack of a definite contribution to our culture and the lack of active work experience before or during college life.

Sixth, the failure of taxpayers to understand the need and many state legislatures to be realistic in meeting financial obligations have created problems for which there often seem to be no solution. The rising cost of faculty and staff salaries, the spiraling cost of equipment, particularly in the scientific areas, the increasing cost of books and all services which an institution must provide have combined to bring about problems with no ready-made solution.

Finally, the idea is still prevalent on many campuses that the university governs its own present and determines its own future. There is enough evidence as suggested by present-day campus turmoil to indicate that this well-worn idea will no longer be valid in the years ahead. More and more the surrounding community, region, and state and federal government will be involved in the determination of the directions which each institution must take if higher education is to survive as one of society's most valuable assets. Regardless of the extent and scope of such participation, the university must continue to be the seat of freedom for learning.



JIM DEVINE AND THE CHIMPS OF KIDD FIELD

By Dale L. Walker

The reason you didn't know U.T. El Paso has a chimpanzee laboratory is because you haven't walked under the north stands of Kidd Field lately and no one will blame you for that. There is a gate in the chain-link fence there, however, and you can go through. If you look up you can see the underside of the stands themselves, descending toward the field. Ahead and to the left of the gate is a flaking white stucco wall, a door bearing the 10-inch high hand-painted letters MEN, and to the right of that a green screendoor next to an enormous air-conditioner hanging from a window. Behind the very unobtrusive green door is the laboratory. It is the home of two young female chimps, Connie and Missie, the aluminum chambers that serve as their dormitory and classroom, the machinery that records their learning progress, and the place where Jim Devine teaches them, tests them, observes them, puts up with them.

The most remarkable things about the lab, when one first visits it, are the stench and the noise. Chimps, to the casual observer, will seem the stinkiest and loudest of the primates. The lab probably magnifies both—it is only about 12 feet square—but the young apes in their thick aluminum cages are rebounding off the walls, clattering against the door, caroming around into one another, shaking the cages to their foundations and teetering them so that they actually seem to be walking a few inches at a time across the floor like an overloaded washing machine.

Devine is so used to it all he barely looks up from his Herco Matching-to-Successive-Sample Device when you remark through the din that it sure does stink in here.

The laboratory quarters were once probably used by the consessionnaires of Kidd Field. The space was never

meant to be a lab of any kind and considering this make-shift character, it is actually quite operable and the space is used down to the last square inch. Besides the chimps' escape-proof living cages with their sliding guillotine front doors, there is the Herco machine that programs the tests for the animals along with its electric typewriter that records the animals' answers to each problem; a table stacked with bags of "Monkey Chow" and "Lab Animal Waste Absorbant" which absorbs the substance but not the odor of Lab Animal Waste; a tall shelf stacked with a fascinating assortment of ape and human edibles such as bags of oranges and apples, chewable vitamin supplements, Jello, Wesson Oil, Pablum, canned milk, and plastic jars of one-gram banana pellets (containing banana flakes, banana flavoring, soy grits, dried whole milk, egg powder, crude protein, fat, fiber, calcium and phosphorus); and there is a lavatory, lots of toilet paper and paper towels, the unadorned concrete floor and the way-off-white stucco walls, spotted and smeared here and there with the remains of chimp graffiti that even the stiffest scrub-brush and strongest suds would not erase.

When Dr. Devine reports to his lab for the morning's round of tests, there is no, so to speak, monkeying around—or at least there is a minimum of it. Actually you can't work with chimpanzees without a few daily belly laughs. When Devine is showing the lab to a visitor, the entertainment is a natural part of the tour. The chimps have been fed, for one thing, and are anxious to work off some of the Monkey Chow. Outside their cages they cling to one another, walking, leaping, and cavorting about in tandem. Connie (easily recognizable for her freckles) likes to sit in the lavatory sink. Once she accidentally turned on the water spigot and

the splash scared her into a record-breaking leap atop her cage. She then nonchalantly chewed up part of a sponge and when given an orange as a substitute, ran around with it lodged between her lips, looking from a distance like she was wearing an outsized pair of orange false teeth. Missie is crazy about having her back scratched but generally she is a bit more wary of human contact than Connie. After several minutes of this vaudeville-like sky-larking, the two begin to separate and go their own ways.

Ordinarily it is quite different. During their rounds of work in the "environmental chamber," the chimps are kept separated and kept hungry. Ideally, Devine says, in order to gain the best responses to problems placed before them, the chimps should be about 10 per cent below their normal body weight (each normally weighs about 40 pounds). There is nothing cruel or unusual about this; the chimp simply has to want the reward she will receive—one of the grainy but tasty banana pellets—enough to try to register correct responses.

Dr. James V. Devine, originally of Mason City, Washington, is a 33 year old psychologist who knows about chimpanzees and believes them invaluable in the study of learning processes. Devine, a good-humored though serious man, received his Ph.D this year from Kansas State University and has worked with chimps for several years. He has published articles such as "Chimpanzee Performance on a Problem Involving the Concept of Middleness" in *Animal Behavior* and other similar studies in other journals. He knows a lot about other primates too: his doctoral dissertation at KSU was on "Learning Set Formation of Rhesus and Cebus Monkeys as a Function of Stimulus-Object Attributes and Training Procedures." For years it

was believed that the Old World, Asian, Rhesus monkey was more intelligent than the New World, South American, Cebus monkey. Devine found this was not the case but that the Rhesus does have a distinct advantage in certain learning tasks in that its vision is exactly like that of man while the Cebus has color deficiencies in its vision. Otherwise, he found, there is no difference in their intelligence.

At Kansas State, Jim Devine worked with Dr. Fred Rohles who had formerly worked with the Project Mercury chimps at Holloman Air Force Base near Alamogordo. In February, 1968, six months after he joined the U.T. El Paso faculty, Devine visited HAFB's chimpanzee facility, the largest chimp colony in the world. (Holloman's chimps are used in decompression testing, drug studies, and other valuable research associated with the U.S. space program. Two of its animals, Ham and Enos, were launched into space in 1961 in the initial phase of the NASA Mercury program.)

The result of Devine's HAFB visit was the setting up of U.T. El Paso's chimpanzee lab. Holloman's 6571st Aero-medical Research Laboratory loaned the University all its equipment—\$70,000 worth—plus two young chimps and all the medical and maintenance equipment to carry out its experiments.

"The value and purpose of studying chimpanzee learning processes," Devine says, "lies in the fact that education is basically a matter of utilizing concepts, or rules. Children begin learning these basic concepts at an early age and are difficult to use in the laboratory because of their experiences with such rules." An example of such a concept, he explains, is "middleness." The problem might be to select the middle item from a group three, five, or more. A child will have experience in such a concept at a very early age

but how do you teach a chimp, with no such learning experience, to pick the middle object? How does the chimp (and both Devine's animals were totally "naive"—that is, without prior learning experiences) learn to apply the concept of "middle" to solve such a problem? How do you train the animal to respond to the rule? What processes does the animal follow before he learns the rule and applies it?

Although the chimpanzee cannot count, Devine and Rohles found, after six months training at the Kansas State lab, that their chimp could select the middle object in arrays of up to 21 objects.

Another such basic rule or concept concerns "odd," selecting the odd object from a group of objects. Show a chimp two red objects and a triangle. How does he learn to select the triangle as the odd object? How does he learn the concept of "odd" to begin with?

These questions and many more are studied by Jim Devine in his, as he puts it, "learning to understand the process of learning."

"Chimpanzees are ideal animals for such testing," he says. "They are extremely bright and versatile, can be trained quickly, solve problems, and can utilize memory much in the way man does." In Devine's own experience, chimps have run through as many as 132 problems in 35 minutes, memorized up to 24 different problems, and in one case ran through 7,500 presentations of oddity problems in 45 minutes with only 15 errors.

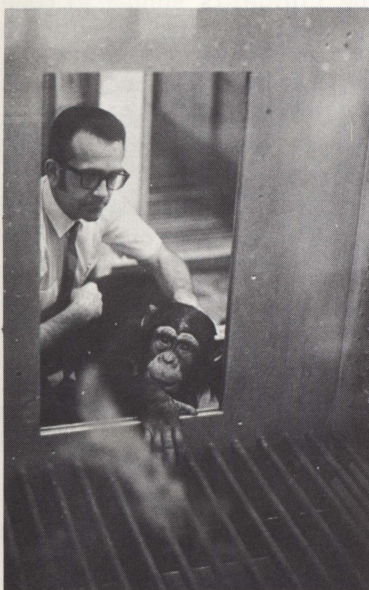
Take the "odd" problem as an example and this is the procedure in the Kidd Field laboratory. The chimp subject is hungry and eager for work. Devine (who calls them "you guys") carefully transfers her from her cage into the environmental chamber, a huge reinforced aluminum box with $\frac{3}{4}$ "-thick

plexiglass on three sides. The chamber contains a light, a speaker, a fan for air circulation, a barred floor, and the heavy up and down sliding door. Chimps are escape artists and so the chamber is escape proof. (So much so that a student helper, cleaning the chamber, was trapped inside when the door accidentally slammed shut and locked. Luckily someone came by the lab a few minutes later, hearing the racket, and freed the desperate student.) The back wall of the chamber is solid aluminum into which is embedded an "In-Line Digital Display" consisting of a row of small round windows, each about the size of a silver dollar. Below this is a receptacle in which the banana pellets drop, "rewards" for correct answers.

The testing begins when Devine, working outside the chamber before the Herco device (containing the identical row of windows as the chamber), sets in motion the series of problems. Inside the chamber, three of the round windows suddenly flash on; one is red, the other two contain white dashes on a black background. This is the oddity problem. The chimp, who is used to the "work" in the chamber, nonchalantly—and often too quickly to follow—taps one of the round windows with his finger. Outside, the response sets the electric typewriter to clacking—recording the problem, the response, and whether it is correct or not. If it is correct, a banana pellet drops into the receptacle inside the chamber; if it is not correct, nothing happens, and the next problem flashes on the display board—two green windows and another containing a plus sign; then two squares and one circle; then one X and two greens; and so on in quick succession.

The first such oddity problems were given the chimps in the summer of 1968 and this phase of the study was completed that August. Both Connie

Into the environmental chamber. A close watch on the display panel.



A sudden decision



And the banana pellet reward.



and Missie received identical testing involving 12 basic objects—square, triangle, circle, X, horizontal line, vertical line etc.—and, as Devine says, “It took them 2,400 trials altogether to learn the concept of ‘odd.’ This involved a total of 396 different problems involving the 12 basic objects and they achieved 90 per cent accuracy in the final days of the testing. It is interesting to note that we also tested children with the same oddity problems and although they took only half as many trials before learning the concept, their ‘strategy’ was basically the same as the chimps. First they would pick only the right-hand object and stick with that for about 100 trials, then they would change to another position, and then switch to a specific object.”

At this point the subject is approaching the problem with the correct strategy for recognizing the rule of odd, Devine explained. “He tries to determine what it is that makes a triangle correct in some situations and incorrect in others. He tests hypotheses with other objects and then recognizes the rule with other objects. With the four, five, and six year old children we were sure

that they had prior experience with the oddity rule and their task was purely ‘concept recognition’. The chimps had not had experience with the oddity concept and therefore their task was one of pure learning or what is called a ‘concept formation task.’”

What is happening in the chimp lab now is, according to Devine, a much more complex series of problems aimed at determining the chimp’s memory capabilities. In conjunction with Dr. Don Farrer, Chief Psychologist of the Aero-medical Division at Holloman, Devine is beginning to test his chimps’ ability to retain in their memory a series of objects. Show a human a triangle, square, circle, X, vertical line, and several other objects, and ask him to turn away and write them down in the order he saw them and the chances are good he will get correct anywhere from 5 to 9 objects or, as psychologists put it “seven, plus or minus two.” Can an ape do so well? The object of all this is to make a determination on just how well a chimp *can* do so that Holloman can perform further tests on the animals to learn how drugs affect this memory process. Ultimately such testing will

produce valuable information on the effects of drugs and hazardous environments on the memory processes of astronauts, aquanauts, test pilots, and others whose memory is crucial to their survival and ability to carry out complex missions.

The number of unanswered questions in the business of “learning to understand the process of learning” is endless. Prof. Devine is also anxious to begin a new series of tests with his chimpanzees that will involve the use of formal logic, tests that will include the use of the conjunction “and,” for example, as in choosing “red and square” objects, or those “large and yellow.” Similarly, tests involving what Devine calls the “exclusion rule” will be administered, as in “red but *not* square.”

If you were to watch Connie and Missie romping around the Kidd Field lab, swinging on the lavatory sink, climbing up the walls, getting backs scratched, munching apples and banana pellets, you might be inclined to think all such relatively sophisticated problems too much for their simple chimpanzee brains. It’s hard enough sometimes to teach a child “bring mother that big green glass from the kitchen table.” But a hungry chimp is a surprisingly smart, adaptable animal. And even now, Devine’s “guys”, Connie and Missie have been trained to solve seemingly impossible problems, and solve them regularly and effortlessly.

What is most important throughout all of this is the observations made by Devine and his Herco Matching-to-Successive-Sample Device on how the chimps learned. It is this knowledge that is adaptable to human problems — whether working with mentally retarded children, the pre-school child, or whatever.

As Jim Devine puts it, “We are looking for the basic factors that influence the learning and use of concept. In the Chimpanzee we have an animal capable of learning concepts similar in complexity to those of man. Because we have complete control over the learning experiences given to these lab animals, we can determine those factors that are necessary for learning concepts of increasing complexity.”

Connie and Missie, meantime, still have a few years to go before their size and temperament changes will cause their return to Holloman. By then, a lot more Jello and oranges — and banana pellets — will have been consumed, along with perhaps a sponge or two. But what is more important, there will be by then new files of data recorded by the Herco machine’s electric typewriter, adding to the now slim dossier of information on the processes of learning.

Connie and Prof. Devine.



Photos by Lee Cain

ON FILE: MEXICAN NOVELISTS AND THEIR NOVELS

By Rhoda Milnarich

The graduate student in the U.T. El Paso Department of Modern Languages never has to worry about *what* he is going to write his thesis about; his problem is not *what* but about *whom*. From the time the M.A. program in Spanish began, just as the College of Mines was becoming Texas Western College, the thesis requirement has been fixed. Dr. Edgar T. Ruff, who was Chairman of the Committee on Graduate Studies, decided that the most effective use of the thesis would be a study of the writings of Mexican authors to determine the point of view or philosophy dominant in their novels. And from the start, the thesis requirement for the master's degree in Spanish has been a study of the novels of, preferably, a contemporary Mexican writer.

In the past 20 years, about 60 writers have been examined. Two-thirds of them are Mexican; 12 are from Spain and the others from various Latin American countries. The emphasis on Mexico has been deliberate. Dr. William Russell, chairman of the Department of Modern Languages, says that after the department had "agreed to accept the idea of concentrating its efforts on the examination of such novelists, Mexico became the most obvious geographical choice."

The rewards of the program are visible in a file of theses in Russell's office. "It would not be too much of an exaggeration," he says, "to say that anyone could do a thorough study of the Mexican novel right here in my office."

The 40 studies-in-depth of Mexican writers cover the Mexican novel from its inception, in the second decade of the nineteenth century, to the present.

The novel in Mexico has followed the route taken by the novel in other Western countries — from Romanticism through Realism, to Naturalism — up to the twentieth century. But in the 1900's, the Mexican Revolution became a dominant theme in Mexican literature and the novels of that country became nationalistic. More than one-third of the writers studied deal directly with the Revolution and its impact on Mexican life. Few are happy, the theses show, with the results. Most of the novelists believe that the Revolution was a disappointment because it did not live up

to its promises, but all express hope that the ideals of the Revolution will continue to be the moving force in Mexican life.

In the 1920's in South America, there was a deliberate revolt of educated men against the practices and politics of their governments. These men were incensed by the ill-treatment of the Indians, and the corruption in their governments which they felt permitted, even encouraged, this ill-treatment. Because they believed the pen might have longer lasting effects than the sword, they wrote novels about these injustices. One of the first of the *Indianista* novelists was Alcides Arguedas of Bolivia. In *Raza de Bronce*, he decried the inhumanity shown the Indian, and many years later, Ciro Alegria of Peru took up the same theme in *El Mundo es Ancho y Ajeno*. U.T. El Paso graduate student Marie Esman (MA '56) explored both of these novels in a study made in 1956.

The *Indianista* was a part of the literary scene, and still is, in every country in South America. Margaret Hamilton Dickson (MA '50) studied the role of G. Humberto Mata in the *Indianista* novel of Ecuador, and her study was published in that country. Humberto Mata expressed his mind freely and he met with much antagonism. He was accused of being a Communist and in a letter to Mrs. Dickson, he was impelled to tell her, "YO NO soy comunista."

In Honduras, Arturo Oqueli believed Indian civilization was superior to Western civilization. He was a folklorist and his comparatively gentle treatment of the situation was studied by Frances Loretto Braden (MA '51).

The influence of the South American *Indianista* novelists was felt in Mexico, but it seems to have been absorbed into the nationalist flavor of the writing there. The thesis file demonstrates however, that the plight of the Indian is a frequent topic in all Mexican novels. When Gregorio Lopez y Fuentes, now considered among the classic writers, described injustice and political corruption in his novels, the Indian situation was to him just another Mexican social evil. In 1951, Montez Chappelle (MA '50) examined the political and social views of Lopez y Fuentes in the light of their use as a vehicle for artistic

expression.

A non-native Mexican writer also wrote about the inequalities of Mexican life. In 1952, Georgina Jacquin Sanchez (MA '52) studied the works of Bruno Traven. She referred to him as a "man shrouded in mystery, and known only as the 'phantom writer'." In his life time his identity and background were shrouded in mystery, but after reading his works, Mrs. Sanchez formed a picture of him as an individual who needed anonymity and who had much more concern for the underdog than for himself. Through diligent research, she was able to guess his correct age, part of his true name, and to trace certain episodes of his life. She knew, for example, that he had come to Mexico when he had jumped ship, in his early youth.

Bruno Traven wrote seventeen novels. One was *The Treasure of the Sierra Madre* which won two Academy Awards when it was filmed with Humphrey Bogart some years ago. Officially, his identity was not revealed until his death, but when he died in March, 1967, his obituaries stated his name was Traven Torsvan, born in Chicago about 1890, the son of Scandinavian immigrants. He believed, the obituaries said, in the future of the Mexican Indian; he was anti-American; and anti-capitalist.

Mrs. Sanchez knew this in 1952, the year that she wrote her thesis on Traven.

Although the *Indianista* theme has become an essential ingredient in the Mexican novel, writers took it up in other ways as well. Vera Zlabovsky (MA '51) wrote her thesis about Dr. Atl. Dr. Atl was a painter, an impressionist who painted and wrote what he saw and felt at the moment without study or introspection. He was proud of his Mexican heritage and although his writings are essentially impressionistic word-paintings, his pride shows in his name. He was born Gerardo Murillo, and took the name Atl (Aztec for water). A letter sent to him under the name Gerardo Murillo was returned to the sender with the notation—NO SUCH PERSON AT THIS ADDRESS.

The theses reveal that, in his concern with Mexican problems, the Mexican writer often echoes the Mexican people (or is it the other way around?) in their cry against the *Yanqui*. Luis

Spota, author of *The Wounds of Hunger*, among other novels, believes that the U.S.-Mexican border influence is one of the hazards of Mexican life. His works show much evidence of anti-American feeling, and Wilma Wilmoth (MA '53), who wrote her thesis about him, believes his refusal to correspond with her was part of this dislike of Americans.

The novel has always been said to be one of the most powerful instruments in arousing people. In France, novelist Emile Zola wrote *J'Accuse* and Captain Dreyfus came back from Devil's Island. In the United States, Lincoln shook the hand of Harriet Beecher Stowe and said, "So this is the little lady who started a big war." In Mexico, novelist Carlos Fuentes may be partly responsible for major social changes that have taken place there. Fuentes has been studied twice at U.T. El Paso. George E. Maynes (MA '64) wrote of "The Corruption of Society as Seen by Carlos Fuentes," and John R. Franco (MA '65) wrote on "The Inescapable Past in the Works of Carlos Fuentes."

In 1964, James Dalton Jones (MA '64) studied the works of H. R. Almanza of Mexico. Almanza wants the Revolution revived, and he addresses his words to the "masses of his countrymen." Fifty years earlier he could not have done this—for at that time a large percentage of his countrymen could not read.

Just as the nationalistic novel of Mexico seems to have absorbed the traits of the *Indianista*, it seems also to have swallowed up the psychological novel. The psychological novel got its start in Mexico in the late 1920's. Since then, scores of writers have used the device of man's inability to get along with man, or woman, as a springboard for the study of the Mexican character. Alejandro Perez Luzan, examined by Vestina D. Provencio (MA '51), for example, created characters who simply could not live happily ever after because of differences in racial, economic, and social standings.

Not all Mexican novels are concerned with social injustice. Members of the staff of the Modern Language Department have made philosophical and literary studies of Mexican authors as well. Dr. Chester Christian (MA '63) for example, in his thesis "Transcendent Experience in the Work of Rafael Solana," studied the human response to other humans by means of a transcendental experience. Mrs. Ana Maria de Navar (MA '64) made a literary study of the works of Augustin Yanez, and Howard Baldwin (MA '65) points out that the works of Rosario Castellanos exemplify the employment of literary devices to bring out the conflict between Mexican and Latin cultures.



Dr. William M. Russell, left and Dr. Edgar T. Ruff and the Modern Languages Department thesis library.

These are just glimpses into the wealth of material available for examination. Almost all the theses are about men and women who are still writing today. Dr. Russell says that the project was limited because "contemporary authors are more appropriate. Opinion on their work has not yet been sanctified by time into a series of more or less meaningless cliches. The researcher is not inhibited by a large body of critical material which would pull him in the direction of already established attitudes; he is more likely to think for himself."

He goes on to point out that "These authors have not been studied from every conceivable point of view, and the student is forced to study the author's entire production, and to establish to his own satisfaction and that of the

thesis committee, the ideology of the author's work."

Valuable as the collection is in its treatment of Mexican writers, the material is enhanced by studies made on writers from Spain and Latin American countries. The Spanish writer today seems to be concerned with philosophical attitudes. According to the studies on file, the writer in Spain is concerned with man's relationship to God, and man's salvation through religion. The Spanish writer is not really writing about man's relation and duty to his fellow man. The only writer studied who was concerned with the superiority of the individual to society was Juan Valera, who wrote in the 19th century.

The Latin American writer, according to the theses concerning him, is vitally concerned with the world around him.

The first thesis presented to the department was by Dr. Robert Tappan, now a U.T. El Paso associate professor of Modern Languages. He was interested in the elements of social reform in the novels of Romulo Gallegos, because Gallegos had just (1948) been elected president of Venezuela—the first popularly elected president of that country. Tappan wanted to know whether or not Gallegos' ideas would carry over into his administration, and he concluded his thesis with an expression of hope for Venezuela. Within nine months, however, Gallegos was ousted by Colonel Marcos Perez Jimenez. Gallegos held fast; he refused to leave his post or his country until he was forcibly placed in exile. He died in April, 1969, at the age of 84, without having returned to political power in Venezuela.

But one author, who was studied 18 years ago, is now able to participate in his country's future. In 1951 Jacqueline O'Sullivan McDowell (MA '51), read the novels of Raul Botelho Gosalvez. He is now the Foreign Minister of Bolivia, and in his novels he wrote of the national wrongs which transgressed the rights of individuals; he deplored the exploitation of the Indian; and rued the corruption of government.

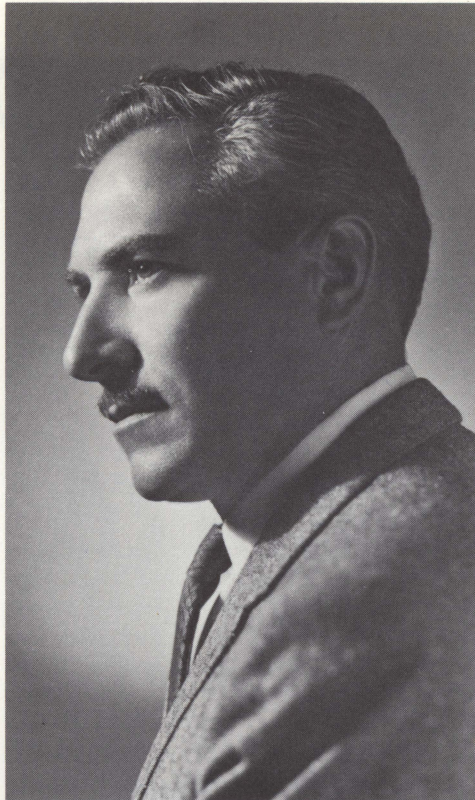
These politician-novelists, however, are exceptions. Most writers just write, and their influence stems from their writings. Even so, the writings of Mexico now are growing more and more political in tone. This is the opinion of Richard Lino Landy, a major Spanish novelist. Mr. Landy is now a candidate for the MA degree in Spanish at U.T. El Paso. He is writing on the works of Jose Luis Castillo Puche, who is presently living in Argentina.

Mr. Landy has published twenty-two books. Eight are novels; the rest are collections of short stories, travel books and plays. The University Library has three collections of his short stories and four of his novels, one of which, *Honrada pero Decente*, has been sold to film producers.

While Lino Landy is reading the novels of Castillo Puche, Toby Tovar, Jr., is reading the novels of Lino Landy. They were classmates in a graduate seminar, and Landy's ideas, candidly expressed, intrigued Tovar.

Landy was born in Spain but had to leave for political reasons. He agrees that the novel in Spain today is philosophical in tone, and is thus lacking in vitality. Landy believes the novel in Spain "is standing still, waiting to be liberated."

He says, however, that the Mexican novel is throbbing with life. "More and more," as he expresses it, "the novel in Mexico is political—the novel in all of Latin America is political. More than



Lino Landy, Spanish novelist and U.T. El Paso graduate student.

anything, the novel is characterized by its social and political sense." Even though he, himself, prefers to use a psychological approach, he says he cannot "escape the political and social forces that contribute so much to the molding of my characters."

These social aspects of the Mexican novel were another reason the Department decided to concentrate on the contemporary novel. Dr. Russell says, "We didn't realize it consciously at the time, but all of Latin America is in a ferment of progress. One of the best ways to record such change is through the literature of the people. In our thesis collection, we have what you might call a document of social change in Latin America."

The authors studied give an unprecedented amount of help to the students. Biographical and personal information is furnished; photographs, autographed copies of books otherwise not available, copies of critical reviews and articles published in Latin American periodicals, are sent cheerfully and graciously. Often the authors send copies of books which have gone out of print. All of this material is incorporated into the thesis and becomes a part of the collection.

Dr. Russell says: "Because of our proximity to Mexico, our students have been able to visit with the authors about whose novels they are writing; and some of the authors themselves have been able to visit our campus."

Dr. Chester Christian, associate professor of Modern Language, has

made several visits to Mexico to meet with Rafael Solana, and they have become friends. When Lee Fletcher (MA '68) first wrote to author Rafael Bernal, secretary to the Mexican Ambassador in Peru, he responded with a cordial and friendly letter. After an exchange of letters, Sr. Bernal's interest was whetted — not only about Mrs. Fletcher's thesis, but about El Paso, Juarez, and U.T. El Paso itself. So in 1968 Sr. Bernal made a visit to El Paso and to the campus. He met various faculty members, gave several talks at the University, and has since made return visits.

Visits are the exception; correspondence is the rule. Jacqueline O'Sullivan McDowell (MA '51) had much help from Botelho Gosalves. Lydia Zuckerman sent two unpublished manuscripts, and Luisa Josefina Hernandez also sent a typed copy of an unpublished work to Charles Spence. All three novels have since been published.

In addition to the rare insights and information contained in the theses, the department has built up a library of modern Mexican literature. To help the students obtain as much material as possible Dr. Ruff began many years ago to buy Mexican novels to add to the collection already available in the University Library. For the past twenty years, Dr. Ruff has gone to Mexico City once a year where he buys all the novels that have come out since his last visit. These annual journeys have created one of the most complete collections of Mexican novels anywhere.

The value of this collection has not gone unnoticed. Every thesis is filed with the University Library. Librarian Baxter Polk states that requests for these studies come from all over the United States and Mexico. The titles are listed in the catalog of Resources for the University of New Mexico, and are published in the Bibliography of Southwest Literature. The University of Florida keeps a record of them, and the Bancroft Library has microfilmed material it considers pertinent to its Mexican archives.

As the collection grows, it may seem that the supply of authors will give out, but for every new graduate student, a writer publishes his first novel in Mexico—or Latin America. As the number of graduate students grows, the Department hopes to be able to examine more completely the novels of other Latin American countries, although Mexico will always be the focal point of interest. Someday, these studies will provide the basis for a definitive study of the Mexican novel and, as Dr. Russell says, it could almost be done now . . . right in his office.

GEOLOGISTS KILLED A SNAKE

By Hayward Thompson

The Prospector, in its 53-year history, has been neither the best campus newspaper around nor the worst. It has been dull and exciting, creative and complacent, a precedent-setter and a conformity demander. It has been a strange mixture of good and bad, best and worst. No two people would have given it the same rating in 1939 and no two people will give it the same rating in 1969.

What it has been, more than anything else, is a reflection of the times and the people who put it out. The late Vere Leasure, The Prospector's first editor back in 1915 (and also the school's first graduate,) put together an 8 X 5 inch "paper" four times a year and filled it with corny jokes such as: "There are idol worshippers, but no idle worshippers," and "SP locomotives are always hot because they never get cooled." The 41 students at the School of Mines paid a quarter to read such things but they didn't mind. Anyway, there was often a bonus. They could frequently find their names in the paper whenever Leasure decided to publish the total enrollment list.

In looking at the old, yellowing Prospectors, one can't help but think that Leasure's was truly a time of innocence. Editorially, the paper's biggest problem seemed to be bolstering student morale after humiliating basketball defeats at the hand of local "powerhouses" like El Paso High School and Popular Dry Goods.

There was another, bigger problem though: money. For the first 14 years of its existence The Prospector was a financial disaster. It wasn't until 1929, when Albert Viescas became editor, that the paper became financially stable. Even so, Viescas still had that morale problem — a local business firm, The Peterson Lumbermen, beat the Miners 27-21 in a basketball game.

Katherine Woodward took over the 1930-31 Prospector, and with her staff of four reporters probably scooped the other area papers with stories like "Geologists Killed a Snake." Professionalism was not a principal concern in the early thirties but having fun with the paper was. Putting out The Prospector was a family affair with the whole school getting in on the act. Classes alternated in writing and editing the paper; seniors, juniors, sophomores. In bold, black print, the headline of the junior edition succinctly said: "Here Comes the Junior Edition." The sophomores headed their



John Middagh, Professor of Journalism, confers with Ralph Chavez, Director of Student Publications.

effort "We" and left no doubts whatever as to their lack of the professional touch. In a prominent place on the front page was emblazoned "If you don't believe any of our news items, that's alright. We don't believe half of them ourselves."

Those freewheeling days ended in 1932 when Paul Hutchins became editor. Then, The Prospector began to look like a newspaper even though its editorial content was devoted almost entirely to sports. In reading the motto of the paper under Hutchins, one hears momentarily the rising sound of the William Tell Overture and mentally glimpses a masked man and his faithful Indian companion. The motto was: "Out of the Southwest, the Voice of the Mining Engineering — Courage, Truth and Skill."

The courageous "Voice of the Miners" became a little strained a couple of years later when the paper entered upon a brief bad time. The first editor in 1934 was Norman Highfield. He lasted only two weeks as dissension among his staff and a hyper-critical student body forced his resignation. Editors were elected by the students then and not appointed by a board as they are today. Kelly Ballentine next ran for the post and won. He then editorially dismissed The Prospector's ills by saying, "We haven't claimed to be journalists—none of us."

Journalists or not, they kept at it and over the next four years improved so much that the 1938 editor, Bill T. Lynde, felt that The Prospector deserved off campus recognition. He entered the paper in the Texas Intercollegiate Press Association competition for the first time. In May, 1938, it became one of 27 weekly college papers to receive a rating of "Excellent." Over 400 newspapers were in the judging.

In 1940, Judson Williams joined the faculty and organized the College's journalism department. A year later, with the country and the college involved in World War II and the world swirling in its turmoil, an air of tranquility settled over The Prospector as the ladies took over. Nancy Burns, Mollie Gossett, Betty Lou Schwartz, Barbara Adams, and others "manned" the paper and Keyhole Kitty and Peekin' Pat reported on campus love life. Even as late as 1945, the only male on the staff was B. David Hyde.

After the war ended the veterans swarmed over the campus and Joe Parrish edited the 1946-47 Prospector. Parrish tried to stir up a little excitement by advocating a name change for "the Mines" to The University of Texas at El Paso, but students then seemed more interested in getting a degree than getting involved in controversy and the matter was dropped.

Parrish's suggestion, of course, was an even twenty years ahead of its time and too drastic to suit some. Others soon began offering their ideas for a new name. Texas College of Mines and Arts was popular and so were Texas Western University and West Texas University. Then in 1949, the Board of Regents surprised just about everybody by renaming the school Texas Western College. They felt that the school had not yet attained true university status.

In 1948, John J. Middagh joined the faculty and the era of the beer-drinking journalists began. "We used to put the paper together and then go over to the Coney Island and beer up," says Middagh. "In fact, sometimes we'd beer up first and then put the paper together."

The paper's staff was small then and still a sort of family affair. "I was sometimes the entire staff," recalls C. W. "Lucky" Leverett, editor of the 1949-50 Prospector. "Putting out the paper was mostly a hit-and-miss proposition but somehow we always managed to get it out on time." Leverett graduated in

1950 and is now the Publicity Director for El Paso Electric Company.

Leverett had a columnist that year named Hawley Richeson from Hot Springs, New Mexico, and proud of it. It was the same year that television personality Ralph Edwards was looking for a town willing to change its name to Truth or Consequences to publicize his television show. Hot Springs accepted the offer. That decision so infuriated Richeson that he used his column to vent his wrath against his home town. "Instead of changing the name to Truth or Consequences," he said, "why not try It Pays To Be Ignorant?" Richeson's column was circulated in Hot Springs, and according to Leverett, "Hawley was the only person ever to be officially excommunicated from Hot Springs."

Any aura of tranquility that may have settled over The Prospector following the war years was blown away temporarily, at least, in 1951 when Chester McLaughlin became editor. "Chester got a little wild one week," Middagh says, "and decided to give his readers a guide to the better drinking spots around El Paso and Juarez. Had the column run today it would have gone unnoticed, but we received so much adverse reaction that we had to run an apology the following week." The column also inspired President Wilson H. Elkins to write in The Prospector, "The article was entirely out of place, bad journalism, misleading, contrary to the purpose of the institution and harmful to the college." After that broadside, McLaughlin wrote "I deeply regret the harm I did the college and offer my sincerest apologies."

It was the only time in Mr. Middagh's memory that The Prospector ever had to print an apology.

Things settled down after the McLaughlin apology and remained that way until October 10, 1952, when up in the right-hand corner of The Prospector appeared the proclamation that "Adlai Stevenson can no longer truthfully say that America has a one-party press." Presidential elections dominated the news that year and The Prospector, under Grace Hooten, threw its support behind Stevenson. It wouldn't have been so unusual if it were not that Miss Hooten was the daughter of William J. Hooten, editor of The El Paso Times. The Times, traditionally a Democratic paper, set a precedent for itself that year by supporting Republican Dwight Eisenhower. The father-daughter, Times-Prospector rift attracted national attention when a Chicago-based wire service called The Prospector newsroom to get more information.

Miss Hooten's editorial decision proved, by the way, that The Prospector was not always "The Assayer of Student Opinion." A campus-wide poll conducted two weeks after her October proclamation showed that the student body preferred Eisenhower over Stevenson by a margin of three to two.

It is impossible to talk of The Prospector and its past without mentioning Jesus B. Ochoa, or "Jeezus B." as journalism students called him. He is owner of the American Printing Company and for more than 30 years printed the paper with distinction, as the many awards and plaques adorning the walls of his shop attest.

Some thought that he was crusty and maybe even a little cantankerous, and if so, none would know better than John Middagh, a man with his own brand of crust. "It may have seemed that 'Jeezus B.' was harassing and browbeating the people putting out the papers," says Middagh. "He could rant and rave, and to anyone taking it seriously it would seem that he was a tyrant. Truth is, Mr. Ochoa looked upon himself as a teacher and took a personal interest in The Prospector and the people who worked for it. He did bark at the students and they barked back, but they were friends and they had fun together."

The Prospector used Mr. Ochoa's shop because it was the only place in town where the students could work with their hands to put the paper together. "As the years passed," Middagh recalls, the student journalists remained the same age and Mr. Ochoa grew older. What was fun and funny to the older generation of student printers wasn't so funny to the newcomers and the atmosphere changed."

When those who knew Mr. Ochoa speak of him there is a "those were the days" tone in their voices as though "Jeezus B." and his shop down on Main Street were part of a better, less-exacting time that is gone for good.

And those days **are** gone. The Prospector is bigger now, comes out more often, and has simply outgrown Ochoa's print shop. There is an Associated Press wire machine in the newsroom, and according to Mr. Ralph Chavez, Director of Student Publications, the paper may come out daily next fall and literally "hit the newstands" on El Paso's streets. A recruiting program is already underway to attract top high school journalists to U.T. El Paso and within three years, says Chavez, "the school may be operating its own complete printing operation."

Those are big plans, and if they come to pass, professionalism, if it's not there already, soon will be. Lucky Leverett and the other early Prospector people would almost not recognize the paper today and perhaps they shouldn't try. Why clutter memories of Ochoa's print shop and staff beer sessions with Middagh with measures of professionalism?

Hayward Thompson, a Prospector columnist, is a junior journalism major. He was named editor of El Burro on April 22.



Editors old and new: Lucky Leverett, editor in 1949-50 and Robert Scardino, editor 1968-1969.

All photos by Brian Kanof

NOVA INTERVIEWS DEAN WALKER

Dean of Students Jimmy R. Walker, 39, came to Texas Western College in 1948 from Merkel, Texas, and by 1952 had received both his bachelor's and master's degrees, and had played four outstanding seasons of Miner football. In 1951 he was picked Most Valuable Player, All Border Conference End and had broken the team record for most passes caught (40) in a season. After assignments in the Army, as teacher and coach in Mason,

Texas, and duties at TW as assistant football coach and assistant professor of health and PE, he became Dean of Men in 1962 and Dean of Students in August, 1966. Dean Walker was awarded his doctorate at Oklahoma State University in 1967. He is married to the former Mary Toll of Pecos, a 1952 graduate of TWC.

—Editor

Editor: In the most recent issue of **Up-tight** being distributed on campus, there is an article entitled "Look Out Honkie, Black Power's Gonna Blow Your Mind." Is black power "blowing our minds?" How do you evaluate black problems here and what is the outlook for the future?

Walker: The racial issue is the nation's most compelling social problem so naturally it comes to the fore on the university campus and we must deal with it. Social critic Paul Goodman says: "The black rhetoric is impossible," and it is. It is a substitute, many times, for thinking, for rationality. We have to look beyond the rhetoric to the real problem, and it is difficult. It is not as simple as "black racism" or "white racism." As I see it, the black students' problem is twofold. One segment has to do with his image of himself. He is not sure who he is. Thus the faddism, the Afro-Americanism, the beads, the **dashiki**; this is a searching for "who am I?" and because much of history is despicable and oppressive to them, they are search-

ing for something new. Then there is the problem of how the black student is treated by other people. Unfortunately throughout all of this, genuine human relationships are difficult because there is a lot of fantasy and distrust. A lot of testing goes on. The article title is an example of being offensive for effect. By and large on this campus the opinions and ideas of the black students are respected and there are many, many faculty members, students, and administrators who are appreciative of their problems and who want to do something about them. These are difficult human problems but I believe the number of responsible blacks is increasing and that as the mutual suspicion and distrust diminishes, the ideal of real human brotherhood will be realized more and more.

Editor: Let me ask a very basic question at this point. What do you see as the "mission," so to speak, of the Office of the Dean of Students in 1969?

Walker: Our "mission" is to personalize and humanize the process of education. We attempt this in three general ways. First by providing services — financial aid, job placement, scholarships, health services, intramural athletics, recreation. Secondly we are supplementing and complementing the classroom experience by providing quality out-of-class programs. These range from the Lyceum Series to programs giving students and professors the opportunity to meet and talk in informal situations. Student government and program committees give students learning opportunities which they just can't get anywhere else. And the third general area is counseling and advising. We try to be good listeners and to be sensitive to student needs. I would include matters of order and discipline as counseling functions.

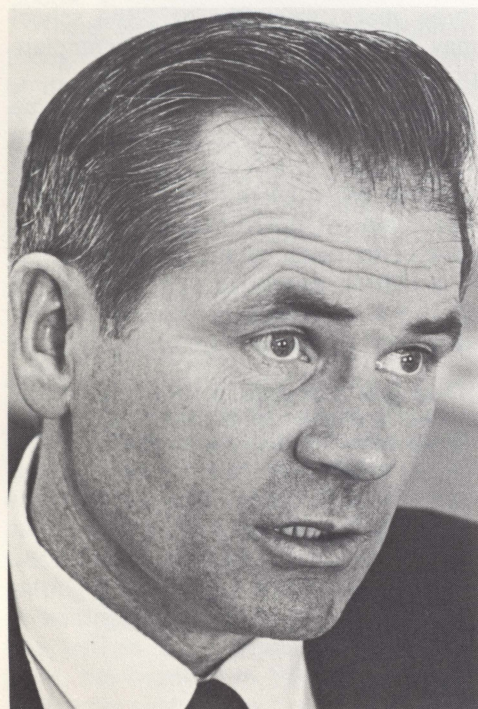
Editor: The disciplinary role has changed radically in the past few years, hasn't it? You have less autonomy in such matters than you once had?

Walker: Well, yes, the aspects of the student's life that we become involved

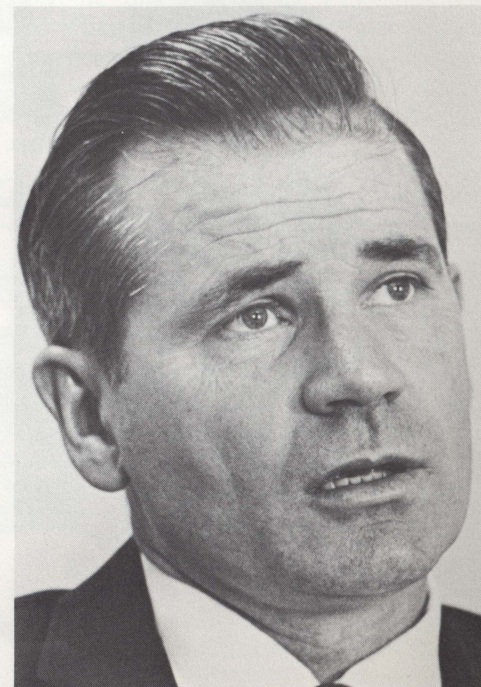
in are fewer. We concentrate on those behaviors that relate directly to the academic mission of the University. Now, for instance, when a student is involved in a violation of the law off campus, we do not ordinarily take disciplinary action. We are concerned, of course, because this is a student — a human being — and perhaps we can help him in some way to modify his behavior. But there was a time when the University might discipline such students and say "this is a reflection upon the university and we don't want our students involved in such actions." Today the courts wouldn't let us get too far in this.

Editor: How else has this role changed?

Walker: Another way it has changed is procedurally. In 1960 there was a basic court decision involving some students in Alabama who participated in a sit-in. They were summarily expelled, receiving a letter from the president telling them not to return to school, that their behavior had embarrassed the school. The students were reinstated by a Fed-



"... the rules of this game are different."

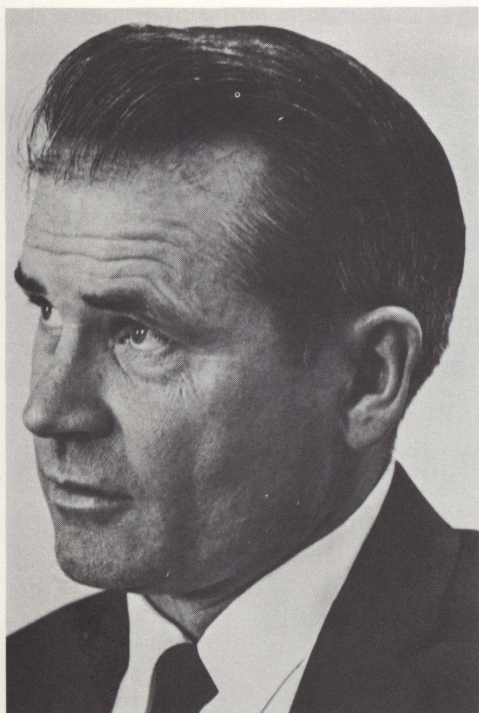


"My generation was not terribly concerned with social problems..."

eral District Court. The court's opinion was that a student must be afforded the rudiments of due process and they set forth what that meant. The student must have notice of what he is charged with in specific enough detail so that he can prepare a defense. And he has a right to a hearing. This has changed disciplinary procedures. Although the courts have, time and time again, upheld the universities, they have only done so when the university was reasonable and not arbitrary. A **rule** must be involved, and it must be a **reasonable** rule, involving the academic process of the institution and procedural due process must be observed.

Editor: Aside from procedures, are there other important changes in the disciplinary role?

Walker: A very dramatic change involves the conflict between the university and the values and attitudes of certain students. The change here is an important one. At Berkeley, for example, four students were told "You are manning an illegal table." In the disciplinary proceedings that followed, the students said that they had a constitutional right to collect funds for off-campus political activities, and they said "we are all in this together." So you can see the rules of this game are different than those applied to the student who kicks the trash can down the stairs. The Berkeley students said their behavior was correct, it is the **system** that is wrong, and that changes the whole picture. In other words, when students who violate rules are really committed to the view that they are right and the institution or the "system" is wrong, this changes the whole situation.



"ALL authority is severely questioned."

Editor: Does this attitude in some measure explain the differences between the student of the '60's and the student of your own college days?

Walker: No, I think it is the end result of the differences, not an explanation of them. As to the differences, affluence is a part of it. Today's student has more free time, works less, has more time to devote to causes, is much better educated, comes to college much better prepared than 10 or 15 years ago, has been exposed to the mass media — television has changed his life. Students today are more aware of social problems, problems of war and peace, poverty and race. The race issue was not a big issue 15 years ago, even 10 years ago. Now it's an overriding issue. The Vietnam war is equally overriding.

Editor: Then you see the difference as one of basic attitudes and values?

Walker: There are differences in basic values; that is, of what people think is important. My father's main concern was to get enough food on the table to keep his family fed and to enable his children to have a better life than he had. My generation was not terribly concerned with social problems or with the quality of our education. With a large number of present-day students there is a rejection of materialistic and economic values. There is a serious questioning of this matter of "Look, you go to college so you can get a better job and buy more things." Many students today are saying "Count us out. That's what you don't understand. We don't want any part of that. We don't want a split-level trap with two Cadillacs." Here you have a basic value conflict. I've done some research on this myself and on a measure of relative values, today's activist student rejects the economic and materialistic in favor of helping people and solving social problems. Here's the biggest conflict I see.

Editor: When you say "they," isn't this generalization actually a minority of students who are rejecting the "split-level trap?" Aren't the majority of students still eager for that eventuality, that reward?

Walker: Perhaps. I am talking about activist students — those who openly advocate change.

Editor: We should take it for granted then that we are talking about a minority of students?

Walker: Yes, and we should also emphasize that **any** generalization about students is hazardous.

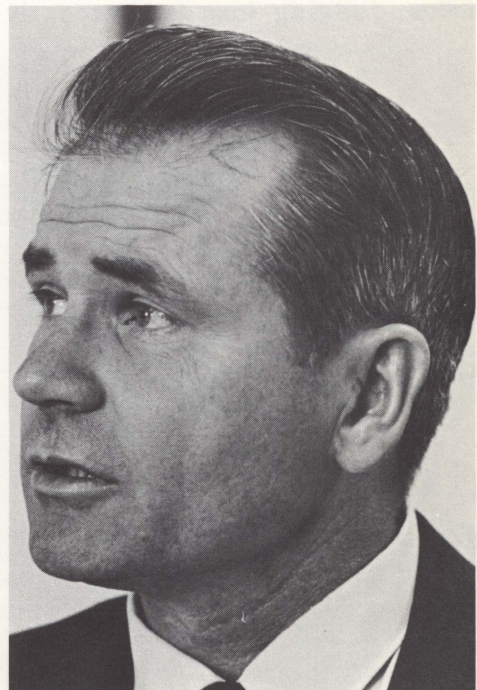
Editor: Since we are speaking of activist students, is their number on the rise in our universities?

Walker: Yes, and certainly it is getting higher on our campus. Usually the fig-

ure is anywhere from one to five per cent and there are many studies on this, on who are the hard-core activists. But a recent survey indicated that from 40 to 50 per cent of the student body are potential supporters and that is the critical point—potential supporters, not the small number of actual activists. The situation at Harvard was a dramatic illustration of this very point—that is, actions begun by a small number received the support of several thousands. Potentially, you can see that there is broad support for some of these overt actions on the part of the activists.

Editor: Many students, perhaps most of them, express more interest today in the kind of library we have than in the kind of basketball team. Do you think that is a true impression and was it true in your time?

Walker: No, it was not true when I was a student 20 years ago but it is true today. And this is one of those positive aspects of student activism. Basically what the activists are after is a better education — and what is wrong with that? They want to be taught by real, live human beings that they can relate to, not in some massive classroom where they cannot know the professor as a person. It doesn't have to be a massive classroom either; you can teach a class of 15 students and be a non-person at the head of the class. They want human relationships, meaningfulness, relevance—these are the words we hear over and over again. Maybe they don't know at all times what the words mean but a lot of what they are asking for is very legitimate and just involves quality education. Incidentally, good teaching is highly valued at U.T. El Paso by both students and faculty.



"... one of those positive aspects of student activism."

Editor: These students also want a voice in what is being taught and who is to do the teaching?

Walker: Yes, and this goes back to the changes in values. One thing at the root of this is a questioning of authority.

All authority is severely questioned. Authority has to justify itself. Hardly a day goes by that I don't say, "this is the rule." But after I say, "this is the rule," the next question is, "where did the rule come from?" In other words, "who says so?" This is not discourtesy but honest questioning. "Who approved that rule," I am asked, and the next question is likely to be one of the legitimacy of the rule. In my day I would probably have said, "Yes, sir," without asking further questions.

There is a great difference here, I'd like to add, from the professor who knows more than anybody about the fruit-fly. He's an **authority**. But when you start talking about speech, about behavior, what a student can and cannot do, then the question of legitimacy becomes more difficult. The university is more and more being forced, literally forced, to restate its purposes—what it stands for.

Editor: Up to now we have been talking about an idealistic sort of activism. But what about the militant, radical activism that everyone, instead of distrusting, fears. Is this campus drifting in that direction?

Walker: I don't see it. There will always be overt acts, destructive acts, that take no resourcefulness or intelligence to perpetrate. Anyone can destroy. There will always be this kind of deviant behavior and the university is certainly not alone in this. The front page of any newspaper dramatically shows the violence and inhumanity in our society.

Editor: Judging from laws recently

passed in our own state and elsewhere, there is great concern over the matter of campus disorder, isn't there?

Walker: Yes, and no institution, certainly not a university, can endure or achieve its purpose—the education of the people there to be educated—without order. Order is not an end in itself but there must be enough order so that positive change can take place. Extreme student action on a number of campuses has forced all universities to redefine these limits, to say "we will keep the door open, we will have freedom of movement and a safe, orderly environment in which people can learn." None of this is intended to restrict freedom of expression or to interfere with the institution's purposes. We have to have freedom to be a university, in order for people to learn. Freedom and order are not antithetical. Some students would say they are and would view these laws and rules as oppressive. That is, of course, just nonsense.

We are having, then, to redefine our purposes and state unequivocally our opposition to violence. We will not allow a student to obstruct or disrupt our programs, our activities. We will keep the place open.

Editor: What accounts for the fact that our campus has so far avoided the serious confrontations that plague other universities?

Walker: This is an open institution. If someone has something to say, he can say it, be listened to, and he will be treated with respect. That goes a long way in keeping tensions from building up. We are going to have to be willing to continue to change, to continue to be open, to be flexible in our policies, our procedures, curriculum and all the rest. The most important thing is the quality of human relations on the cam-

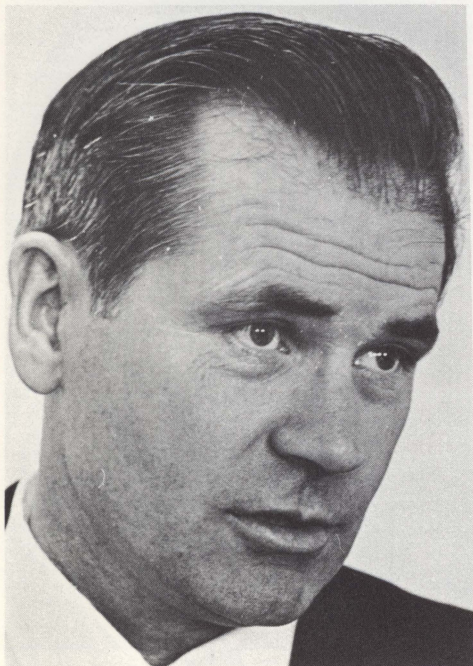
pus.

Editor: If you had to defend changes that are brought on by demands of student groups, how would you defend them as being necessary changes and not matters of appeasement to prevent trouble?

Walker: It goes back to the institution asserting its purposes. If the change fits in the scheme of things, if it's educationally sound, we can justify it. We have not and will not yield to pressures which will adversely affect institutional integrity. What we have most often is students asking for a better education. We ought to be celebrating. The most deadening thing is the student who doesn't care about learning. He's here and he makes his C's but he isn't touched by the process. Responsible dissent is helping the university to be a better place. By the same token the student himself is coming to grips with ideas and becoming concerned with what's going on. That is education.

Editor: One of the most common complaints from "downtown" El Paso is that students are gullible and are being unduly influenced by a small clique of ultra-liberal professors to take part in things that are "none of their business" as students. What do you make of such charges?

Walker: Town and gown disputes are as old as the university itself. This was a tremendous problem in the 12th Century at the University of Paris when students and townspeople had pitched battles over all kinds of issues. The same thing has happened in Colonial times at Princeton and Harvard. The nature of all this has changed, but essentially it is an authority crisis. The town somehow is seen as a big stereotyped monster, looking over our shoulders and manipulating and controlling



"Freedom and order are not antithetical."



"... any generalization about students is hazardous."

the university. There's a lot of myth to all of this, a lot of fantasy.

On the matter of students being engaged in social action, more and more students are concerning themselves directly with social problems—war, poverty, racial discrimination. The action that grows out of this concern is not always going to be wise. In fact, in many instances, it is going to be unwise and unthinking. But I think we're going to see more and more of this and I think that both the quality of the action will improve and that it will come to grips with the terribly difficult problem of helping people. Unfortunately there are many simplistic approaches and the most simple is "the reason there are poor people is that they are being exploited by someone and if you just find that someone and force him to change, then there won't be any more poor people." In other words, find the devil and exorcise him and everything will be fine.

Editor: What part does the so-called radical professor play in this?

Walker: Adolescents and young adults are very susceptible to influence by persons who listen to them and try to understand them. Those who are concerned with students being influenced by so-called radicals should do something other than bemoan the fact. A student can spend four or five years at U.T. El Paso and never meet anyone outside the University on a personal level. Genuine associations with professors are very rare. The result is that students become influenced by the greatest tyrant of all—the peer group. The influence of professors, radical or otherwise, is, in my opinion, greatly exaggerated.

Editor: Do you think that the student activists are getting a disproportionate

share of attention for their grievances? Do you spend a disproportionate share of your time with their problems?

Walker: I think that we probably do, but a lot of it is because of the novelty, because changes have come so suddenly. Let's face it, the present movement all started in 1960 with sit-ins in the South. Then it hit the University at Berkeley in 1964 and U.T. El Paso in 1966 or '67. It's a brand new phenomenon, the activism we are talking about in this country at least, and yes, it takes an inordinate amount of time because, for one thing, there are rules and regulations that have to be updated. Many of our rules were archaic; some of them went too far into the personal lives of students. These things have had to be done away with. We have to have rules now that protect the university from student excesses. A university is very vulnerable to all kinds of overt actions, and yet responsible freedom of expression must be protected. Then, too, a state university has very little, almost no control over who attends. We take whoever comes. We have to deal with whoever comes. We have almost no control at the entrance gate, so to speak. So, yes, we are spending time but this time is lessening and we are beginning more and more positive programs for all students.

Editor: Is understanding possible between the 1969 student activist, his 1949 parents, the 1938 alumnus, the 1926 downtowner? Is the gap breachable?

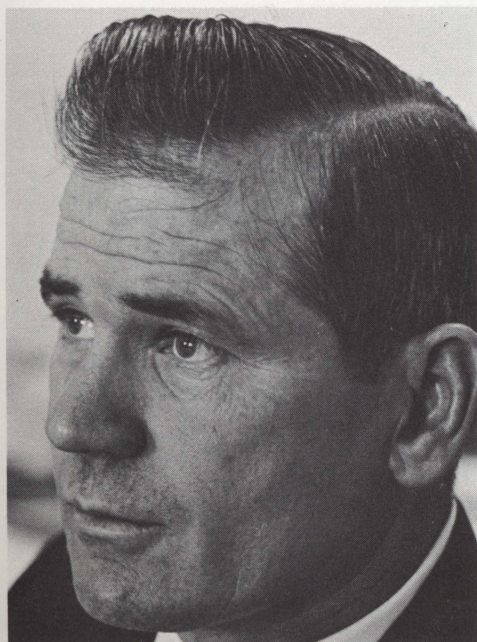
Walker: Yes, I believe very very strongly that understanding is possible, and that the differences are not as great as they appear to be. If people get to know each other, there can be understanding. They may not necessarily agree, but they can discuss and respect the other person's opinion. The student who flatly rejects economic values can come to understand the banker and vice-versa if they come together as two human beings, express themselves and listen to each other. I see that as one of the missions of the Office of the Dean of Students—helping to bring together, students, faculty, administrators, businessmen and alumni in many kinds of situations so that there can develop understanding and appreciation of different points of view. We have to learn the lesson over and over that when genuine human contact is made, most of the differences can disappear. Distrust, hate, fear, these are products of separation. When people come together, a lot of magic can take place if they'll try to understand. I **know** the differences are exaggerated and that student activists are stereotyped downtown and downtowners are stereotyped by student activists.

Editor: To return to an earlier area of questioning, what is the importance of student membership on such key committees as the Presidential Selection Committee, Athletic Re-evaluation Committee, Discipline Committee and others?

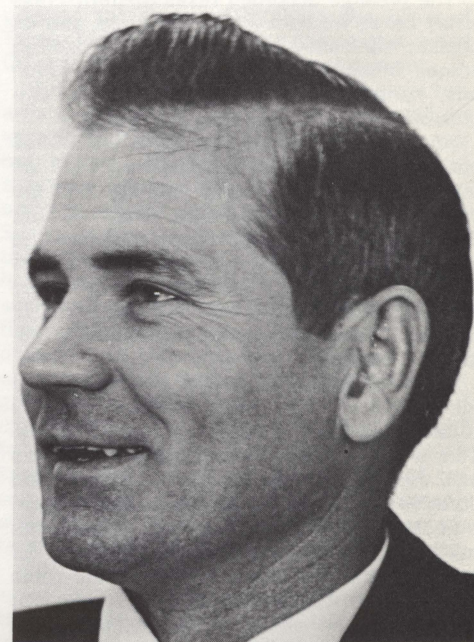
Walker: Student participation is important because it evidences a respect by the institution for its students. This is not to say that students are going to run the institution—they aren't. They do not have the experience, they do not have the time; they do not have the interest. But when students participate in decision-making, many good things happen. First of all, they find out that administration is hard work, taking a lot of time and effort. They cannot learn this if they are not involved in the process. They also learn that the administrative process is not some kind of conspiracy. In other words, their participation says to them that they are important, and the end result is a better student feeling about the university and an appreciation of its difficulties. These are the bases upon which I would support very broad student participation on university committees.

Editor: Most of your answers sound refreshingly optimistic. Are you an optimist?

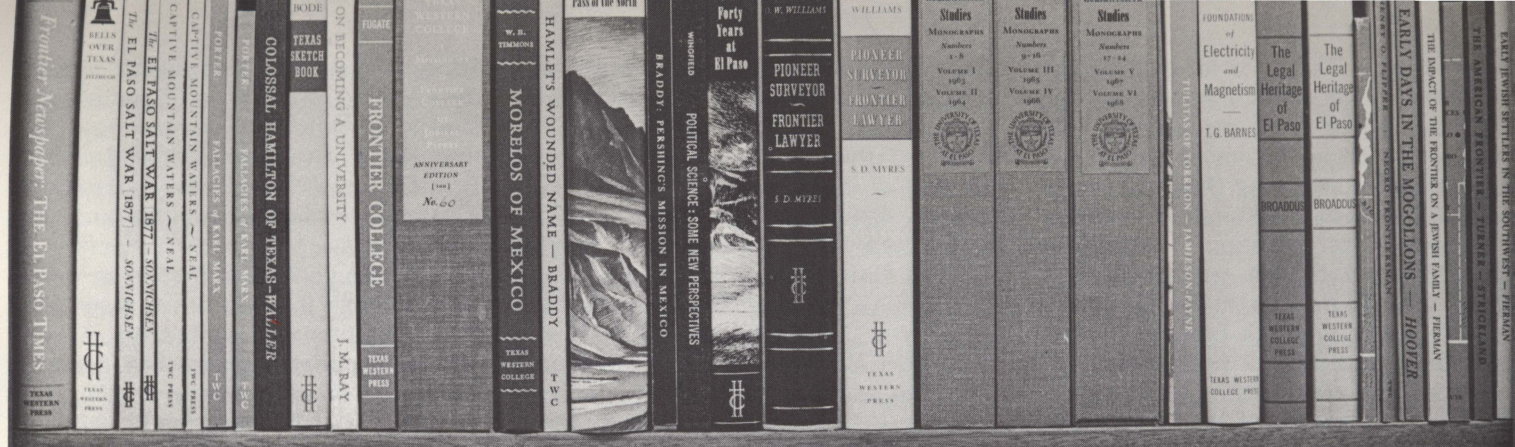
Walker: Yes. I believe the university is the most humane institution in our society — a place where people can respect each other regardless of their race, creed, color or national origin. I believe we can continually enhance the quality of life on the campus, and that we will use our intellectual resources in a positive manner to achieve an excellent education for the people who come here.



"The university is being forced to restate its purposes . . ."



"I believe very strongly that understanding is possible."



For Carl Hertzog it took top honors as the best designed volume of the year from the Dallas Museum of Fine Arts. The lithography was contracted to Guynes Printing Company of El Paso, but the College print shop produced the body of the book.

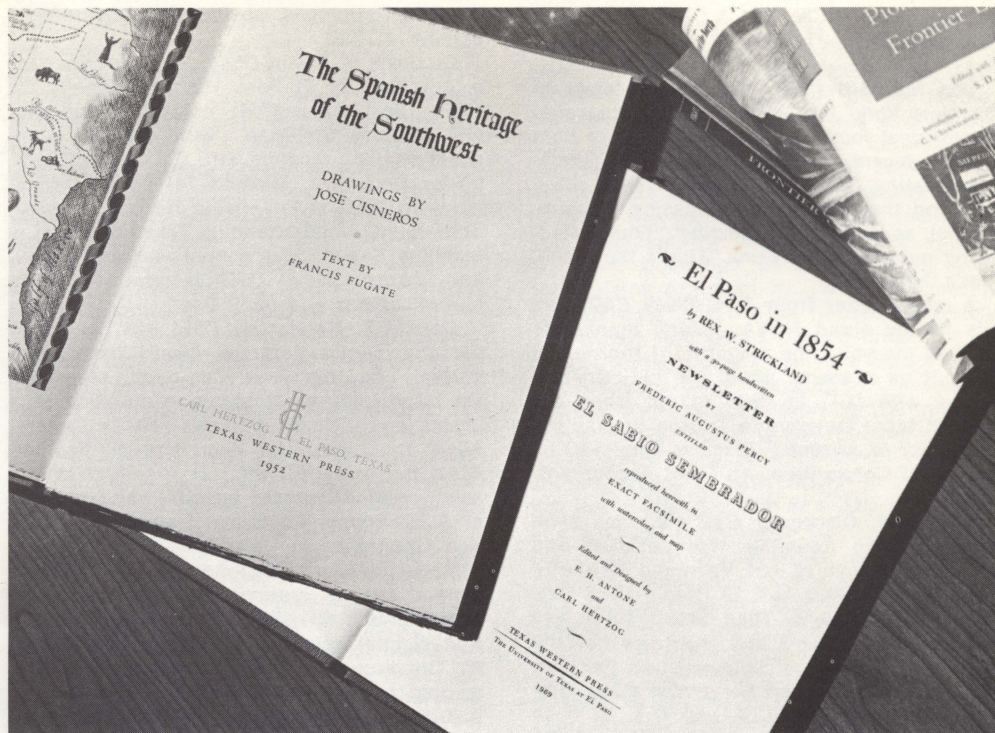
In 1958 more books were beginning to emerge from the new Press. Notable among these were *Frontier Newspaper*, the *El Paso Times* by TWC journalism professor John J. Middagh, and *Early Days in the Mogollons* by H. A. Hoover. The first two years in the '60's saw 12 small books and pamphlets into print.

By then Texas Western Press was on the move. Hertzog escaped the noise and confusion of the print shop by moving his offices into the basement of the library next door. But forces were also at work to bring about a fortuitous wedding of talents which would give the Press a running jump ahead.

In 1955, Dr. Samuel D. Myres had been added to the faculty of the Political Science Department. An outstanding lecturer in history and government, he had come from Southern Methodist University where he had been Director of the Arnold Foundation in Public Affairs. For some 20 years while at SMU he had established and edited a quarterly monograph series on political subjects as well as occasional journals on international conferences and public affairs institutes.

The first book done by TWP with Myres as editor and Hertzog as designer was *Captive Mountain Waters* by Dorothy Jensen Neal, published in 1961. The following year the pair was at work on a new book written by Eugene O. Porter, member of the College history faculty, called *Fallacies of Karl Marx*.

Well aware of the potential available at TWP, Dr. Myres promulgated the idea of a series of Southwestern Studies. President Joseph M. Ray quickly concurred. Although TWP had been officially recognized as a part of the College activities in the late 1950's, it was not until 1962 that the Press as it is known today came into being. Money was appropriated from the Cotton Trust Fund to finance book publishing, and an editorial board was set up with Myres as chairman. Its purpose was to review manuscripts submitted and to select the ones to be published.



First book under the TWP imprint and latest.

With the establishment of the Southwestern Studies series, it was Editor Myres' thought that other areas of publication be encouraged. As a result, up to the present time the Press has published 22 Southwestern Studies, two Natural Science monographs, two in the Social Science series, one in Public Affairs, and one in Literature. The Southwestern Studies have covered such diverse areas of interest as *Railways of Mexico*, *The Boyhood of Billy the Kid*, *The Theatre in Early El Paso*, and *The Navajo*.

Members of the University faculty have contributed much of the writing published by the Press. A recent best-seller was C. L. Sonnichsen's *Pass of the North*. Just published is Rex Strickland's *El Paso in 1854*, a singularly handsome outsized book containing facsimiles of a handwritten newspaper with

original watercolors and map. In 1963 the book *Morelos of Mexico* by Wilbert H. Timmons of the U.T. El Paso history faculty, was a unique production in that a limited edition carried a Mexican peso, containing an engraving of Morelos, was embedded in the cover. Demands for this book quickly catapulted it into the collector's item market. Another facile writer, Haldeen Braddy of the English department, has had three of his writings published by TWP: *Hamlet's Wounded Name*, *Pancho Villa at Columbus*, and *Pershing's Mission in Mexico*.

With the elevation of the College to university status in 1967, TWP crashed head-on into a knotty name problem. After having struggled to establish itself as Texas Western College Press with book distribution firms, institutions and libraries around the country, the Press was now confronted with the possibility of having to be known as The University of Texas at El Paso Press. Already a mouthful to pronounce, Hertzog pleaded the cause of retaining the name of Texas Western Press, dropping the word College from its title. He won his point.

But even today the Press faces some hazards which are indigenous to its location; something the average college press may not endure. Being situated on what must surely be the windiest corner of the campus, updrafts off the intersection of Sun Bowl and Schuster Roads assault the front doors of the Press like a giant vacuum sweeper. Thus it was one day last spring when Dr. Sonnichsen eased his car into the parking area along the north face of the building, opened his door to get out, clutching 50 galley proofs of *Pass of the North*. Just then a swirl of gritty wind eddied around the corner and caught him full in the face. One hand sought to have his hat, the other was inadequate to keep a grip on the 50-page portion of his comprehensive history of El Paso. Immediately the air was filled with a literary confetti to rival any Fifth Avenue ticker-tape parade.

"We picked galley proofs off the grease-wood and mesquite over this whole end of town," Sonnichsen chuckles. "The miracle is, we found all but four galleys!"

Commented Hertzog wryly: "This book has better distribution than any we ever printed. It was spread all over West Texas!"



Men of the Press: left to right, Samuel D. Myres, Carl Hertzog, and E. H. Antone.

ALUM NOTES

Don Maynard ('58), star pass receiver of the New York Jets, world's championship professional football team, was guest of honor at a recent Downtown Lions Club luncheon meeting. Maynard has been seen often lately on the "Score" hair-dressing TV commercial as one of the singing "Four Jets," giving out with a rinky-tink "That's the score, that's the score!"

A recent letter from **J. H. Black ('49)** had this to say about NOVA: "Many thanks for sending me your fine magazine. I thoroughly enjoy it as it seems about the only contact I have with U.T. El Paso except when the football team journeys to Tucson to play the University of Arizona." Black is employed by the Duval Corporation, as Chief Accountant, in Tucson.

Martin J. Gemoets ('32 etc.) has been promoted to executive vice-president and general manager of OK Van and Storage Company, Inc. And, U.T. El Paso's 1968 Outstanding Ex-Student, **Thad Steele ('33)** was named vice-president and manager of the Southwest Division of Southwestern Portland Cement Co. **Dr. Robert Stevenson ('36)**, professor of music at UCLA and U.T. El Paso Alumnus of the Year in 1962, delivered the triennial Louis C. Elson Lecture at the Library of Congress in Washington last January.

Miss Rosemary Higdon ('39), civilian personnel officer at William Beaumont General Hospital since 1953, has been promoted to Chief of Recruitment and Placement by Brig. Gen. Kenneth D. Orr, hospital commanding general. And **Francis Broadus ('40 etc.)**, El Paso attorney, is the new president of the El Paso YMCA.

David L. Carrasco ('42) is in charge of the El Paso office of the U.S. section of the U.S.-Mexico Commission for Border Development and Friendship. **Dr. Edward Egbert ('47)**, El Paso physician, was named to the board of directors of the United Fund, taking the place formerly held by the late Dr. Vincent Ravel. **Riley N. Brown ('46 etc.)** is now a vice-president of the State National Bank in El Paso.

L. B. Porter ('46 etc.), former El Pasoan and now conducting his own art school and studio in Las Cruces, N.M., recently had a one-man exhibition of 35 of his western paintings in the Sartor Gallery in Dallas. **Mrs. Ann Hipp ('48)** is teaching courses in rug hooking, stitchery, and ceramics at the Junior Arts Center of the El Paso Museum of Art. And, **E. R. Bullard Jr. ('49)** is now director of the Advanced Projects Division, in El Paso, of Globe Universal Sciences.

Rev. John Shryock ('50), former missionary in Angola and Rhodesia, returned to U.T. El Paso last fall to do some graduate work. He and Mrs. Shryock returned to Rhodesia at the end of the fall semester, to continue their missionary endeavors. **William McDonald ('51)** is a newly appointed vice-president of the Mutual Federal Savings and Loan Association; **Jack Eisenberg ('52 etc.)** is president of American Finance and Investment Co. Inc. and American Motors Acceptance Corp. of El Paso; and **Carl Norberg ('53)** is an engineer with Borg-Warner Corp. in Ithaca, New York.

Richard Myklebust ('52), widely known sculptor, is the creator of the bronze statue occupying a prominent position in the recently dedicated Lions Club "Plazita" park in El Paso. A recipient of International Craftsman show awards, his work is displayed by numerous galleries in New Mexico and Texas. **Mrs. Louis M. Godfrey ('53)** was recently given the Civil-Servant-of-the-Year Award by the Federal Business Association. A long-time

Ft. Bliss employee, she started government service in 1940.

Dr. John R. Edwin ('54), local veterinarian, is president of El Paso Humane Society for 1969. **Gloria Lavis ('54)**, coloratura soprano, and **Michael Goldman ('60)**, violinist, were guest soloists recently with the El Paso Symphony Orchestra. **Michiko Toi ('55)**, a blind girl who lived at Friendship House, Houchen Settlement, while attending Texas Western, is teaching English at a school in Kobe, Japan. And, **James West ('56)** is now with State Mutual of America in El Paso.

Donald S. Henderson ('56) has received the President's Progress Award from Penn Mutual Life Insurance Company, presented for his display of outstanding qualities as a leader and agency builder. He is General Agent in El Paso for Penn Mutual. And, **M. Alex Barnes ('52 etc.)** is manager of the newly-created Western hospital sales division of A. H. Robins Company. Barnes resides in San Antonio.

David B. Clark ('56) has been selected general agency Supervisor of the Year in the Southwestern Division of the John Hancock Mutual Life Insurance Co. Then there's **John W. Donohue Jr. ('57)**, manager of the life insurance department for Rogers & Belding Insurance Agency, who has been named to a two-year term as director of Region 6 in the 6,300 member Texas Association of Life Underwriters. And **Herb Holland ('58)** is Industrial Products Sales Engineer for processing instrumentation with Honeywell, Inc. in Wichita, Kansas.

Paul Harris ('58) is now a full-time associate with Empire Public Relations in El Paso. He was formerly with North American Rockwell, White Sands Proving Grounds, as lead instrumentation engineer for tests of the Apollo Command Module Engine, and chief engineer for Globe Exploration. **Mallory L. Miller ('59)** and his wife, the former **Margie MacNeil ('60)** reside in Waco, Texas, and write that they are "greatly enjoying each issue of NOVA."

Paintings by **Charles A. Myers ('52 etc.)** were recently featured at the Southwestern Arts Display at International Airport. **Gilbert I. Good ('60)** is with the Resident Apollo Spacecraft Program Office, heading up the lunar surface experiments and Government Furnished Equipment office. He recently received a letter from members of the astronaut team, thanking him for his role in the moon shots.

Miss Rosa Arrieta ('60 etc.), a former principal dancer with the University Civic Ballet, is now dancing with the Ballet de Georges Reich in the Olympia Music Hall in Paris. Meanwhile, back at the Pass, and stateside, **Philip H. Dugan ('60)** is Sales Manager, Southwestern Area, of Ward Anderson Printing Co., Inc.; **Elaine Hanna Koisch ('61)** lives in Cincinnati where her husband, Major John Koisch, teaches Military Science at Xavier University, and **Dr. David M. Buring ('61)** is in an Obstetrics-Gynecology residence program in Dallas.

Mrs. Sara Gutierrez ('61) and **John H. Shanblum ('62)** were honored as outstanding teachers by the Board of Trustees of El Paso Public Schools. Mrs. Gutierrez teaches at Aoy School; Mr. Shanblum at El Paso High. **Charles J. Horak ('62)**, steel plant division manager for Hunt Building Marts, Inc., recently accepted for his company the top award, called the "Silver Dollar Award," presented annually by national Kirby Building Systems. The award is presented by the Houston manufacturer of pre-engineered steel buildings to its top 20 franchised builders across the nation.

William V. Pinto ('62 etc.) has been appointed western regional sales manager of

the Body and Hoist Division of Hercules Galion Products, Inc. **Jack Evans ('63)** is the president of Southwestern Christian College in Terrell, Texas. **Charles Warren ('63)**, associated with Aetna Life Insurance Company, has moved from San Antonio back to El Paso. He participated in the U.T. El Paso Alumni Fund Telephone campaign in March. And, speaking of telephones, **James A. Burnett ('64)** has joined Bell Telephone Laboratories in Cranford, N. J. and will participate in the development of the Bell "Telephone System of the Future."

Javier Honda ('64) has been named Assistant Director of Personnel for United Service Organizations, Inc., at their national headquarters in New York City. **L. R. Wallen ('64)** has been promoted to assistant vice-president of El Paso Federal Savings and Loan Association. And, **Victor H. Coats ('65)** is field sales engineer at the Tulsa, Oklahoma branch office of the Foxboro Company. **Raymond Harvey Singleton ('65)**, formerly pastor of Grant Avenue Baptist Church, is now director of activities at the Southern Baptist center in El Paso.

Miss Sheri Dye ('65 etc.) former member of the University Civic Ballet, has received a scholarship to the Harkness Ballet Foundation in Dallas for this coming summer. **Eldon Verne Jetton ('66)** is now chief meteorologist with the U.S. Weather Bureau in El Paso. **Edward Bernard Morgan ('66)** is a junior at St. Louis University School of Medicine. **Charles Binion ('66 etc.)** recently displayed his photographs of Southwestern Locales at an exhibit at the Southwest Intercultural Center.

Mrs. Jacqueline G. Willingham ('66) has returned from Texas Woman's University, having received her master's degree in Library Science in January. She is now a full-time staff member of U.T. El Paso's Library. **Rueben Sandoval ('66)**, having received his J.D. degree from St. Mary's University School of Law in San Antonio, contemplates practicing law either in El Paso or the San Antonio-Austin area upon completion of the Bar examination. **Jerry Morris ('66)** is the president of the Better Business Bureau in Fort Wayne, Indiana.

David G. May ('66), a Mobil Oil Representative, was in El Paso recently to present Mobil's gift of a pick-up truck to U.T. El Paso's geophysics program. **Miss Susan Elaine Blount ('67 etc.)**, **Miss Charlene Overstreet ('67)**, and **Miss Katherine Melancon ('66 etc.)** are stewardesses with American Airlines. And, **Lt. (j.g.) Jeannie Todaro ('67)** recently visited friends in El Paso while on leave from the Naval Air Station at Whiting, Fla. She will soon be stationed in northwest Australia for an 18-month tour of duty in communications.

Three of the seven members of the Board of Trustees of El Paso Public Schools are U.T. El Paso graduates. They are: **Dr. Gordon Black ('40)**; **Paul Carlton ('40)** and **Mrs. William C. Collins ('43)**. Their jobs, as described in an El Paso Times newspaper article, are: "helping to run a \$30 million per year business directly affecting the lives of 60,000 children." For their efforts, they receive "long hours, no pay." Earlier this year both Dr. Black and Mr. Carlton were elected chairman and vice-chairman, respectively, of the Matrix Society of the University for 1969.

NOVA has received word from **Mrs. Mary Margaret Davis ('52)** that **Dr. Dan Foster ('51)** and his wife **Dorothy Skinner Foster ('54)** are residing with their three sons in Dallas. Dr. Skinner is an associate professor of internal medicine at the University of Texas Southwestern Medical School.

1/Lt. Terrence L. Masters ('66) recently received the Soldier's Medal for heroism at an honors ceremony conducted by Brig. Gen.

Kenneth D. Orr at William Beaumont General Hospital. While directing a mine field clearing operation at Fire Support Base, Saint Barbara, in Vietnam, Lt. Masters entered an uncleared mine field to deter another soldier from entering it. As he did so, Masters detonated a mine, the explosion seriously wounding him.

Lt. Col. **Otis E. Burnett ('50)** has been named commander of the Communications Engineering and Installation Agency for the Strategic Communications Command at Fort Huachuca, Arizona. Sgt. **Angel Ruiz ('53 etc.)** is a member of Pacific Air Forces, stationed at Binh Tuy AB, Vietnam. Sgt. **Orlando T. Garza ('59)** is on duty at Brooks AFB, Texas, as an aviation physiologist with the Air Force System Command.

Major **Fred Canales ('59)** was recently awarded the Army Commendation Medal for meritorious service as plans and operations officer, G-3, Headquarters, U.S. Army, Ryukyu Island. Sgt. **William I. Bowling ('60 etc.)** is on duty at Udorn Royal Thai AFB, Thailand, serving as a precision photo processing specialist. And Capt. **Samuel M. Trevino ('60 etc.)** has been recognized for helping his unit earn the U.S. Air Force Outstanding Unit Award.

Sgt. **David J. Dungan ('64)** is on duty at March AFB, Calif. as a radio operator. S/Sgt. **Gilbert R. Lopez ('61 etc.)** recently received the Air Force Commendation Medal at Udorn Royal Thai AFB, Thailand. 1/Lt. **James R. Foreman ('61 etc.)** is a weather officer at Vance AFB, Okla. Capt. **Wilbur W. Bateman ('64)** helped his unit, the 351st Strategic Missile Wing, to win the Air Force Outstanding Unit Award at Whiteman AFB, Mo., where he is serving as a missile launch officer.

Gwendolyn K. Moore ('65) was graduated recently, as a second lieutenant, from the Women's Army Corps Officer Basic Course at the Women's Corps Center, Ft. McClellan, Alabama. Sgt. **Rogelio Felix ('65 etc.)** is on duty at Bien Hoa AB, Vietnam as an administrative specialist. 1/Lt. **Rodney L. Smith ('65)** received the Army Commendation Medal in recent ceremonies near DaNang, Vietnam, for meritorious service while serving with the Technical Supply Assistance Officer, Directorate of Supply, DaNang Support Command.

T/Sgt. **Enrique C. Aguilar ('65)** was recently named Airman of the Year at Lowry AFB, Colo. He is now on duty at Saigon, Vietnam. Capt. **Joseph H. Brown ('65 etc.)** was recently awarded the Bronze Star Medal for meritorious service while engaged in military actions against the Viet Cong. He was cited for his performance as a data automation staff officer with the 35th Combat Support Group at Phan Rang AB, Vietnam. Airman 1/C **Stanley Torres ('62 etc.)** is on duty at Tuy Hoa AB, Vietnam, as a supply inventory specialist.

Sgt. **Louis A. Becerra, Jr. ('65 etc.)** recently returned from a tour of duty in Vietnam, where he was stationed at Phui Loi as a tele-type team chief. And, Airman 1/C **David S. Young ('62 etc.)** is on duty at Phan Rang AB, Vietnam. Airman 1/C **Ray Frazier ('65 etc.)** is at Ubon Royal Thai AFB, Thailand, serving as a missile guidance and control specialist. Airman 1/C **Alfred L. Fernandez ('67)** has been recognized for helping his unit, the 351st Strategic Missile Wing at Whiteman AFB, Mo., win the outstanding unit award.

Airman **Scott Spencer ('66 etc.)** is assigned to Keesler AFB, Miss. for training in the air traffic control field. **Jesus Emilio Vitela, Jr. ('66 etc.)** is completing his tour of duty in the Navy. He has been stationed in Yokosuka, Japan, serving in the Naval Hospital. Airman **James R. Steele ('67 etc.)**, having completed his basic training at Lackland AFB,

Texas, is assigned to Chanute AFB, Ill., for training in the aircraft maintenance field. S/4 **Kenneth N. Nance ('67 etc.)** is serving with the 101st Airborne Division in Vietnam. Among his many duties there, he recently delivered a Vietnamese baby. 2/Lt. **Jose R. Garcia, Jr. ('67)**, a munitions officer in the 18th Fighter Interceptor Squadron at Grand Forks AFB, N. D., has been recognized for helping his unit earn the U.S. Air Force Outstanding Unit Award.

Airman **Michael S. Martinez ('67 etc.)** has completed basic training at Lackland AFB and is assigned to Chanute AFB, Ill. for training in fuel services. Airman **Manuel Cobos, Jr. ('68)** has been graduated from technical school at Sheppard AFB, Tex. where he was trained as a communications specialist. He is assigned to Tinker AFB, Okla. And, Airman **Gary W. Gilmore ('68)** graduated from technical school at Sheppard AFB, Texas where he was trained as an aircraft mechanic. He is now assigned to Randolph AFB, Texas.

Donald D. Loftis ('68) was commissioned an Army second lieutenant after graduating from Infantry Officer Candidate School, Ft. Benning, Ga. Airman **Terry W. Steffey ('67 etc.)** is assigned to Lowry AFB, Colo., for training in the armament systems field. Airman **Filiberto Cortez ('66 etc.)** has also been assigned to Lowry AFB for training in the munitions and weapons maintenance field. And, Airman **Daniel J. Mendoza ('68 etc.)** has been assigned to Chanute AFB, Ill. for training in fuel services.

Airman **Russell E. DuBose ('68 etc.)** is stationed at Keesler AFB, Miss. for training in the air traffic control field. **Robert L. Meek ('68)** has been commissioned a second lieutenant in the U.S. Air Force upon graduation from Officers Training School at Lackland AFB, Tex. Airman **Elton W. English ('67 etc.)** has been assigned to Keesler AFB, Miss. for training as a personnel specialist.

Dr. Vincent M. Ravel ('30 etc.) died in a local hospital February 13. Dr. Ravel was a prominent radiologist and was also active in many community projects in El Paso.

CAPSULES

News Briefs From the Campus

The go-ahead signal has been given by The University System Board of Regents in Austin for the construction of a three-building, \$4.5 million dormitory complex at U.T. El Paso. September, 1970 is the date set for completion, at which time the present dormitory capacity will be doubled. The complex, to be located on the southwest corner of the campus between Wiggins and Sun Bowl Drives, will consist of a nine-story men's dorm, housing 422, and a seven-storey L-shaped wing housing 326 women, with a central tower structure containing elevators, study lounges, and office space. The third building will be a two-storey dining commons large enough to serve 2,000 people at one meal, and equipped to provide meals for residents of two more dormitories planned for the future.

Dr. Kenneth E. Beasley, formerly head of the Department of Political Science at U.T. El Paso, is now Dean of the Graduate School, replacing Dr. Edmund Coleman who asked to be relieved of the deanship in order to devote more time to research activities. The new dean joined the faculty as head of the political science department in July, 1967, to replace Dr. Clyde J. Wingfield. In addition to his new post as graduate dean, Dr. Beasley will continue as director of the University's Bureau of Public Affairs.

An extensive collection of books on Jewish history, culture and customs will soon be

turned over to the University Library by the widow of Dr. Vincent M. Ravel, prominent, El Paso-born radiologist and civic leader who died February 13, 1969. Baxter Polk, University Librarian, commented on the memorial by saying: "Dr. Ravel was one of the most generous patrons of our library. Over the years he has given us many books, medical journals and records. We are very happy to have this contribution in his memory." The collection, to be entitled "The Vincent M. Ravel Collection of Judaica," will bear book plates designed by TW Press Director Carl Hertzog, and will be housed separately in the new rare books section under the direction of newly appointed Rare Books Librarian Ray Ehrenstein. A committee, formed to manage the memorial drive in the memory of the late Dr. Ravel, is also working towards the establishment of a chair of Hebrew studies at U.T. El Paso similar to the one at the University of Texas at Austin.

A \$10,000 contribution has been made to the University by the widow of Mr. Ben L. Jirou to establish a permanent scholarship as a memorial to her late husband. The endowment, to be called "Ben L. Jirou Scholarship in Scientific Research," will create a perpetual fund from which the income will be used to provide an annual scholarship of approximately \$500 to a deserving and qualified student in the School of Science. Mr. Jirou was employed by the International Boundary Water Commission until his retirement in 1957. He was a resident of El Paso from 1920 until his death in 1967.

A bilingual touring repertory theater company has been established at the University as a result of special grants amounting to \$10,000 from the National Endowment for the Arts, and the Texas Fine Arts Commission. The small, mobile theatrical company, under the direction of U.T. El Paso's Drama and Speech, and English Departments, will be administrated by Mrs. Joan Quarm, assistant professor of English. The theater will perform plays in both Spanish and English in various U.S.-Mexican border cities, with its first production tentatively scheduled for late spring.

DEATHS

A former El Pasoan, **Mr. Thomas McNair Reynolds ('27 etc.)** died January 31 in St. Paul, Minnesota.

Mr. Charles Milton Cooley ('47), formerly of El Paso, died March 3 in Kansas City, Kansas. He was a special consultant for Burns and McConnell, consulting engineers.

Mr. Robert Lyons Carson ('50) of New York City, died May 16 in Houston.

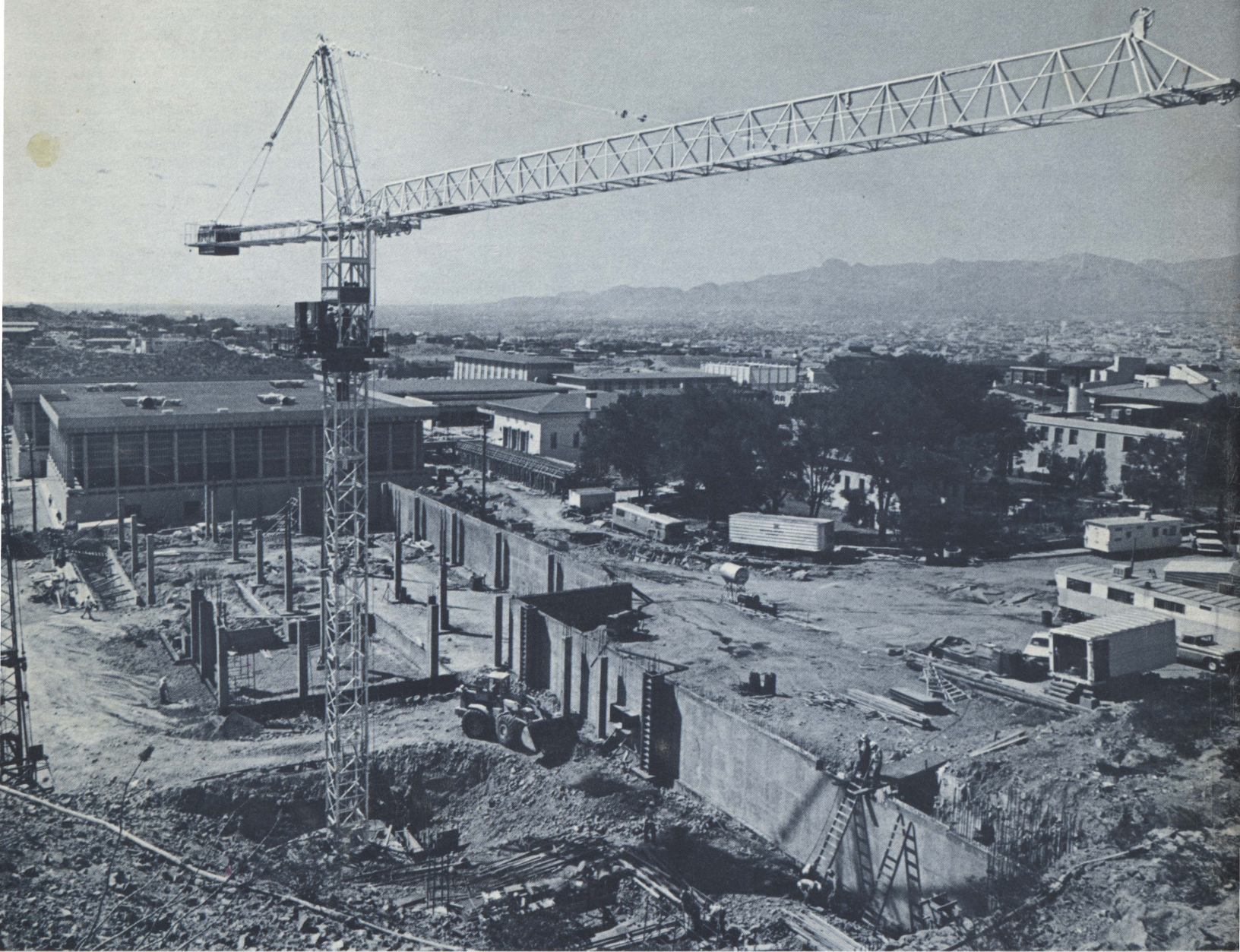
Mr. Jack Leslie Herndon ('58) died of a heart attack February 7 in Bryan, Texas. He had been a resident of Bogota, Colombia prior to his death.

Lt. Raul Alvarado, Jr. ('65 etc.) was killed in action while on duty with the 98th Light Infantry in Chu Lai, Vietnam. He had been in Vietnam four months and in the Army nearly three years. He was a 1965 Burges High School graduate.

Miss Margarita Ramos, former assistant to the director of the Centennial Museum at U.T. El Paso, died January 4 in a local hospital.

Mrs. Etta Mae Small, mother of Dr. Ray Small, dean of Liberal Arts at U.T. El Paso, died in January in Canyon, Texas.

S/5 Russell L. Wells, Jr. was killed in action in Vietnam last December. Wells was the son-in-law of Col. Leon F. Lavoie, former head of the Military Science Department at the University.



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