

6-1977

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. 25.
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NOVA

THE
UNIVERSITY
OF TEXAS
AT EL PASO
MAGAZINE

Bilingual Education:
¿Quién lo necesita?

Was the
past winter
REALLY
all that bad?

TSM: 1919 - 1920

Checking
Claus Christiansen

Helping
the Tarahumaras

& more & more & more &

The View From the Hill...

If you are glancing in this direction, please read this sort of open letter to NOVA recipients.

Dear NOVA Recipient: You notice I don't say NOVA "subscriber," because that carries the implication that you signed your name somewhere, gave testimony, consented, pledged a sum of money, promised to pay or contribute money, or contracted to receive a certain number of issues of something for a certain amount of money. You don't have to do anything like that to receive NOVA. To become a NOVA recipient, you should have some kind of UT El Paso connection — such as being an alumnus, a supporter of the University's Excellence Fund, or a "friend of



"O wad some power the giftie gie us/ To see
see oursel's as ithers see us!" said poet Robert
Burns in *To a Louse*. And to illustrate the
point, RAY CHAVEZ took this photo of a
statue of Burns with a sea gull on his head,
at Vancouver, B.C. last December. Ray, former
UTEP News Bureau writer, is working on his
master's degree in communications at the Uni-
versity of Washington, Seattle.

the University" which is about as open-
door of a policy as you will find.

What we do, once we establish that

you should receive and probably want
to receive NOVA, is we foot the bill.
Each and every one of the 21,000
NOVAs we are sending out every three
months costs the University 25¢. This
counts printing, postage, mailing and
supplies; it does not count writing, edit-
ing, photography and design nor the
time involved in these preliminaries.

All we ask in return for this maga-
zine is that you notify us where you
live, and when you move, to notify us
of that too.

It would cost you as little as a 9¢
postcard, when you change addresses,
to save us 75¢ and here is how it works:

You move and do not send us your
new address. The NOVA we sent you
is undeliverable, therefore the post office
tears off the back cover mailing panel,
affixes your new address, and returns
the panel to us. That service costs 25¢
for each one returned. Then, very often,
we send another NOVA to your new
address. Two copies of the magazine at
25¢ each plus the 25¢ post office charge
equals 75¢.

Let us illustrate what this adds to
the NOVA bill by examining the last
three issues of the magazine:

For the September, 1976, NOVA,
we had 242 mailing panels returned
with new addresses. Cost of mutilated
magazines and post office charges \$121.
(Not counting replacement magazines.)

For the December, 1976, NOVA, we
had 456 mailing panels returned. Cost
in magazines and new addresses: \$228,
not counting replacement NOVAs.

For the March, 1977, NOVA, we had
692 mailing panels returned. Cost in
magazines and new addresses: \$346,
not counting replacements.

For that March issue, we have re-
ceived about 1,000 changes of address
in all—about 70% of them via the post
office-return route, costing 25¢ each,
the remainder voluntary, and through
such devices as the Alumni Fund tele-
phone drive.

Very clearly the situation is becom-
ing unbearable from our end and some
drastic measure will have to be taken
to severely reduce this growing cost.

While we figure out what measures
must be taken, we ask your help in the
matter. If you wish to continue receiv-
ing NOVA, which is free, please send
us a 9¢ postcard or a 13¢ letter notify-
ing us of your new address when you
move.

There is a change of address coupon
in every issue of NOVA to remind you
of the importance of this. Send the in-
formation to Alumni Office, U.T. El
Paso, El Paso, Texas 79968.

(It'd help too if you'd send your old
address along with the new one.)

Thank you.

* * * *

We regret that one member of the
Matrix Society and four corporate con-
tributors were omitted from the 1976
Annual Gift Report appearing in the
last issue of NOVA. Those inadver-
tently left off the list are:

MR. AND MRS. VICTOR C. MOORE
(Matrix Society); DOW CHEMICAL USA
and NORTHROP CORPORATION (Business
Associates); ROAD HANDS OF EL PASO
(Business Patrons); and RAMSEY STEEL
Co., INC. (Business Contributors).

—DALE L. WALKER

JUNE 1977 NOVA

Vol. 12, No. 3; Whole Number 47

Editor: DALE L. WALKER

Staff Writer: NANCY HAMILTON

Photography/Design: RUSSELL BANKS

Back Cover:

The Graf Zeppelin, carrying a crew of 40
and 16 passengers, hovered over El Paso for
15 minutes just after 5 p.m. August 27,
1929, during its around-the-world flight
from Friedrichshafen, Germany, via Tokyo,
Los Angeles and Lakehurst, N.J. Strong
winds over Arizona and New Mexico de-
layed the famous airship's arrival over El
Paso by several hours. The 21,700-mile
world trip was completed in 20 days, four
hours, on September 4, 1929.
(Research courtesy Millard G. McKinney,
CDR/USN/Ret.)

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Second-class postage paid at El Paso.
NOVA is published quarterly by the
News and Information Office of The
University of Texas at El Paso (El
Paso, TX 79968). It is sent without
charge or obligation to alumni and
friends of the University. □

Editor's Note: Dr. E. C. Kennedy received his E.M. (Engineer of Mines) degree from TSM in 1921, his Master's in 1926 and his Ph.D. in mathematics at Rice Institute in 1937. He served on the TCM faculty five years, 1928-1932, five years in the Texas College of Arts and Industries, four years in the Army Air Corps, 17 years as senior research engineer for General Dynamics, and at age 65 became professor of mathematics at UT Arlington, from which institution he retired in 1972. Dr. Kennedy's first NOVA contribution was in the December, 1975, issue.



S.H. Worrell

The idea occurred to me that many Mines graduates, as well as other readers of NOVA, might be interested in a description of the Mines faculty of 1919-1920. The following profiles are accurate within the limits of my memory.

The head of the institution was Dean S.H. Worrell, a good teacher and an excellent administrator. He was Professor of Mining and Metallurgy and a man of considerable industrial experience. He wore a short neatly-trimmed beard and he looked like a typical member of the French Academy of Sciences—every inch a scholar. He was quiet and reserved and usually accessible to students. He was highly respected by everybody.

John W. Kidd, Professor of Engineering, was not a scholar nor was he a good teacher. But he was an excellent engineer and perhaps the most valuable man ever associated with the Texas School of Mines. He could have gotten rich in construction, but he chose an academic life because he liked to be around students. He was short and portly and he had a keen sense of humor. He was absolutely honest and a man of great determination. He was universally known as Cap Kidd, a title that seemed to please him.

Cap was not a patient man, but he was always willing to help a deserving student. He bailed the football team out of many a financial difficulty. Although Cap was not a scholar in the academic sense he was a student of life and he had a powerful and healthy influence over those students with whom he came in contact. He did not teach much calculus in class, but a student got a lot out of his lectures that couldn't be found in textbooks. The engineering students adored him. He could give a fellow an F and the guy would go around later and thank him for it. Cap was indeed the Grand Old Man of the Texas School of Mines. There will never be another like him.

W.H. Seamon, Professor of Mining and Geology, was one of the grandest men I have ever known. He had wide experience in mining and he was a dedicated teacher. He was very patient with slow students and it pained him when he had to give somebody an F. He was rather old-fashioned in his teaching, but most of us liked that. He loved students and they loved him.

On Sunday nights (I think), Prof.

TSM: 1919-1920

A Profile Of the Early Mines Faculty

by
Ernest C. Kennedy



Early '20's Physics Lab: "Equipped with the most modern apparatus and is complete in every detail."



Seamon and his wife would have open house for Mines students and their dates. Mrs. Seamon, a kind and motherly lady, was a wonderful cook and she always served good eats. Prof. Seamon often entertained us with stories about his adventures in Alaska and Mexico. The party was always relaxed and congenial but quite proper. Everybody enjoyed the Seamon parties.

Prof. Frank Seamon, brother of W.H. Seamon, was a competent chemist with long years of industrial experience. Many people liked his Socratic method of teaching, but I was always uncomfortable in his class. He was fair and honest, but he had little patience with slow or lazy students. If a fellow came

to class unprepared he was in for hard sledding that day. Indeed, Prof. Frank could be quite blunt at times. But outside the classroom he was very friendly.

Mr. Drake, Instructor of English and Economics, was friendly, competent, and always ready to help a student. He had a strong sense of humor and he enjoyed being around students. He was liked and respected by all.

Tommy Dwyer, Adjunct Professor of Engineering, taught mathematics and acted as football coach. He was friendly, hard-working, and popular. He was young and he liked for the students to call him "Tommy". Like Cap Kidd, Tommy was a Texas A&M graduate.

Miss Ruth Augur was our Registrar. She was young, attractive, full of life, and extremely competent. She was a friend of every student and a confidante of many. We could tell her our troubles with the absolute certainty that she would not betray us or let us down. She was never too busy to lend a sympathetic ear to a student in distress. She loved us and we loved her.

Mrs. Alice Morris, Librarian, was very refined and distinguished looking. She was a lady in the finest sense of the word. She presided over a small library of several hundred books and a few engineering journals. She was kind, gentle, and competent. Everybody liked her.

Arthur Pearson, Instructor in Physics, was a conscientious teacher who handled his job satisfactorily. I did not know him very well.

Howard Taylor was Associate Professor of English, but I do not remember him. I simply cannot recall anything about him. I don't think he stayed there very long.

In addition to the regular faculty members there were four or five well-liked student assistants — among them Tom Clements and Ray Gilbert.

In conclusion I can say that the 1919-1920 Mines faculty was a high-class group of men and women. If any of them are alive today I salute them; if not, I salute their memory. □



J. W. Kidd



W. H. Seamon



T. J. Dwyer



E. A. Drake



A. Pearson



A. Morriss



R. M. Augur



E. C. Kennedy



***A struggle to preserve
an ancient cultural heritage—
For the Burgesses it's a matter of***

Time And the Tarahumaras

The Tarahumara Indians of western Chihuahua, Mexico, are long distance runners and racers of legendary stamina. Now they are engaged in a different kind of race—one against time—in which Don and Esther Burgess are very much involved.

Since they moved to the Sierra Tarahumara in 1965 to work with the Indians, the Burgesses have witnessed increasing changes in the Indian way of life as civilization makes inroads into that remote area.

"A recent photograph of a group of Indian men, taken by a priest who lives there, showed them with store-bought hats," said Burgess. "Five years ago,

the priest photographed the same group when they were still wearing traditional Indian headbands."

This example is one of many Burgess can give on how the Indians are swiftly changing their ways, losing in the meantime some of their valuable cultural heritage.

"They do not realize some of the good things they have," he observed. "For example, they eat or use more than 170 plants. It would be a shame if they lost the use of them, but that possibility is now with us. We have a book being printed this year in Mexico City about Tarahumara foods, in an effort to preserve this aspect of their culture."



***"we have no right
to sit there
studying them
if we cannot
offer something
in return"***



Burgess returned this spring to UT El Paso, where he earned his B.A. and M.A. degrees. This time he was not a student, but the teacher of the first anthropology course offered at the University about the life of the Tarahumaras, whose 20,000 or so Indians are scattered through the high Sierra country of Chihuahua.

The rugged mountains where the Indians live, characterized by 8,000 to 10,000-foot peaks and deep canyons, have become less remote in recent years with the building of new roads.

"There is a lot of interest in the Tarahumaras, now that they are easier to get to," said Burgess. "At the same time, the Indians of Mexico are getting tired of being observed by outsiders. At a recent conference of Mexican Indians, they asked the president for some control on anthropologists, mostly the foreign ones, who come to Mexico to study their groups. These people usually record their data and go back home to publish something that furthers their own professional standing, but they do nothing to help the Indians. I feel that we have no right to sit there studying them if we cannot offer something in return."

Burgess is not an anthropologist but a member of the Wycliffe Bible Translators, a non-denominational group whose affiliates are self-supporting volunteers in their work around the world. His wife, Esther, grew up among the Tarahumaras; her parents also were with the Wycliffe Bible Translators.

After their marriage, she and Don were more readily accepted by the Indian group where they located because of her past experience with a related group. Even that acceptance came slowly, however. As newlyweds, the young couple "camped out" for about six months until the Indians gave them permission to build an adobe house on an unused portion of land. There they have been raising their family—Lisa, 11, Tonio, 8, and their adopted Indian daughter, Tita, 6. Usually every two years they leave the Sierras for several months during which they earn money to make it possible for them to work among the Indians a while longer.

At the time of their past NOVA interviews (Summer 1970, June 1972), they planned to serve 10 years in the area, but the period has reached nearly 12 years and more work remains to be done.

"Among the major needs of the Tarahumaras are to be understood, to be encouraged to use the foods they have, to encourage literacy and to preserve their culture," Burgess said. "The Mexican government wants to integrate the Indians of the nation into the Mexican society, but at the same time, wants them to preserve their own culture. Our books fit in with this goal."

The government operates schools for the Indians. Some of the books Burgess has worked on are used in the schools. One is *Podrias vivir como un Tarahumara?* told in Spanish for children, describing customs and activities of the

Indians and illustrated with photographs, several of them taken by Burgess who also wrote the text.

"My university students helped me with a Tarahumara-Spanish phrase book I'm working on," he added. "I have translated parts of the Old Testament and the New Testament but it would take five years of working only on that to complete the Bible translation. I keep getting sidetracked on other projects but I always come back to that."

He is also interested in helping the UTEP Library build a significant collection of research materials about the Tarahumaras. With a botanist from Colorado University, he has been working for some time on an annotated bibliography of Tarahumara materials as an aid to scholarly research.

John Ahouse, head of the UTEP Library's Department of Special Collections and Archives, in recent months has obtained additional books and photocopies of magazine articles to supplement what was already available about the Tarahumaras. The collection by late spring numbered about 150 items of all types, with almost daily additions as interlibrary photocopies of materials continued to arrive. Once a bibliography is published, attention will be drawn to the UTEP collection which Burgess believes may be the most comprehensive on the subject at the present time. The materials also include a gift to the Library of papers of the late Dr. Robert Zingg of El Paso, who was co-



*The Burgess family:
Don and Esther with
children (from left)
Tonio, 8, Tita, 6 and
Lisa, 11.*

author with Wendell Bennett of *The Tarahumara*, first published in 1935. The Rio Grande Press of Glorieta, New Mexico, has a new edition of that classic work with new introduction and preface and 385 new color photos.

Other works in the collection include *Cuentos de antes y hoy*, in both Spanish and Tarahumara, edited by Don Burgess; *Inápuchi*, by the American sociologist J. Kennedy, a Spanish-language account of life in a Tarahumara community; and *Tarahumar*, J. Llaguno's guide to self-taught Tarahumara language.

Burgess' anthropology course, while his only one in that subject, was not his first as a teacher at UTEP. He taught a semester of Spanish in the mid-1960s. Having been a star basketball player in his undergraduate days, while working on his M.A. he served as freshman team coach during Don Haskins' first year at the helm.

The anthropology course touched on everything Burgess could think of about the Tarahumaras and included a field trip to Mexico. The 18 students were mainly anthropology oriented.

"You can't understand one part of their life without looking at the whole," contends Burgess. "We went into geography, history, language, culture folklore, sports. One day, for example, we went into why they tell lies. The Tarahumaras are pacifists. Knowing the priests disapprove of drunken orgies, they don't want to upset them about their custom of a fiesta about once a



month where they enjoy getting drunk on corn beer. They have tried to hide such activities from the priests. They hardly admit to having lice or worms; that's just something they never discuss."

The Tarahumara sports are characterized by physical stamina and persistence, including a women's race with hoops propelled by sticks, a game similar to hockey in which a ball is hit toward a goal a mile or so away, and other games lasting two or three days.

Burgess' plans at the end of the anthropology course were nebulous because of his wife's health. She developed arthritis about a year ago and more recently was diagnosed as having thyroid cancer. He plans to remain in El Paso while continuing his work on a dozen or so Tarahumara projects. In the future, if he has an opportunity to help the Tarahumaras be understood and to preserve their culture, soft-spoken Don Burgess will be available to do the work. □

by Elroy Bode

Expose

Let me state my heresy quite briefly: no sheep I have ever known has said, or even contemplated saying, Baaa. They say—and quite recognizably, too—Maaa. Sheep are ruminants and perhaps even philosophers, and they would never go out of their way to seek trouble. And putting a B in an M's place is trouble, always.

I think I can clear up this whole bilabial nonsense for you quite easily. One afternoon back in the middle ages an off-duty monk gazed out his monastery window and considered how little he really knew about the sheep he saw grazing in the fields. With dogma in abundant amounts for everything else, how had sheep escaped, he wondered. So, his curiosity piqued, he retired to his cell and labored several years among his grammars hoping to find a word fit to become the sheep's official utterance. Finally he hit upon it—one that would seem righteous enough in content for the Church and suitably palatable for the sheep. It was VAEX, meaning in Latin "to glorify", or later, in middle English, BAEAEGB. Of course it was anything but the right word; however, you know how things are once they get started.

Yet with the age of scientific inquiry now full upon us, must we allow this spurious Golden Calf, as it were, to go on heedlessly being worshipped? Must we continue to allow small lads the world over to innocently bleat nonsense while they query black sheep about their bagsful—and cause college boys to give out maudlin bawls to sacred whiffenpoofs?

All that one really has to do in order to blast the B from Baaa forever is spend fifteen minutes where sheep are and document the following: 1. The number of times a sheep bleats within that period. 2. The number of times the bleat resembles (even faintly) Baaa. 3. The number of times the bleat does *not* resemble Baaa. Of course you will also want to note at the bottom of your paper any variants you may happen upon.

Results? Well, you will find—to my smug delight, I confess—that the space reserved for Baaas remains damningly blank, and that the true expression of our long-maligned friends is at last revealed in all its melodic Maaa-ness.

(As you probably picked up a few variants as well, it will be proper to explain them here: occasionally a frisky spring lamb will run against its mother's bag while hunting for that friendly old teat and will jar loose from the poor soul a confused Mbraerh. Too, occasional low-flying planes will blend their motors with country sounds, giving rise to a garbled Gmrarr. But never—not now, nor in the loneliest medieval glen—did Mother Nature sanction anything close to that baleful and banal Baaa.)

As a postscript I would like to reassure my readers that I know full-well wherein my next responsibility lies—the shattering of the Moo, the Bow Wow Wow, and the Chirp Chirp Chirp. And, Providence allowing, I am duty-bound to come to grips ultimately with the greatest challenge of all—um-lauts in the Oink and Meow. □

Melvin Oehler

He haunts me.

I walk by his small white house on Hermann Street, with the green garden hose coiled neatly in the chinaberry shade, and I want to veer from the sidewalk and stride up on the porch and stalk inside. I want to confront him in his lair—counting sacks of gold in the bedroom, or smoking opium in a closet, or reading John D. McDonald detective novels in an arm chair, or sitting in the bathtub, bouncing a finger across his lips, making blubbering sounds of insanity.

But I will never go in because it is no use: I know there isn't anything bizarre or revealing or interesting that I would discover. And that's what inflames me. I cannot accept the fact that nothing whatsoever goes on in the house—or life—of Melvin Oehler.

Sometimes I see him in the porch swing in the late afternoon, reading the newspaper—hat, white shirt, tie, dress pants, as if he had been on the job all day and now, like any man home from work, was scanning the headlines in a moment of well-earned rest. Or I will look down the driveway into his garage: empty. Melvin Oehler is out, though I cannot imagine where.

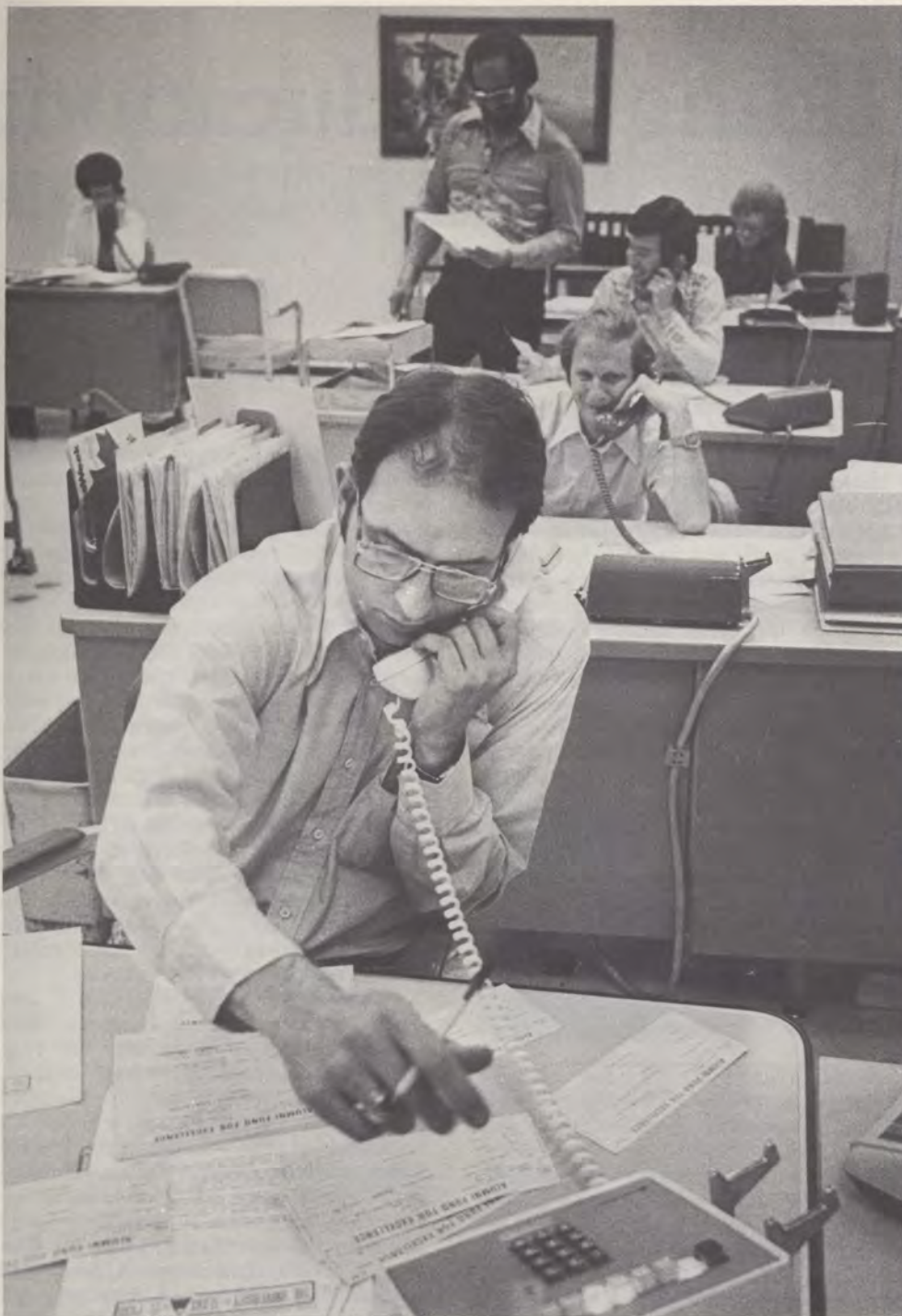
But mainly he is in the house, out of sight—the same house he has lived in for forty-five years, the house where his children grew up and his wife lived and died. The Melvin Oehlers of Hermann Street—smalltown people, stay-at-home people; people who lived on a shady street and sent their kids to school a block away and went to the Methodist Church and watered their lawn and sat on the porch after supper and let the days slip by until half a century had disappeared....

Back then, before he was by himself in the house—when his sons were in school with me and he went every day to work—I suppose he and Leona must have left the house to go somewhere besides the Red and White grocery store or the Methodist Church—must have got into the Chevrolet and driven to a movie at the Rialto or gone to a Fourth of July parade or taken a Sunday afternoon drive. But in all my growing-up days I never saw them going places; never even thought of them as being part of the life of the town. Melvin and Leona—they seemed to belong right there in the swing, looking out at the cars passing by.

He is still in that house—Leona died five years ago; his sons are married and have moved away—and I cannot conceive of his daily routine. He is not a reader. He does not drink. He is retired from his bakery job at the VA hospital and has not taken another job. He is a 70-year-old man with no hobbies and no passions, no problems and no concerns—more like a rubber band, a pane of glass, a postage stamp than a human complexity of nerves and urges and memories. He is something that holds a shirt together; he is something beneath a hat.

Melvin Oehler has no job, no family, no commitments. He does not go to the Methodist Church any more. He apparently eats and sleeps and drives his car at a modest speed to undisclosed places. I assume he has a TV. It is conceivable that he is in the living room watching it every daylight and nighttime hour of every week of every year—but I doubt it. I believe that he is content to put on his shirt and tie and dress pants and do absolutely nothing at all from breakfast till dark. I believe he exists like a fungus in the airy dimness of his house, in that he is neither bored nor un-bored—that it has never occurred to him that he might be one or the other.

I think Melvin Oehler gets up every morning the way mercury rises in a thermometer—mindlessly, effortlessly. If someone planted him in a pot and set him there in the front window, I doubt he would mind too much. Just let him have his hat. □



Update: Alumni Fund 1977

JIM PEAK, director of development for UTEP, reports that the annual Alumni Fund Telephone Campaign, conducted April 25-28 and May 2-5, raised \$52,407.50 in pledges, up from \$43,124 in 1976. The overall goal for 1977, says Peak, is \$100,000. End-of-the-year total in 1976 was \$82,015 so the increase in the goal is a modest one.

The UTEP people in charge of the Alumni Fund for Excellence are among the hardest volunteer workers the University has and the institution's staunchest loyalists. No expression of appreciation is quite adequate to cover what they do for us, but we list them

here: *John T. Kelley III* ('63), general chairman (in charge of all fund-raising activities for alumni); *Steve DeGroat* ('72), first vice-chairman (in charge of the overall telephone campaign); *Lloyd Stevens* ('49), second vice-chairman (in charge of the class division, 1917-1970 for the campaign); *Nestor Valencia* ('63), third vice-chairman (in charge of the professional division of the telephone campaign); *George Butterworth* ('63), assistant chairman in charge of the non-medical professional division; and *Dr. Rene Rosas* ('58), assistant chairman in charge of the medical-dental divisions.

Now, with a goal of \$100,000 and \$52,407.50 pledged, there are a few bucks yet to be raised. Jim Peak says the Development Office hopes to make up the difference through a mailing this month (June, 1977) in which all alums who have not given to date will receive a letter and pledge card. There will also be a campaign to contact the "last year but not this year" donors, and another mailing in November.

What is the money used for? Well, you can designate your gift to any *academic* use you want. (A NOVA reader, for example, was apparently impressed by the report in the last issue by Nancy Hamilton on the problem of "The Higher Illiteracy." This reader sent \$15 to the Development Office earmarked for the Study Skills and Tutorial Services program directed by Dr. Nancy Wood.) To give you an idea of how the money was and is being spent in the fiscal year between September 1, 1976 and August 31, 1977, here are the eight areas:

LIBRARY RESOURCES. More than half of all unrestricted gifts is channeled into the campus Library to purchase books and periodicals.

VISITING LECTURERS AND CONSULTANTS. This enables UTEP to bring to the campus men and women well-known in various fields to lecture and meet with students and faculty. (State funds do not cover this.)

TEXAS WESTERN PRESS. Funds channeled here assist in the operation of the University's renowned Press and its books and monographs on the Southwest.

INSTRUCTIONAL PROGRAM IMPROVEMENT. Monies sent here are used principally in the areas of science and engineering, but also in other areas including special equipment purchases.

FACULTY RECRUITMENT. How does UTEP get quality potential faculty members and administrators on campus for interviews? Through this.

BUREAU OF BUSINESS AND ECONOMIC RESEARCH. Funds for this assist in the continuing operation of this important bureau, in the research and publications of its faculty and student staff, in the publication of the *El Paso Economic Review*.

PRESIDENTIAL LECTURE SERIES. Gift funds here enabled UTEP to bring distinguished national figures to the campus for cultural and educational programs.

AWARD FOR EXCELLENCE. This award is presented to a faculty member each year for outstanding research and work. The 1977 recipient is Dr. Lou E. Burmeister of the College of Education. The cash award entails a public lecture and the recipient is chosen by a special committee on campus. It is the most prestigious award a faculty member can receive from his colleagues at UTEP.

The Alumni Fund is a crucial component of UTEP's ability to keep abreast of the times—it helps students, faculty and staff and it helps the University progress.

—Editor

"I COME FROM upstate New York," said the gray-haired businessman, "and we had people from a lot of different backgrounds: Polish, Italian and many others—but they all learned English. That was the language of the United States and they accepted it. But here in Texas, we get all kinds of pressure to have everybody speak Spanish. I have to hire minority people with inadequate abilities in English, or get in trouble with the government. I just don't understand it."

He shook his head hopelessly. "Bilingual education. Who needs it?"

His attitude is not unusual in El Paso or a thousand other cities where bilingual education is offered in the public schools.

Bilingual education was born of controversy and resentment. The laws which mandated it in Texas and other states grew out of judicial decisions and the pressures of the civil rights movement.

It is inextricably entwined with politics and emotion.

"If it ceases to be political, it might die," cautioned Dr. Bertha G. Pérez, who is on the faculty of UTEP's Project BETO (Bilingual Education Training Opportunities).

Project BETO began in 1975 as a response of the College of Education to increasing demand for teachers trained in bilingual education. The Texas Legislature in 1973 enacted a law requiring school districts to provide such instruction for children of limited English-speaking ability. The teacher training project is financed under Title VII of the Elementary and Secondary Education Act of 1963, as amended in 1967. The original act had provided funds for "disadvantaged" public school students with various handicaps including that of being unable to understand English. The program devised for them centered around teaching them enough English that they could progress in school. The idea in Title VII, also called the Bi-

Bilingual Education:

by Nancy Hamilton

The other position, called maintenance, is that the child, while learning English, should also be taught correct usage in his native language in order to become proficient in both languages. In both cases, the use of the native language is permitted in the classroom in helping the child learn English.

The dual language approach has met with considerable opposition from observers who feel that it takes emphasis away from English as the national language. It is not, however, as new in America as its opponents may think. "Ohio was the first state to have dual language public schools, as long ago as 1840," said Dr. Max Castillo of Project BETO. "The languages were German and English." A bilingual German-English program also existed in Indianapolis from 1869 until 1919. Many other parts of the nation with large immigrant populations were accustomed to bilingual education during the 19th century.

World War I brought a major change in attitude. Foreigners were treated as potential spies and their languages aroused suspicion. Texas, with a large German-speaking community, was among states passing laws forbidding any language but English in the public schools. This isolationism also influenced U.S. requirements that Philippine and Puerto Rican schools teach

public school teachers were Spanish-speaking. With an ingrained attitude of suspicion against foreign languages, the teachers of that period were dedicated to furthering the cause of English as the national language.

How did students react to this policy? Two men who came through that era in the El Paso Public Schools offered contrasting testimony in a discrimination case heard in Federal court in December, 1975. State Rep. Paul Moreno, then 44, had bitter memories of his elementary and high school days in South El Paso. "We were given harsh punishment for breaking the 'no-Spanish' rule in the form of spankings or staying at school as late as 6 p.m. I was punished many times for this." He dropped out of high school but after service in World War II completed law studies and became an attorney.

"They were doing us a favor," contended Elman Chapa, a business official and school board member. Six years older than Moreno, he had attended the same elementary and high schools but carried no resentment against the handling of the "no-Spanish" policy. "The rule was speak English," he testified. "They were doing us a favor, not knocking us down or insulting us by stressing the fact that English is important. We are Americans. I never saw anyone abused for it. I was only told to knock it off, and I may have spent some time in detention but that is all they did. I didn't dare get spanked because when I would go home my mother would spank me again."

Lively debates still are heard over whether that approach was wrong. Statistical studies growing out of the civil rights movement showed, however, that a disproportionate share of minority children had high truancy and dropout rates and did not go to college. In four Southwestern states, 80 per cent of the Spanish-surnamed population 14 or older had not completed high school in the late 1960s. In Texas, 30 per cent of the high school students were Mexican-Americans, but from that group came 80 per cent of the dropouts. Schools were asked to redesign not only the teaching of English to this group, but also to look at how cultural attitudes were reflected in courses of study prepared mainly by persons unfamiliar with cultural differences of the Spanish-speaking.



"Parents sometimes resist the program because they don't understand it or it is not being carried out properly."

—Max Castillo

lingual Education Act, is to use both the native language and English for instruction.

The differences between the 1963 and the 1967 acts reflect some of the questions about the purposes of bilingual education that have not yet been resolved. One stand, termed transitional, is that the child should be given special help in learning English in order to be able to function in that language through the rest of his school life.

only in English.

For thousands of Spanish-speaking students in Texas, the uttering of a few words of their home language on the school grounds was a punishable offense until the "speak English" law was revoked in 1968. High school students were given swats or sent to Spanish detention hall; smaller students might get by with a reprimand or a ruler over the knuckles. During the years between the two world wars, few

who needs it?

The border area, with a constant influx of Mexican immigrants, has been struggling with their educational problems for years. During the sixties, the initials ESL became common in educational jargon. They stood for English as a Second Language. Educators around the nation were working on ways to improve the teaching of English to speakers of other languages, be they small children or adults. UT El Paso developed an ESL program for foreign students in 1963 in the English Department under the leadership of Dr. Ray Past. It later came under the Department of Linguistics, which he chairs, and which offers not only ESL instruction for foreign students but courses in how to teach ESL. "Bilingual education is a program," he pointed out, "but ESL is a subject that is taught. ESL is half of the content of bilingual education."

Along with offering courses, the University spawned Texas' most active group in the professional organization Teachers of English to Speakers of Other Languages (TESOL). Dr. Diana Natalicio, associate dean of liberal arts, was president of the state group when it met on campus in March.

Dr. Natalicio is co-author of *The Sounds of Children*, published this year by Prentice-Hall, which takes up the possibility that a teacher may have a tendency to stereotype children by the way they speak. The book suggests two things to do about language attitudes: "1. Avoid narrow stereotypes that prevent us from seeing variation (or change) in certain children. 2. Constantly reassess the associations we make between speech characteristics and academic expectations." A teacher's stereotyping might keep her from drawing out a child to reach his full potential, Dr. Natalicio asserts.

"A lot of teachers here feel that their main job, regardless of subject, is to teach English," said Armida Hernández of the Project BETO faculty, a former public school teacher in El Paso.

"Yes, and many feel that being assigned to bilingual education is punitive," added her colleague, Dr. Pérez. "Teachers who are bilingual themselves often have a poor self-concept about teaching in the Spanish language."

Self-concept was a term often used

by proponents of bilingual education in the Southwest in the early 1960s. They pointed out that a child—immigrant or otherwise—who spoke only Spanish at home suffered irreparable mental damage when he reached school and was not allowed to use the only language he understood. The experience, it was contended, taught the child that there was something wrong with his origins, something unacceptable about speaking Spanish. He was made to feel ashamed of his background as both language and cultural understandings were extinguished in the classroom.

Bilingual education, its supporters felt, would help to dispel this negative self-concept by no longer "wiping out" the child's past but by building on it in his own language while introducing English. The culture shock aspects could best be met, it was felt, by accepting the child's own background while acquainting him with the culture of English-speakers.

"Bilingual education. Who needs it?" asks the businessman.

The question is under hard scrutiny



"A lot of teachers here feel that that their main job, regardless of subject, is to teach English."

—Armida Hernández

in education circles.

Early on, when there were more opinions than dollars available, instant experts had a field day. Teachers, former teachers, counselors, and run-of-the-mill bilinguals were devising tests and teaching materials for bilingual programs. While some substantial research was conducted in the sixties, many efforts took the pinwheel approach—flying off in all directions.

"The days of the instant expert are over," said Max Castillo of BETO. "I know that I used to accept research results that came my way, but now I take a long, hard look at every report I see. I hope people do the same with what I turn out. There is more solid research available now and we can question what appears to be invalid."

He was especially distressed to read a newspaper editorial about a research project in California. The editor wrote: "A new study of bilingual education seems to show that these (non-English-speaking) children do as well or better when they're thrust into regular classes and required to learn English as quickly as possible."

Dr. Castillo objected because the study covered only five-and-one-half months, about half a school year. He also said the study showed that children in bilingual education in grades 2, 4 and 5 performed significantly better in math-

ematics than those outside the program and black students in bilingual education showed gains in English reading and vocabulary. But the testing period was too short to take all these findings as seriously as did the newspaper editor. He shook his head in distress. "The editor's lack of understanding only adds to the public's state of confusion about bilingual education," he said.

The editor is not alone in lacking understanding, however. Many teachers and parents are puzzled, too.

"Parents sometimes resist the program because they don't understand it or it is not being carried out properly," observed Dr. Castillo. "By having the children separated from the regular program, the parents get the impression it is not much different from special education."

The placing of Spanish-speaking children in special education is an old sore point among Mexican-Americans in the civil rights movement. They have contended that for years undue numbers of their children were classified as mentally retarded when actually their problem was inability to un-

derstand English. In recent years, Texas schools have placed special education students in regular classes, a process called "mainstreaming," and have provided them with resource teachers for extra help they may need. The isolation of non-English-speakers in special classes thus tends to bring out old resentments.

For teachers, too, there are misunderstandings. When Texas mandated bilingual education, many monolingual teachers who had worked for years in mainly Mexican-American schools, feared that they would lose their jobs because they could not speak Spanish. In view of the custom of English as the language of instruction, they felt abused by a sudden change. They were expected to take short courses in the Spanish language and the bilingual approach in order to improve their ability to deal with the students. A number of veteran teachers took early retirements rather than undergo training to qualify in bilingual classes.

"My kind of teaching has worked for a long time and I don't see why I have to change now," was a typical comment.

There were other teachers who were sympathetic to the theories behind bilingual education. They had observed that a ghetto child could attend school for years and come out speaking broken

English and colloquial Spanish and be unable to read or write well in either. His language deficiencies affected his other studies, since reading is basic to progress in most school subjects. What kind of future could he build toward?

Years ago a standard answer was to route such children into vocational training so they could be prepared to become wage-earners after high school. The GI Bill, under which World War II veterans of all social strata could become college graduates, was one influence for change. Minority groups set new educational goals; they wanted college, not vocational school. Technological advances were another factor. Now a vocational student needs to know, more than ever before, how to read well as he learns to draw blueprints for houses, repair electronic devices, or operate an offset printing press. The stigma that used to be attached to vocational training has diminished, especially as blue-collar income tends to outstrip that of the white-collar worker.

Now, through bilingual education, schools are trying to respond to the child as a person who needs to be able to communicate well in order to make his way in the world. They are still trying to discover how best to reach their goals.

One area in which much remains to be done is that of identifying who needs help and how much of it. One of the milestones in litigation was the *Lau v. Nichols* case in which the Supreme Court ruled in 1974 that the civil rights of 1,790 Chinese-speaking children in San Francisco had been violated by offering instruction only in English without first teaching them the language. "Basic English skills," wrote Justice William O. Douglas, "are at the very core of what the schools teach.

linguistic abilities. At either end of the spectrum were children who spoke only English or only another language, and in the middle were bilinguals who had equal command of the two languages. But in between are myriad degrees of abilities to speak the two languages.

What is the best way to test children for language ability? Educators discussed the question at length at a February conference in El Paso at which UTEP faculty members assisted. A recall test uses pictures which the child is asked to name. Another test gives the child a multiple choice in identifying what he sees in a picture. Just dealing in words in this fashion does not give a true assessment of the child's understanding of language, warned the speakers. If he is bored with the test or afraid of the person who gives it, his test score might reflect a lower-than-actual ability.

What about funding? The Intercultural Development Research Association of San Antonio last August published results of a funding study made under a Federal grant. Texas, it found, was spending \$25 per pupil extra on bilingual education compared to \$351.50 per pupil in New Mexico. Because of needs for special tests, classroom materials and teacher training, the study concluded that Texas' funding was "wholly inadequate."

What about teachers? They are often described as models for the children they work with, persons the child can look up to and try to emulate. Should bilingual education rely on mainly Mexican-American teachers, or should there also be "models" from among the Anglo and black teachers, even though they may not be as skillful in the use of Spanish? If a teacher looks on a bilingual education assignment as punitive, should he or she be reassigned so

annually, only .3 per cent were being employed according to 1972 figures.

Dr. Valverde also was concerned about Chicano acceptance on university faculties; he felt that some of them who were qualified hesitated to take positions at universities "because of their desire to avoid becoming token minorities and the accompanying feeling that they constantly must demonstrate their qualifications in order to override the token aura."

An example of a minority faculty member who built on his background is provided at UTEP by Prof. Jesus R. Provencio, who developed the Inter-American Science Program in 1968 to help non-English-speaking entering freshmen. He was invited last year to discuss "Ethnicity and Education" at a conference sponsored by the White House Office of Public Liaison in cooperation with the National Ethnic Studies Assembly and the Title IX Advisory Council. He was a member of the latter council of the Department of Health, Education and Welfare.

While progress in acceptance appears to be slow in some sectors, the supporters of bilingual education believe it has a bright future. Dr. Marie Barker, director of Project BETO, said "The Texas State Teachers Association in March adopted a policy statement in support of both bilingual and adult basic education. The National Education Association, largest professional organization in the country, also supports bilingual education."

Because it is new and there are differences of opinion about its goals, bilingual education remains controversial. One of its early advocates, Prof. Joshua Fishman of New York's Yeshiva University, thinks that all children would benefit from bilingual education and that a richer society would result.

"We've neglected talking about goals," suggests UTEP's Dr. Natalicio, who is a former chairman of the Department of Modern Languages. "We talk about the virtues of knowing two languages in our society, yet when you look around there isn't a great deal of support for bilingualism in parts of the country away from the border. Culturally it is nice to be literate in two languages, but on the meat and potatoes side, it is not at all clear. Is there that much popular support for it?"

Currently the support is there, at least in terms of Federal and state money, more than \$200 million this year for more than 600 projects including teacher training and curriculum development in 68 languages.

As results of testing and long-range bilingual-bicultural programs become available the next few years, educators may be able to decide whether they are on the right track, and what direction they need to take to become more effective in bilingual education. Skeptics say it leads to a generation illiterate in two languages. Optimists feel that new doors can be opened for minority children whose language handicap can be remedied. □



"Culturally it is nice to be literate in two languages . . . Is there that much popular support for it?"

—Diana Natalicio

Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills is to make a mockery of public education."

A Federal task force, set up to try to interpret the ruling for school districts, drew up the so-called *Lau Remedies*. They directed that schools must systematically find out which children are linguistically different and identify their language and achievement characteristics, then match the instructional program to the child. It sounded relatively easy until the process began of grouping children according to their

that students do not take on the same negative attitude?

Teacher resources were very limited in the early days of the program, a characteristic Project BETO and other university teacher-training programs are trying to remedy. For example, in 1975 Dr. Leonard A. Valverde of UT Austin's Department of Educational Administration said some 1,520 Chicanos had doctorates, and there were 6,500 Spanish-surname students in graduate school and 103,000 in undergraduate programs. Although Chicanos made up 1.1 per cent of the graduate population each year, and .8 per cent successfully completed degree programs

Books/south by west

AH, WILDERNESS! THE FRONTIER IN AMERICAN LITERATURE by William Humphrey. El Paso: Texas Western Press of the University of Texas at El Paso (Literature Series #2), \$3.

This commendable little monograph from Texas Western Press contains a provocative essay by Texas novelist William Humphrey which begins: "In

THEY WENT THATAWAY by James Horwitz. New York: E.P. Dutton Co., \$8.95.

As a boy growing up in Oshkosh, Wisconsin, James Horwitz was a Front Row Kid—one of the millions of American boys who, with popcorn boxes in their laps and paper airplanes sailing overhead, waited for the big red movie curtain to part and the Wild West to begin.

The author never recovered from those Saturday afternoon matinees that put a "man-sized boot print" on his brain. *They Went Thataway* is an unabashed nostalgia trip by a movie buff who, at age 30, set out in a last pursuit of his childhood heroes.

The book begins as a first-person odyssey from New York to Hollywood—by way of fabled and faded cowtowns like Dodge City and Tombstone—and

WHILE LEANING OVER TO SAY SOMETHING by Anthony Piccione. Derry, PA: The Rook Press (805 West First Ave., Derry, PA 15627), \$1.25.

It might be helpful to begin this brief review with the announcement that this is the second book Anthony Piccione has published. Just over a year ago he published his first volume called *Nearing Land* (Graywolf Press, Port Townsend, Washington). His third volume, which will be introduced by Archibald MacLeish, will be called *Anchor Dragging*. It is designated to come out within the next year.

Piccione now lives with his wife and three daughters in Brockport, N. Y. He teaches English at a branch of the University of New York. But as his poems reveal, again and again, he lives in deepest touch with the half-cultivated

all of American literature how few heroines there are! Heroes — lots of heroes — but memorable heroines, hardly any." Through examination of such fictional heroes as Natty Bumppo of James Fenimore Cooper's *Leatherstocking Tales*, Thoreau's *Walden*, Mark Twain's Huck Finn, Melville's *Moby Dick* and William Faulkner's *Go Down, Moses*, the point is shored up and Humphrey has written an entertaining piece of literary speculation.

The author, present on the UTEP campus May 2 to speak and sign copies of this and his newest full-length book, *Farther Off From Paradise*, is among the most important of Texan writers. His 1958 first novel, *Home from the*

ends with the author tracking down cowboy-movie survivors such as Duncan Reynaldo ("The Cisco Kid"), Joel McCrea, and Sunset Carson. However, in the middle half of the book the author abandons his first-person voice and presents an objective survey of cowboy stars from the 1920's to the present. Stylistically, then, the book is an awkward narrative hamburger: buns of personal experience slapped around the meat of biographical information.

Horwitz knows his movies—by his own estimation he has seen "Lonely Are the Brave" with Kirk Douglas 100 times—and his material, if not always new, is generally interesting. He brings back into focus for the reader that first tight-lipped trail blazer of the silent screen, William S. Hart—with high-crowned Stetson, leather wrist cuffs, sash under his gunbelt. Then the flamboyant, high-living Tom Mix rides again, followed by the other flashy Big Four of the Roaring Twenties: Buck Jones, Hoot Gibson, Ken Maynard, and

landscape, the broad flat country, that spreads greenly south from the shores of nearby Lake Ontario.

It would doubtless embarrass him to tell him that his good poems are his hymn or song of praise to the wet earth—also an earth often burdened by the weight of ice and snow—he generally addresses. It is true, nevertheless. He writes simply in notations, neither mannered nor courtly, that speak in profoundly affirmative terms. In terms of joy. Within this joy, however, as if to counter any threat of the shallow and sentimental, exists an equivalent fund of sadness. Piccione's hopefulness has not been gained turning cartwheels across the suffering body of humanity.

Perhaps the most conspicuous virtue of these poems—twenty-one in all with only one longer than a page—is their reticence, a cool hue of the mind that seems to collect some subtle shadow at their very center. Piccione's language, simple and natural though it may be, succeeds in making an arrival into the world of esthetic existence (if it didn't

Hill (not "Hills" as the biographical sketch in this monograph has it) was immensely successful and he is author, in addition, of such memorable books as *The Ordways* (1965), *Texas Proud Flesh* (1969), *The Last Husband* (1953), and *A Time and a Place* (1968)—the latter two collections of short stories.

This 32-page monograph would have benefited greatly by more careful proof-reading; there are an unconscionable number of typographical errors in so short a space (three spellings of "Queequeg," Cooper's Mohican hero, on page 26 alone), but it is a nice bit of William Humphrey nonetheless.

—HUGH T. COLTRANE

Tim McCoy.

The Thirties saw an explosion of dozens of other cowboy heroes—Johnny Mack Brown, "Wild Bill" Elliott—as well as the quickie B-Western, the growth of Republic Pictures as the king of cowboy studios, the first of the singing cowboys—Gene Autry—and the appearance of William Boyd as Hop-along Cassidy.

By the 1950's the old style cowboy had finally slipped from the saddle, although such stars as Randolph Scott and John Wayne got better as they got older.

Two moments from *They Went Thataway* linger in the reader's mind: author Horwitz, contributor to such worldly magazines as *Rolling Stone* and *Penthouse*, taking his cracked, childhood boots from the trunk of his car and leaving them at the base of the Tom Mix Memorial Monument; and Roy Rogers stuffing Trigger.

—ELROY BODE

this review would hardly be necessary). It wins through to an exuberant (though not extravagant) melody that suggests great powers of control on his part. It is best to say, his poems make us happy. They make us know that we can yet feel. As Browning once said: "Where the heart lies, let the brain lie also." So with the poems of *While Leaning Over to Say Something*. The poem providing the title will now be quoted in full—in conclusion:

Something moving around down there,

rubbings and yawns in the back of the head.

The invisible keeps speaking, our faces stay blank.

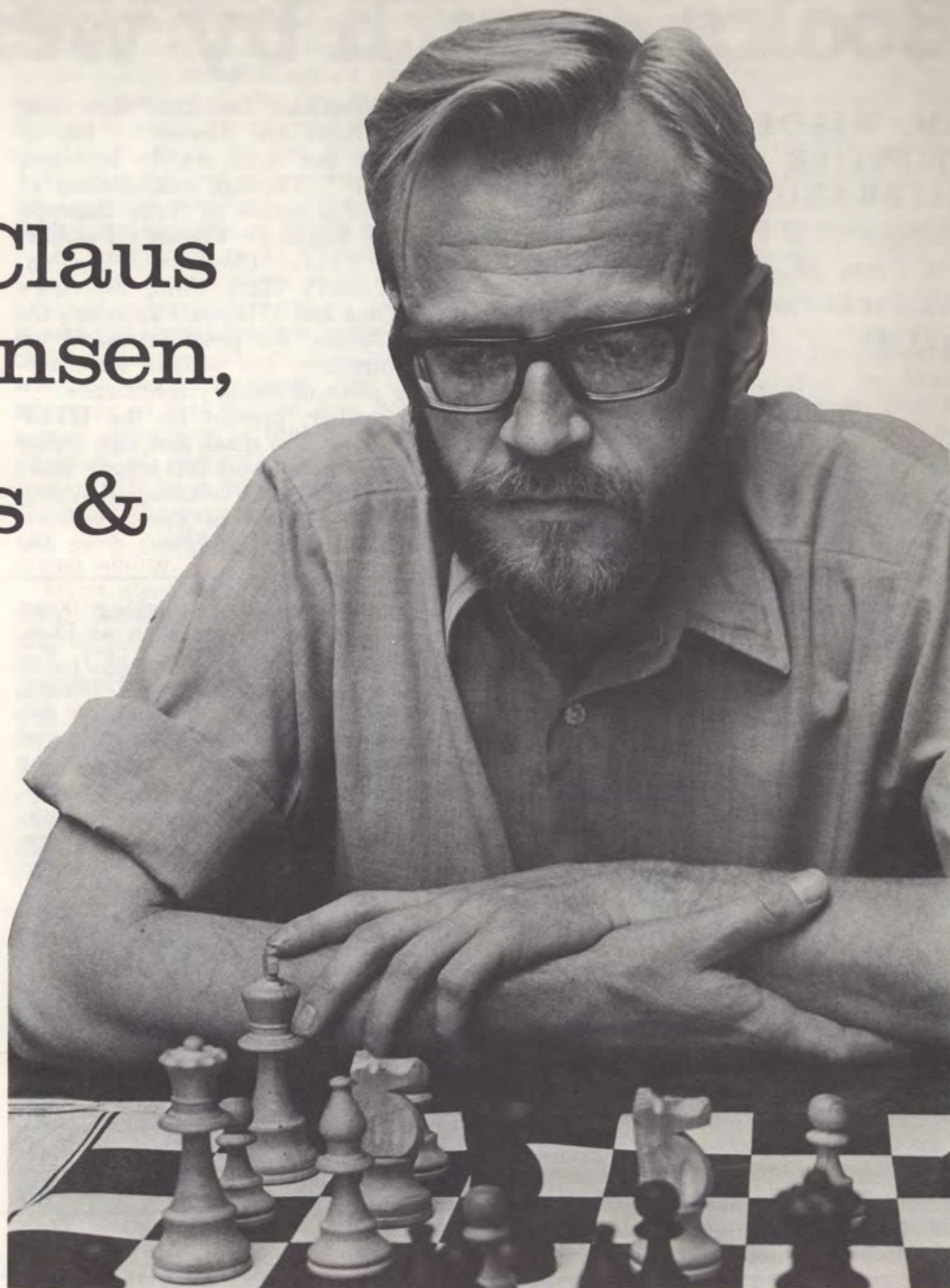
I'm mad? Straighten my tie then!

—ROBERT BURLINGAME

Editor's Note: Anthony Piccione received his M. A. at U. T. El Paso in 1965. Robert Burlingame is a professor of English at UTEP and a widely-published poet.

Claus Christiansen, Calculus & Chess

by
Dale L. Walker



Dr. V.K. Srinivasan of the Department of Mathematics gave the signal to begin at precisely nine a.m. and Claus Christiansen, senior UTEP math major, slipped the first six problems from the envelope and scanned them anxiously. Three hours later, when he and 2,132 other undergraduate students in the U.S. and Canada were given the signal to stop, Claus had completed one of the problems:

P is an interior point of the angle whose sides are the rays

\vec{OA} and \vec{OB} . Locate X and \vec{OA} and Y on \vec{OB} so that the

line segment \bar{XY} contains P and so that the product of the distances $(PX)(PY)$ is a minimum.

The second three-hour session of the 37th Annual William Lowell Putnam Mathematical Competition began that December 4, 1976, at two the same

afternoon and at the end of it, Claus had completed one of the six new problems:

For a point P on an ellipse, let d be the distance from the center of the ellipse to the line tangent to the ellipse at P . Prove that $(PF_1)(PF_2)d^2$ is constant as P varies on the ellipse, where PF_1 and PF_2 are the distances from P to the foci F_1 and F_2 of the ellipse.

The test included questions on number theory, differential equations, geometry, and probability. Claus worked those involving calculus since, as he says, "I am more familiar with calculus."

The 34-year-old native of Copenhagen, Denmark, and former Danish Air Force officer, also did a bit of meaningful work on one other problem and had some good ideas (though not expressed on paper) about a couple of others. But only the completed prob-

lems and the meaningful work on paper would deliver points.

In March, 1977, the results of the competition came in. Claus Christiansen's correct solution to the two problems gave him 20 points; another two points were awarded for his valid work toward the solution of the other problem. The 22 points placed him 128th out of the 2,132 participants in the Putnam Competition — among the *top six per cent of them*.

Clearly, the Putnam Math Competition is not for the novice. It began in 1938, named for an 1882 Harvard graduate who wrote an article describing the merits of an intellectual intercollegiate competition. Mrs. Putnam, in 1927, created a trust in memory of her husband which launched the competition—first in English, and after 1935, in mathematics and administered by the Mathematical Association of America.

Claus Christiansen's mathematical abilities have reached a certain fruition

since he became a student at UT El Paso, but his interest in math dates back a few years when he was a student at the University of Copenhagen. "Math and chess," he says, "have been interests of mine for a long time. My father taught me to play chess when I was five and math can help a chess player—it enables you to think abstractly and logically."

In his early years as a chess-player, under the tutelage of his father, Karl Otto Christiansen, Claus played an average of two hours a day and studied chess books in his free time, learning opening and endgame strategy. At age 12 he was playing in the Copenhagen Chess Club (becoming Club Champion twice) and entering formal tournaments.

"I fell in love with the desert when I first came here in 1972 and now my favorite temperature is 90 degrees in sun."

"I think I played my best chess at about the age of 20 and this is not unusual," he says. "Many chess players look back on their play at about that age and consider it the high-point. I play the game now for fun: I still play to win but I am not so depressed when I lose as I once was."

There is considerable evidence that Christiansen's chess prowess continues in a high level. In February, 1977, he played in the El Paso Open Chess Tournament at the Mesa Inn, placed second in the tournament and emerged as the El Paso City Champion. He lost a game in the last round against an International Chess Master from Mexico City, a six-time national champion of Mexico.

In the fourth round of the El Paso Open, Christiansen played a game he still remembers as one of his best. It was against Diane Savereide, international women's master and current U.S. women's champion. (See accompanying box.)

"Diane is a marvelous player," he says. "I am not sure I altered her style of play but she was on the defensive most of the time and on the 20th move she took a pawn which opened attacking possibilities for me and strengthened my position. It was a calculated risk on her part but in taking that pawn she had to settle down and defend her position. I think she hoped that by staying put and defending that she would eventually see my attack fail. But it didn't work out that way and ten moves later she resigned."

Christiansen's chess idol is Bent Larsen, the Danish international grand master who was named in 1976 as the second best player in the world by the Federation of Chess Journalists. (Anatoly Karpov of the U.S.S.R. was voted the best.) Claus depicts Larsen as "the psychologist of the chessboard," and

says: "Larsen plays his opponent and not the pieces on the board. He is willing to take risks to probe his opponent's weaknesses. I think my weakness in the game is that I do not take so many risks. I will play the Morra Gambit, which involves sacrificing a pawn on the second move to attain attacking position, but as a rule I am a cautious player."

Of America's *enfant terrible* of the chessboard, Bobby Fisher, Christiansen says simply: "Fisher is the best in the world right now, better than Karpov. If Fisher were to play Karpov and could finish the match, he would win." One is tempted to compare modern players with the classic masters of history, Claus says, but expresses the belief that Fisher is even greater than Alexander Alekhine—perhaps the greatest chess

master of the past.

"Fisher's greatness, in my opinion, has to do with his intense preoccupation with the game," Claus says. "Chess is life to him. He hasn't played publicly for a long time, perhaps he never will again, but it is a safe bet that he plays the game and continues to study it as intensely as ever. You can name any modern or past chess master in the same breath with Fisher: Bent Larsen, the psychologist; Tigran Petrosian, who played it safe and was almost impossible to beat and whose games are most often dull but triumphant; Viktor Korchnoi (who defected to Holland from Russia), wild and unpredictable and a master positional advantage player—Fisher can do all these things."

In addition to chess, Claus also plays tournament bridge.

Does math help the bridge player?

"Memory is crucial in good bridge play," he says. "And you can make certain inferences from the bidding and play of the cards. You accumulate these clues and try to put them together—I guess it is similar to solving math problems."

Christiansen, a handsome blonde, blue-eyed, red-bearded Nordic specimen, visited the U.S. twice before returning to enroll at the University. He came the first time at the age of six with his father who worked at the United Nations, and lived for a time on Long Island. In 1972 he returned, this time to El Paso, as an officer in the Danish Air Force, spending three months at the Air Defense School at Ft. Bliss. After five years in the service, he returned, in 1974, and transferred his hours from the University of Copenhagen to UTEP.

He will graduate in August, 1977, and will continue as a graduate student in math. He maintains a 4.0 grade-

point average in math and an overall 3.74, while working as math tutor in the Study Skills and Tutorial Service on campus.

"I love this El Paso Southwest," he says enthusiastically. "I fell in love with the desert when I first came here in 1972 and now my favorite temperature is 90 degrees in the sun. If I had to say what I miss the most it would be the sea—Copenhagen is on the sea—and seafood. El Paso has some good seafood but nothing like what you can find in a seaport."

The favorite temperature is amazing enough. Denmark, occupying the peninsula of Jutland, thrusting out to the north from Germany—which is the only land separating it from the North Sea, Baltic, and adjacent islands—is on the same approximate latitude as Northern Ireland and Moscow, places not known for hot weather.

"Sixty-eight is considered nice weather in Copenhagen," Claus says, "and 80 is very hot—we seldom have it that hot. It is humid, cloudy, and it rains often—short showers and day-long drizzles. El Paso has dependable weather. The weather in Denmark is dependable too—dependably bad."

What lies ahead for Claus Christiansen?

"I want to continue my graduate work in mathematics," he says. "I will begin my master's level work here at UTEP this fall and after completing that will have to go somewhere else for the doctorate. My ambition is to teach math at the university level."

"Also, I want to stay in America and become a citizen. I love this part of the country."

Back home, Claus has two sisters—Lotte and Dorte—and his mother, Ruth. Mrs. Christiansen is aware of her son's love for the American Southwest—specifically Texas. In a letter she recently sent him she enclosed a clipping describing the work done by "Red" Adair and his troubleshooters in capping the rogue Bravo 14 oilwell off Stavanger, Norway, on April 30.

She underlined the part stating that Adair and his men were Texans. □

El Paso Open

Feb. 20, 1977: Fourth Round

White: Claus Christiansen

Black: Diane Savereide

1. P-K4	P-QB4	16. QN-Q2	P-QR4
2. P-Q4	PxP	17. B-Q3(!)*	N-B4
3. P-QB3	N-KB3	18. B-QN5	N-R2
4. P-K5	N-Q4	19. P-R4	B-Q2
5. QxP	P-K3	20. N-Q4	BxP(?)**
6. N-B3	N-QB3	21. Q-N4	B-K2
7. Q-K4	P-Q3	22. QN-B3	NxB
8. B-QB4	B-K2	23. PxN	N-K5
9. O-O	N-N3	24. P-KN3	P-R5
10. B-N3	O-O	25. K-N2	P-R6
11. R-Q1	Q-B2	26. R-R1	PxP
12. B-B2	P-N3	27. RxP(!)***	NxKBP
13. B-B4	P-Q4	28. QR-R1(!)	NxR
14. Q-K2	N-Q2	29. Q-R3	P-B4
15. P-KR4	P-N3	30. Q-R6	Resigns

* "Hinders the development of the black Queenside."

** "Risky!"

*** "The combination that leads to mate."

NOTE: The White move 9 and Black move 10 are Castles.

"Poor Richard" said it in 1735:

"Some Are Weather-Wise, Some Are Otherwise"

The winter of 1976-77, harshest in decades, brought plant shutdowns, school closings and emergencies to the eastern half of the United States. More than 2 million workers were laid off as fuel shortages closed industries. Shipping stopped when rivers froze solid.

In El Paso the season brought a record snowfall of 14.7 inches and several new record low temperatures.



Schmidt

University of Texas at El Paso students of Dr. Robert H. Schmidt Jr. are not alarmed about what's happening to the weather in the Southwest, however. The associate professor of geological sciences, a specialist in climate studies, points out that the changes—except for the amount of snow—were very slight in the new record lows. People were impressed by the winter in El Paso because of the number of back-to-back days of low temperature, he contends.

Dr. Schmidt teaches several courses in which weather data are used: Weather and Climate, Geography of Arid Lands, Physical Geography, and Geography of Latin America. This fall his students will be working with a new set of weather instruments installed in the New Geology Building. Lines from the instrument shelter will lead to a display case on the third floor where readings on temperature, wind direc-

tion and velocity, precipitation, and barometric pressure will be visible to the public.

"We will be able to compare our data to that obtained by the National Weather Service at the Airport," said Dr. Schmidt, "and perhaps we can compare it to data from other monitoring stations such as that at ASARCO and one at the FAA tower above Trans-Mountain road."

Since coming to UT El Paso in 1969, Dr. Schmidt has observed that the campus' mountain location acts as a funnel for winds from the west; the phenomenon has intrigued him and now he plans to collect data on the wind speeds. Winds in the area are mostly from the west, whereas the Weather Service location, east of the Franklin Mountains, is more apt to pick up winds from the north. Since precipitation counts vary widely over El Paso's expanse of more than 130 square miles, readings taken on campus can be of value in fleshing out statistics on local weather.

Last year's trend of cooler weather for El Paso started about July, said Dr. Schmidt, and was predicted by the National Weather Service. Temperature averages for 1976 in three categories were all lower than the normal figures for the 1941-1970 period. The daily maximum was 76.1° F., 1.1° lower than normal; daily minimum was 46.6°, down 2.9° from normal; and the monthly average was 61.4°, 2° lower than normal.

In general, the professor said 1976 had less wind and was wetter than usual, factors influencing the cooling trend. Precipitation totaled 10.14 inches of moisture compared to the 1941-1970 average of 7.77 inches.

For data buffs, Dr. Schmidt pointed out some of the new temperature re-

cords established on memorable back-to-back cold days last year.

October 7, low maximum of 64° F.; October 8, low maximum of 64° (tied 1970 record), minimum of 35°; October 9, minimum of 37°; October 10, minimum of 38° (tied 1909, 1949).

November 12, low maximum of 42°; November 13, low maximum of 32°, minimum of 14°; November 14, minimum of 11°; November 15, low maximum of 43°.

November 27, minimum of 21°; November 28, low maximum of 27°, minimum of 4°; November 29, low maximum of 33°, minimum of 1°; November 30, minimum of 9°.

December 2, minimum of 22°; December 3, minimum of 20°.

The year 1976, he said, had 15 fewer days than the mean where the maximum was above 90° and had 10 more days than the mean where the minimum was below 32°.

During the period of August 1976 through April 1977, daily temperature records were set or tied 10 times for low maximum, 20 times for minimum, twice for maximum, and once for high minimum. A closer look at the data, however, shows that many of these records are only one or two degrees different from the previous records—no significant change, according to Dr. Schmidt.

El Paso did reflect the nationwide cold wave in its snowfall, however, with a trace in October being the earliest on record for the past 40 years, and November's 12.7 inches unusual in comparison with the mean for the month of 1.2 inches. Another 2 inches fell in December, and adding the previous January's count of an inch, the total for 1976 was 15.7 inches of snow. The seasonal total surpassed the 13.4-inch count



in 1957-58, 10.8 inches in 1967-68 and 10.1 inches in 1960-61.

How much importance can be attached to these records of recent weather? Is there cause for alarm in El Paso?

"Arid zones need a 50-year record before precipitation counts mean much," the professor explained. He says El Paso is typically arid, with the variation in annual rainfall ranging from 2.2 (in 1891) to 18.3 inches (in 1884).

One of El Paso's advantages when it comes to weather studies, he said, is that weather records have been kept continuously since November 6, 1877, a long period for this part of the country. Some other weather information is also available for periods earlier in the 19th century.

Another advantage for his students, he finds, is that local weather has not been over-researched, as might be the case at a university where studies have been made over many years.

His students recently prepared tables showing annual precipitation measurements for El Paso from the 1890s to 1975. "The average of yearly totals is going down very slightly," he said, "and the monthly tables are almost a straight line. Thus, over the long range, although totals for various years may vary greatly, the averages are changing very little."

Within the Chihuahuan Desert of northern Mexico, the El Paso area and New Mexico, Dr. Schmidt has found that El Paso is very typical of the desert zone: not the hottest, the wettest or driest, but very average desert climatically.

A meticulous chronicler of statistical material, the professor is author of two Southwestern Studies published by the Texas Western Press of UT El Paso: *A Geographical Survey of Chihuahua*

and *A Geographical Survey of Sinaloa*. Both drew many favorable comments from experts and readers in Mexico. He is currently preparing another extensive study of the geography of Coahuila. "I talked to the governor there, who is a former professor of history, and he opened all the doors for me," said the geographer. "Everyone was very cooperative in providing information."

His study, "The Climate of Chihuahua, Mexico," was published in 1975 as University of Arizona Institute of Atmospheric Physics *Technical Report No. 23*. He also is compiling data on the Chihuahuan Desert for a major report. Some of his research is based on infrared-screen aerial photos which he was able to take as a result of Excellence Fund contributions.

"I have data from about 100 weather stations on the Chihuahuan Desert," he said. "It is one of the least known desert areas in North America and there are at least 20 interpretations of where it lies, depending on whether you base your definition on plant assemblages, climate, or other factors." He believes that it extends along the New Mexico-Arizona border to the west and through much of New Mexico to the north. While many studies have been made of the Sonoran and other deserts, the Chihuahuan has not had much scholarly attention as yet.

Dr. Schmidt has been teaching about weather in various courses since he joined the UT El Paso faculty in 1969. He previously taught a year at the University of Malawi in Limbe, Malawi, Africa, and at Oregon College of Education. He was a teaching assistant at Oregon State University where he received his M.S. and B.S. degrees in natural resources. His Ph.D. in geog-

raphy is from the University of California at Los Angeles.

Professional journals are already using the metric system in reporting weather data, he said, and next year that system will be in general use in the United States. He expects that mass media, however, which currently are using some metric data, will ease the public into learning to use Celsius (same as centigrade) instead of Fahrenheit. His students will be working with metric readings in their new weather station.

While last winter's severity was not a hardship on El Paso as it was elsewhere in the nation, it did increase general interest in weather studies, he observed. At the spring meeting of the Association of American Geographers, he found that the climate section drew an enormous attendance.

In his research on local data, Dr. Schmidt has worked closely with Robert Orton, who heads the local Weather Service office and is former state climatologist for Texas. They share a fascination for the massive tables of statistics that weathermen deal with.

What about the weather of the future?

Dr. Schmidt has not been sidetracked by current hoopla in print which infers that studies of tides, earthquakes, tree rings, sunspots and various other phenomena can lead to long-range predictions about the weather. Some interpreters feel that food shortages, population migrations and wars can be forecast on the same bases. As one who is closer to the subject of weather than most, he prefers to stick to reliable information—and to leave the forecasting up to the Weather Service.

"After all," he smiles, "you can't compete with the satellites!" □



Alumnotes by Sue Wimberly

Raymond A. Gallagher wrote us recently and sent us a ticket stub for the Texas Mines vs. Hardin-Simmons football game of October 25, 1941. Gallagher, a life insurance broker in Alexandria, Virginia, attended the game "while stationed at the Anti-Aircraft Center, Logan Heights, Ft. Bliss." In subsequent correspondence, we learned that Mrs. Gallagher is Mary Barelli Gallagher, former personal secretary to Jacqueline Kennedy. Mrs. Gallagher's book, *My Life With Jacqueline Kennedy*, has been published in six languages.

CLASS OF 1937:

Marjorie Williams Krutilek (M.Ed. '69) will retire this spring after twenty years as a teacher with the El Paso Independent Schools. She was selected as Teacher of the Year at Hillside School and also Outstanding Leader in Elementary Education in the U.S.A.

CLASS OF 1939:

Jennie Camp Bailey (M.A. '50) retires this year after teaching 38 years in the El Paso Independent School District.

CLASS OF 1940:

Gordon L. Black, M.D., UTEP'S Outstanding Ex of 1972, has been appointed Medical Director for the El Paso Cancer Treatment Center.

CLASS OF 1952:

Janie Rowland (M.Ed.) lives in Naples, Florida, where she is now in her eleventh year as principal of the Sea Gate Elementary School.

Jose R. Murillo is a senior mathematician with the U.S. Army at Ft. Bliss.

CLASS OF 1953:

Clint Conger Ballard, Jr., noted composer of Broadway and top hit songs, is the author of the No. 1 hit "You're No Good" which won the International Rock Award in 1975-76 and was nominated for a Grammy Award.

Kenneth Calkins is a field representative with the Social Security office in Glendale, California, and in his third year of law school.

CLASS OF 1958:

Robert J. Benford (M.Ed.) has been promoted to the position of director, human resources development for the Norwich Pharmacal Company Division of Morton-Norwich Products, Inc. He and his wife, the former **Gail Fromme** (Class of '65) reside in Norwich, New York.

Lark R. Murray, LTC/USA, has been named Deputy Commander of the Kwajalein Missile Range. **M.T. Ontiveros, Jr.** (Class of 1960) is the Kentron Hawaii, Ltd. Site Manager for the same project.

CLASS OF 1961:

David P. Lindsey has been appointed regional counsel for the Houston Customs Region. He had been serving as regional counsel for the New Orleans Custom Region since 1971.

Don L. Johnson and his wife **JoAnne** (Warthan) live in Tulsa, Oklahoma, where he is senior minister of Aldersgate United Methodist Church and she teaches in the public schools.

CLASS OF 1962:

Jim Kirby has been named executive assistant to the mayor of El Paso, Ray Salazar. He formerly headed his own advertising firm in the city.

CLASS OF 1963:

Aurelio G. Valdez (M.Ed. '74) was named director of the El Paso State Center for Human Development in El Paso by the Texas Board of Mental Health-Mental Retardation.

J. Larry Hagler, Ph.D., is currently associate professor of accounting at Mississippi State University, Starkville.

Sanna Eshelman Obermiller is a teacher of physical education at Burges High School. She and her husband John are parents of four children.

CLASS OF 1965:

Beatrice Cooley-Matthews has received her Ph.D. from USC, where she has been teaching in the School of Medicine.

Trini Guillen has been appointed regional administrator for the Southern and Southwest Regions of the United States Federal Railroad Administration with headquarters in Ft. Worth.

CLASS OF 1967:

Andrew D. Laumbach, Ph.D., and his wife **Judith** (M.A. '69) now reside in Washington, D.C., where he is a microbiologist with the Food and Drug Administration. He was formerly with the University of Louisville Medical School. They are the parents of two children.

R. Craig Bales, M.D., is practicing medicine in Houston as director of the Emergency Center of Bellair General Hospital. He is also a medical advisor and instructor of paramedical training with the Houston Fire Department.

CLASS OF 1968:

Winston Ross Bowman and wife **Jan** (Ackerman), a '67 graduate, reside in Alice, Texas, where he is operations manager for Wyoming Minerals Uranium.

Richard A. Eason, Lt/USN, has been assigned to the Naval Postgraduate School in Monterey, California, studying aeronautical engineering.

Benito Botello, Jr., has been appointed director of the Veterans Administration office in Irving, Texas. He was recently selected for Outstanding Men of America for 1977.

CLASS OF 1969:

Kay Reynolds (Hunsicker) has been named acting federal grants coordinator for the City of El Paso.

CLASS OF 1970:

Kelly Myrick and his wife **Sonia** (Callueng), Class of 1976, reside in El Paso where he is director of technical services for rural development, West Texas Council of Governments.

CLASS OF 1971:

Louis Pellicano is a vocational rehabilitation specialist with the Veterans Administration in El Paso where he has been employed for the past four years. He and his wife **Yvonne** are the parents of two children.

Robert M. O'Hara is employed as credit manager for Loews Corporation, Hotel Division, and lives in New Milford, N. J.

Werner Trost (M.A. '73) is a student of medicine at the University of Ulm in West Germany.

Jerry W. Sayre, M.D., and his wife, the former **Judy Wintz**, reside in Gatesville, Texas, where he is in private practice at the Gatesville Clinic. They are the parents of two children.

CLASS OF 1972:

J. Manuel Bañales is a practicing attorney in Corpus Christ, Texas. His wife, the former **Margaret Sandra Moreno** (Class of '74) is a counselor at the Nueces County Juvenile Probation Department in Corpus Christi.



JEFF BERRY ('66), the sailing ship adventurer whose travels and exploits have been the subject of several NOVA pieces, sent us this picture of S/V Unicorn, Jeff's most recent vessel. Unicorn came in 5th of 18 square-riggers in the Bermuda-Newport tall ship race last winter and completed a 10,000-mile, 40-ports trip from the Maine to the Alabama border.

Peggy Forbes and her brother, **Bob Forbes** (Class of '74), live in Mexico City where she is employed by Price Waterhouse as a tax specialist, and he with Esso Mexicane.

John Korky has just completed his Ph.D. at the University of Nebraska where he is assistant track coach. He was a graduate assistant track coach while at UTEP.

CLASS OF 1973:

George R. Blair, Jr., 1Lt./USAF, was graduated from Williams AFB, Arizona, in March and is presently on duty at Charleston AFB, South Carolina.

Louis R. Miccio, 1Lt./Marine Corps, is presently on duty at Camp Lejeune, North Carolina. He joined the Marine Corps in the fall of 1974.

Richard Page (M.S. '73) is presently completing research on his Ph.D. in geology at McMaster University, Hamilton, Ontario.

Deaths

Dr. George F. Seager, a faculty member of the College of Mines in 1935-36, died in San Carlos, California, in April. Dr. Seager earned his undergraduate degree at the University of California and received his doctorate in geology from Yale University. He served as a mineral specialist for the federal government in Washington, D. C., and for two years worked for Union Carbide in New York in connection with the Manhattan project. He retired two years ago from the James S. Baker Co. in San Francisco with whom he had been associated since 1946. He was active in civic government in San Carlos, having served five terms as mayor and as a councilman for 16 years.

Survivors include his widow, **Ruby Benold Seager** (1934 etc.) and two sons.

Dr. John H. Mullen, Jr. (B.S. 1947), a long-time resident of El Paso and a practicing dentist, died in El Paso on April 26.

Jay Marshall Turner (B.S. 1952) died April 20 in Gallup, New Mexico. He was a life-long resident of El Paso, and at the time of his death was vice-president of Challenger Rig Company.

Lowell S. Burris (B.S. 1964), an electrical engineer at White Sands Missile Range, died on April 30.

Victor M. Yarbrough (B.S. 1966) of London, England, died in Chicago in March. He was an engineer with the Chicago Bridge and Iron Company.

Robert L. Wegstein (B.S. 1976), an ensign attached to the Supply Corps United States Naval Reserve, drowned while diving with an instructor in Lake Hartwell, Georgia. Prior to attending UTEP, he served with the U. S. Navy in Vietnam, and upon completion of his college degree, attended the Naval School in Newport, Rhode Island.

Dr. Colin W. Flannigan, Jr., (B.A. '68) died in El Paso on March 5. He had served as a dental officer in the Air Force and taught at the University of Texas Dental School in Houston before entering private practice. He is survived by one son and his parents, Mr. and Mrs. Colin W. Flannigan of El Paso.

CLASS OF 1975:

Ray Gonzales has returned to El Paso from San Diego to enter graduate school at UTEP. He the author of a book of poems, *A Certain Silence*, and is working on a book of short stories as well as a second book of poems.

Carmen E. Staerkel has been admitted to the charter class of the School of Medicine of the Uniformed Services University of the Health Sciences in Bethesda, Maryland.

CLASS OF 1976:

Oscar B. Wright is an investigator for the Department of Public Welfare in El Paso.

Rafael A. Uyarra has completed his recruit training at the Naval Training Center in San Diego.

Bertha A. (Trujillo) Martinez is a deputy probation officer for the West Texas Regional Adult Probation Department in El Paso.

Faculty & Staff Members Retire

The Alumni Association honored retiring faculty and staff members at a reception April 27 in the Conquistador Lounge of the Union Building.

Retiring faculty members are Francis Fugate, associate professor of English; Mrs. Elizabeth C. Manning, assistant professor of biological sciences; and Dr. William G. Henderson, professor of civil engineering.

From the staff were Mrs. Adelina Estrada and Jose G. Hernandez of the Physical Plant, and Mrs. Caroline Ellington and Mrs. Rafaela G. Cabral of the Union Food Service.

Prof. Fugate, who came to the University in 1949, became the official chronicler of its history in 1964. At that time it was still Texas Western College and his book, *Frontier College*, celebrated the first 50 years of the institution. It was published by Texas Western Press.

A graduate of the University of Missouri, Fugate had been a freelance writer and editor, a newspaperman and a syndicated columnist before starting his teaching career. He has launched countless students on writing careers, while continuing his own. His activities have included administrative work with the Schellenger Research Lab, service as editorial consultant to the Texas Highway Department, technical editor for Globe Universal Sciences, Inc., and other work as a consultant on technical writing. His published works range from technical manuals to Texas history and he edited, annotated and researched Tom Lea's monumental *The*

King Ranch, published in 1957. He also was named advisor on creative writing to the Texas Commission on the Arts and Humanities.

In retirement, the prolific writing professor expects to keep his typewriter busy, along with having more time to get in some travel.

Prof. Manning, a UT Austin graduate, taught in San Antonio before coming to El Paso at the invitation of Dr. Anton Berkman. She became a specialist in genetics, teaching a core course in the subject. In retirement, she plans to continue serving as part-time consultant for the El Paso Rehabilitation Center where she counsels expectant parents about birth defects.

Besides her part-time work, she and her husband, Lt. Col. (ret.) Robert R. Taylor, plan to travel and visit their children and grandchildren in several states. "I had a beautiful 17 years on campus, and it is a sadness to leave," she observed.

Prof. Henderson, who is a professional engineer, joined the faculty in 1965. Earlier he had taught at Lamar State University in Beaumont, Texas, from 1956 to 1962. He was at Oklahoma State University, where he earned his Ph.D., before coming to El Paso.

He is a member of the American Society of Civil Engineers and the American Society of Engineering Education.

As senior member of the faculty retirees in point of service, Prof. Fugate was recognized on their behalf at Commencement ceremonies May 14. □

New Address?

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Year Graduated, attended _____					
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