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TEXAS
WESTERN
COLLEGE
MAGAZINE

3





Cover photo by John Ireland of Darst-Ireland Photography. The model is Pamela Davis Cotten, a TWC education major and graduating senior.

WE'RE NUMBER ONE?

That's right. Basketball-wise, anyhow. But we wonder if we're first in the hearts of alumni.

To date Texas Western has conferred degrees upon 9,693, and 20,000 others are estimated to have attended classes here for varying lengths of time. For all this the Alumni Office lists fewer than 7,000 ex-students whose whereabouts are known. Calculate a moment. New math, old math, any way you slice it . . . that's a miserable discrepancy.

So if you know an alumnus who has lost touch with the College, please assure him we have not turned his picture to the wall. Suggest that he send his name and address, plus the years he attended and/or graduated, to the Alumni Office, Texas Western College. Tell him we will cherish him and send him NOVA without charge. NOVA, you know, is Texas Western's "Number One" alumni magazine.

Table of Contents

STAND UP AND TEACH.....	1
'MR. TWC' LOOKS HOMEWARD.....	4
SALUTE TO A BOLIVIAN COUSIN.....	6
ON THE ALUMNI ROLE IN EXCELLENCE.....	10
MEETING THE GROWTH CHALLENGE.....	12
ALUMNOVAS	14
GENE CONGDON, CLASS RING REUNITED.....	16
CAMPUS CALENDAR.....	INSIDE BACK COVER

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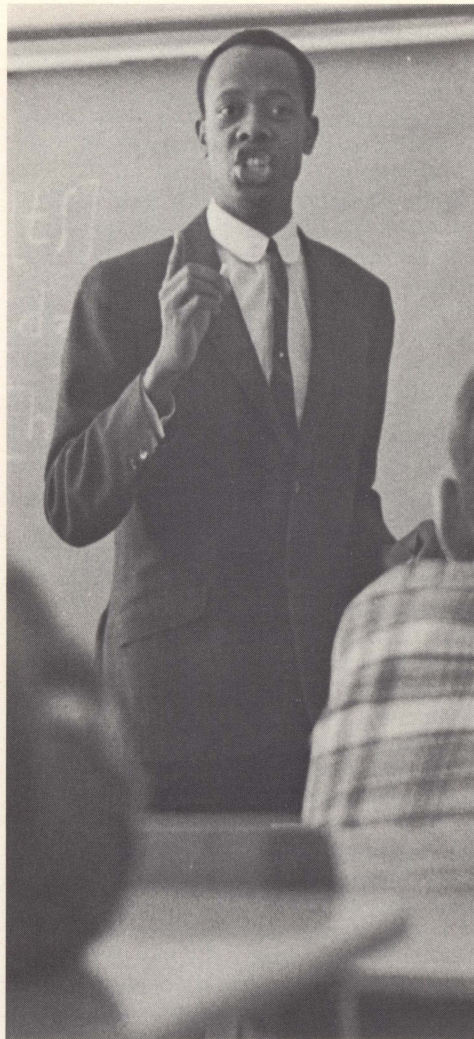
THORNTON PENFIELD

JACK A. DOWDY

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STAND UP AND TEACH!



It takes more than a couple of Education courses to prepare one to walk into a classroom filled with squirming fifth-graders just back from a summer vacation. Simply quieting them down without using gags and handcuffs would sometimes tax the technique of a drill sergeant, and enlisting their cooperation and teaching them something requires well practiced and highly polished skills. Yet neither the skills nor the problems of the teacher are widely understood. A teacher must not only know something to teach, not only know the basic methods of teaching, but must be able to apply his knowledge in a specific situation so that he

can teach Johnny Smith and Mary Williams and the other twenty or thirty students in the class.

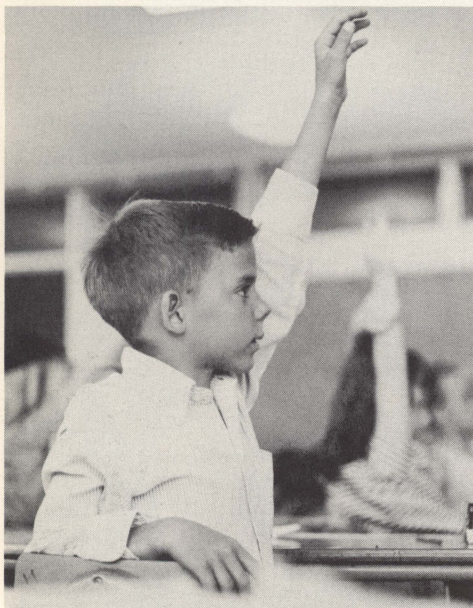
He must be able, in short, to work with students both as individuals and in a group. And working with a group of people requires experience, whether the group consists of soldiers, salesmen, missile technicians, or fifth-graders. A successful teacher must understand group behavior, analyze the problems it presents, prepare a solution—just as any other leader would — and then be able to get down to the business of teaching. Now, who wants to walk into that fifth-grade classroom?

Well, about 250 Texas Western Col-

lege students go into classrooms on all levels each year to learn how to teach under the student teaching program. Most of them aver that it is the hardest "course" they take in college, but over 95% of them, thanks to the program's careful planning and supervision, qualify as professional teachers.

The student teaching program, however, involves more than simply lending students to cooperating teachers in public schools for on-the-job training. It begins with careful screening. A personal interview is held at least a semester before an assignment is made, and the student must be a Senior who has completed six Educational courses as a

prerequisite, so that he has already a store of theoretical knowledge to test in an actual teaching situation.



His assignment depends on the kind of certification he desires, and Texas Western arranges training for elementary, secondary, and all-level certification as well as specialized training in the teaching of Art, Music, and Physical Education. But, whatever certificate he desires, the student is encouraged to start teaching! And this requires some mental adjustments. For one thing, the student wishing to teach may have had little experience with children since he was in school himself. (How much does the average adult recall of fifth-grade or even high school behavior?) Moreover, he must learn to accept a new role in school administration, although his attitudes toward school teachers and principals are probably still conditioned by his own childhood experiences.

For this reason the program now requires the student teacher to attend, along with regular teachers, the orientation meetings held before the beginning of school. This means starting to work weeks before the beginning of the college semester. If the student proposes to begin in the fall semester, he simply continues with his teaching, but, even if he will not enter the class-

room until spring, he undergoes the introductory fall orientation so that he will be familiar with the techniques of class grouping, testing, and the body of reports and forms necessary for efficient education.

Once he begins teaching, the student discovers that he is expected to learn to make decisions by making them. A cooperating teacher from the school system observes his work and discusses it with him. But he has to solve his own problems, learning through experience and critique rather than by merely following directions. And his progress is evident not only in the estimates of supervisors but in what is perhaps his most severe critical record — his self-evaluation.

After he has been teaching for a week, the student teacher begins to make out weekly self-evaluations. These focus on the **specific** problems of teaching — his problems. A student teaching mathematics in an elementary school, for example, confessed difficulty in making out lesson plans because she had trouble estimating just how much material her class could cover in an hour. She found out in the only way one can — by working with a class. Moreover, she learned that how much can be covered in an hour varies with the class. Another wrote, "The class was noisy today. I must do something about it." She then discovered that the noisiest period was when the class turned in spelling tests, so she



modified the mechanics of paper gathering to prevent this.

Student teachers also learn to recognize students as individuals and to decide how much individual help is required and practical. They also learn to make positive use of regional and neighborhood mores by observing classes besides their own. Several days are devoted to visiting the same grades they are teaching, but in other schools. In this way they become familiar with the influence of sociological, economic, and national backgrounds on their students. After all, few students will actually begin teaching in the same school where they have done their student teaching.



Another way they expand their teaching sensitivity is to observe classes more or less advanced than those they are teaching in order better to understand the maturing process and the variable maturity of the children in their own classes. Finally, they exchange experiences with other student teachers. This, too, is educational, since a school may have five sixth-grade classes, each with a distinct academic personality.

But the great majority of time is spent teaching, with the student re-

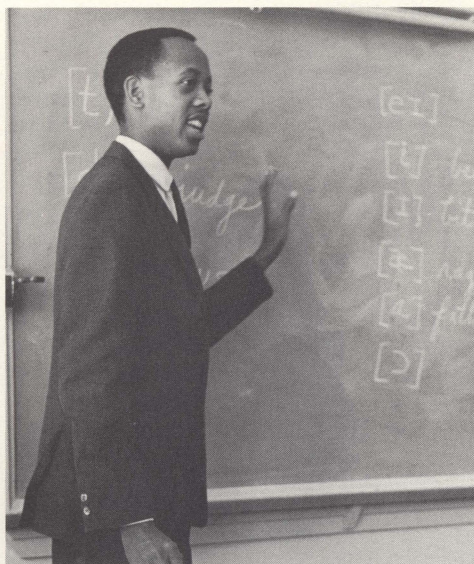
sponsible for maintaining discipline, for estimating student progress, and for correcting his own mistakes. The realism of the program is what impresses most students. They sign in each morning, as do regular teachers. They attend all faculty meetings, encounter the P-TA, and accept their share of playground and cafeteria duty. Student teachers put in a full day's work.

Elizabeth Grant, for example, is a student teacher in the second grade at Scottsdale School. She normally arrives at school about eight o'clock and usually stays until 3:45 p.m., when her supervising teacher leaves. She could leave a bit earlier, but, like most student teachers, she is serious about her work. Beth finds her student teaching much more enjoyable than she had expected. She especially enjoys the children and says that not even her child psychology courses really prepared her for working with second-graders. Not having any younger brothers or sisters, she is really learning about children and their infinite diversities of personality in the classroom.

She likes her pupils ("Sometimes it's hard to keep from laughing. You never know what they will say next."), and they obviously like her, for they keep assuring her that she will make a good teacher. So Beth teaches them such things as reading and spelling, and they teach her about children. Right now she is equally confident reading a story, directing board work, or helping them prepare an Easter play. Who ever directed an Easter play for second-graders in the college classroom?

Nelson Sanders, seeking an all-levels certificate, is in his second semester of student teaching. He completed his elementary work with sixth-graders and is now teaching a special class at El Paso Technical Institute. His assignment is an example of how the program attempts to make full use of a student's academic background. Nelson is a Speech and Drama major and is now teaching English to students for whom English is a second language.

He feels his speech training is of primary importance here. Most of his students have lived in the United States



only a year or so, and teaching them to speak English fluently requires more than a knowledge of subjects and verbs. His training in phonetics, he says, is invaluable in teaching pronunciation, while his dramatic and oral interpretation training is useful in teaching his class to read by interpreting instead of mechanically following a line of print.

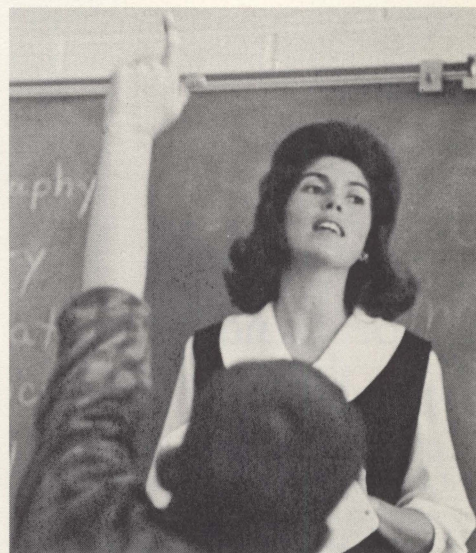
He feels very strongly about the importance of student teaching: "Just classes aren't enough." And, beginning at the opening of the school year, he learned about discipline the hard way. "You don't have to be tough," he says, "but you can't let the class treat you simply as an older student."

Still another student teacher, Sharon Conroy at Austin High School, feels that her youth is an asset. Students, she says, have confidence in her because they feel she understands them, being separated by only a few years. Classes vary, students vary, and the relationships between them are created only when students and teachers meet.

Perhaps the best testimonial of the success comes from its products. Leighton Kohloss, now a full-time teacher in the seventh grade at Dowell, did her student teaching last year. She cannot quite imagine what teaching would be like without the training she had in the program, for it gave her the confidence she needs to work successfully in the classroom. Among valuable things

learned she lists the ability to get up in front of a class and teach, the knowledge of what is expected of a teacher, an understanding of the pupils, and a familiarity with teaching materials — even bulletin boards. She says she never worked harder than when she was doing her student teaching. And she still works hard.

At least a few words should be devoted to others involved in the program. The supervisors at Texas Western College deserve a great share of the credit



for the success of the program — people like Mrs. Mary Aho, Mrs. Frances Lowrence, and Dr. Paul Scarbrough in the Education Department, Mr. Lynn Thayer in the Music Department, and Mrs. Lynette Glardon in the Physical Education Department. So do the co-operating teachers from the El Paso and Ysleta school systems. So do the administrators from these school systems, who find appropriate assignments for the students. And you can be sure these administrators take the program seriously, for about three-fourths of Texas Western's student teachers accept teaching positions in the El Paso area.

There is no place in today's busy classroom for a Polianna. That pretty young thing behind the teacher's desk, so recently a student herself, came to class this morning fully prepared to stand up and teach— **Alan Ehmann**

"Mr. TWC"

If the professors on this campus were to compete for the title of Mr. TWC, Dr. Anton H. Berkman would be the obvious choice. A faculty member since 1927, he can claim longer service than anybody still active except Beulah Liles Patterson and Gene Thomas. Comparative newcomers like the writer of these paragraphs, with only thirty-five years on the staff, trail along far in the rear of such sturdy pioneers.

And don't think that word "pioneer" is a joke. When Dr. Berkman arrived to head the Department of Biological Sciences, the School of Mines was about to absorb the El Paso Junior College but was four years away from offering the B.A. degree. It was a rough and sunburnt collection of stuccoed stone buildings perched among the rocks on the mesa far from the center of town. There was no paving, very little in the way of grass and trees, only a few girls, a tiny faculty, and an almost imperceptible budget. Until the middle thirties we had to fight for our lives every two years, and it was always possible that everything would be boarded up at the end of the biennium and the whole operation would move to Austin.

In the noble company of warriors who gave their all in those difficult times — Dean John W. Kidd, Dean C. A. Puckett, President John G. Barry — Dr. Berkman occupied an important place. He was the team's utility player. He could do anything and he was asked to do everything. He turned out to be so useful, so conscientious, and so reliable that there was no end to the jobs he had to undertake. Just to list his activities and accomplishments would require a couple of pages, and down through the years his colleagues marveled at his versatility, his vigor, and his devotion to duty. If something needed to be done that nobody else could or would do, Berkman did it.

When the band needed a director, he directed it. When the Prospector needed a sponsor, he sponsored it. When the Faculty Quartet needed a baritone, he got up and sang. He served as chairman of the Athletic Council and for a time in the early fifties he was Dean of Student Life. His multifarious activities brought him into personal contact with far greater numbers of students than most faculty members ever see. For a large part of his thirty-nine years on the hill he was in charge

of a men's dormitory. For almost as long, he ran the Discipline Committee. As Sponsor of the Pre-Med Club he got several generations of doctors off to a good start. Always firm, always just, yet always humane, he was respected even by students who didn't get from him the special consideration they thought they deserved. When the old grads come back to the campus and look up the teachers who meant something to them in their green years, they do their best to see Dr. Berkman. For hundreds of them he epitomizes the College and what it has meant in their lives.

Such good and faithful servants are not always given the recognition they deserve, but Dr. Berkman's honors have kept pace with his deserts. His work as Chairman of the Arid Lands Committee of the American Association for the Advancement of Science has been widely recognized, and he has presided over his division of the AAAS. On his own campus he served for over thirty years as a department chairman, directed the Graduate Division for two years, and was Dean of Arts and Sciences for three more. For a time in the summer of 1960 he was Acting President of the College.

Men like Anton Berkman have always been rare, and in our time they are getting scarcer. The highest distinction seems to lie in getting more money than anybody else on the faculty for fewer hours of teaching and in avoiding committee work and other housekeeping chores which might invade the hours sacred to research. Dr. Berkman belongs to the vanishing breed which did the chores thoroughly and found time for some research, too. His happiest hours were probably the ones he spent botanizing on the Mescalero Indian Reservation or working in his laboratory.

When he steps into his blue Buick next June and heads for Round Rock, Texas, a thick slice of TWC history will go with him. If he ever gets around to putting down on paper all he knows about his college, his students, and his colleagues, he will have a rich and amusing story to tell—and some people may get out of town after it is published. He will leave behind him on our campus no man who is not his friend. His influence for good is built into the fabric of our institution and will be felt for many years to come.

—C. L. Sonnichsen

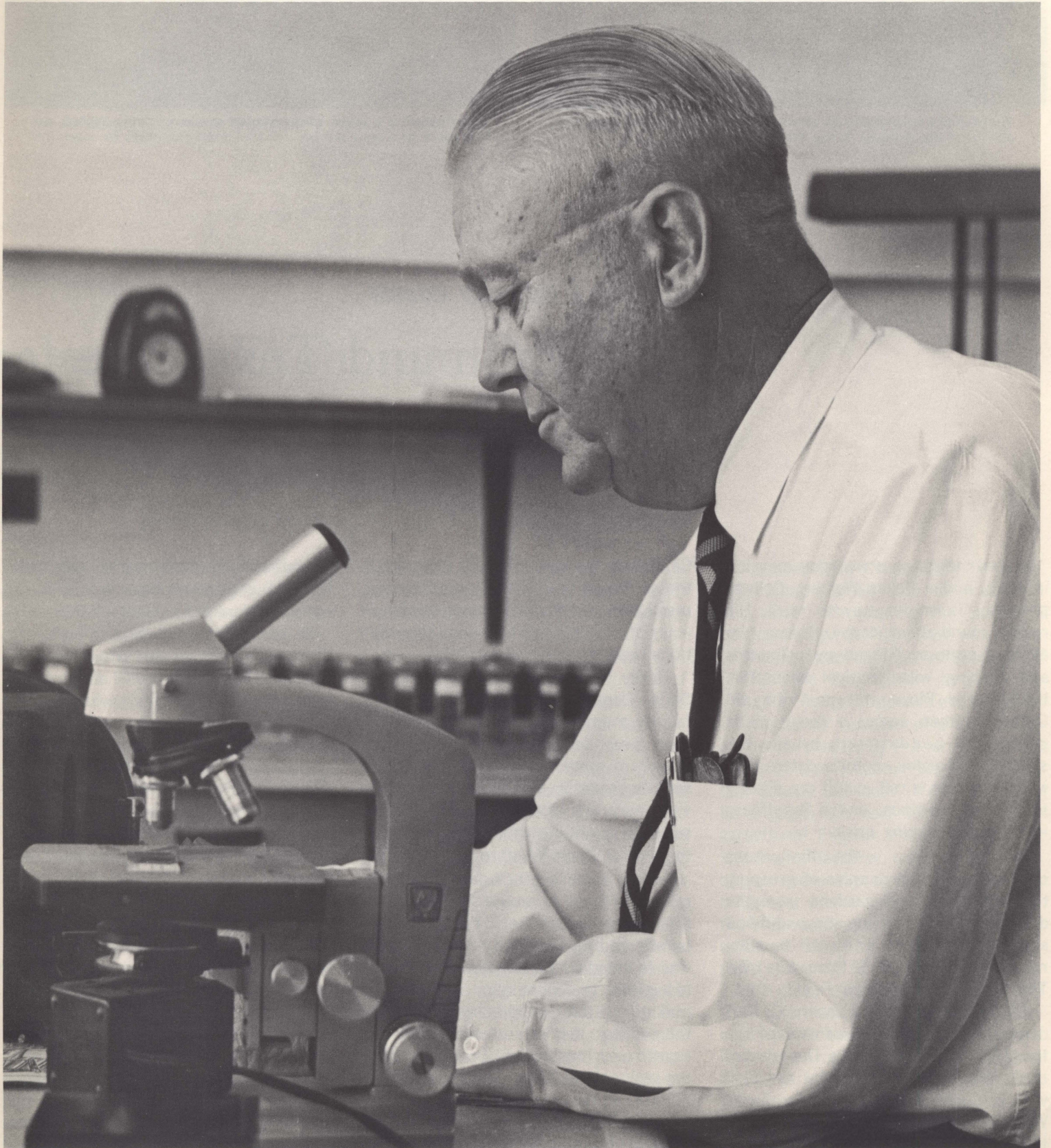
Senior Banquet Plans Honors

Dr. Anton H. Berkman will be honored on May 27 at the annual Senior Banquet, co-sponsored by the Student Association and the Ex-Students Association. Plans were not finalized when NOVA went to press, but exes who wish to attend are invited to contact the Alumni Office, Texas Western College, for details and reservations.

During recent weeks the veteran educator has been complimented by many testimonial banquets, including affairs sponsored by the TWC Faculty Council, the TWC Alumni Chapter of Phi Beta Pi medical fraternity, and by the Pre-Med Club which he sponsored for so many years.

One of the final tributes to Dr. Berkman before his departure from campus will be the presentation of a bound volume of letters of appreciation from close friends and faculty colleagues. It promises to be a bulky tome.

LOOKS HOMEWARD





Numerous parks such as this one near the central business district make outdoor living the rule.



The Cathedral's clock tower stands out among the typical red tile roofs of Cochabamba.

SALUTE TO A BOLIVIAN COUSIN . . .

San Simón and Texas Western

It is six-thirty on a weekday morning in April, and a Texas Western College professor is on his way to work. His route, round-about today, takes him along a parkway fringed by palmettos and blazing with tropical blossoms, through the Plaza and past the old Cathedral, then across a street made perilous to pedestrians by the onslaught of bicycles, motor scooters, and wheeled whatzits, all in full cry. Finally to gain the campus, and a breathless moment for looking back.

The red of tile . . . the infinite hues of stucco . . . the dapples of greenery that are parks and gardens . . . the dun-colored hills rising beyond. And above all, a distant, snow-white summit of the Andes. No El Paso, this city! That summit, no Ranger Peak!

The professor is Dr. Leonard C. Cardenas, Jr. Nominally a member of the faculty of Texas Western's Department of Government, he has spent the past year in Cochabamba, Bolivia, as Texas Western's first exchange professor at the Universidad Mayor de San Simón.

Cautiously termed a "pilot program," the exchange is one that could have a profoundly healthy effect upon the character of both schools and upon the relations between our two countries.

Under terms of a grant by the U. S. State Department, a Texas Western faculty member will go to San Simón each year to conduct a nine-month course in modern techniques of social science research. For its part, the Bolivian university will send two of its outstanding graduate students each year to study at Texas Western.

Before exploring the educational program, perhaps it would be timely to briefly introduce the City of Cochabamba and its University: Cochabamba was founded by Spaniards in 1574 and has grown to a population of 100,000, making it the second-largest city in the country. It is an important city, the economic center of Bolivia's most densely settled Department. Although situated in the equatorial zone, temperatures are moderated by the city's high altitude. The climate is benevolent, and

Cochabamba's many parks with their tropical vegetation have led it to be called "The Garden Spot of Bolivia."

In this pleasant setting in 1832 the Universidad Mayor de San Simón was founded. Today it enrolls about 1,500 students in its seven professional schools. San Simón is co-educational, but male students predominate by nearly five-to-one. The head of the University is Dr. Renato Crespo. His title of Rector is approximately equivalent to that of the university President in the United States. Dr. Crespo visited Texas Western last November.

As now conceived, thirty-five San Simón students will participate in the special curriculum. They will be selected from among the graduates of the schools of law, economics, and architecture, since these divisions already have research facilities that can be utilized.

Texas Western's visiting professors will train them in such areas as the scholarly use of the library; the methodology of interviews, questionnaires,



Dr. Cardenas discusses course content with the University's Professor of Administrative Law.



Dr. Cardenas addresses a class of San Simón students.

Linked By Exchange Program

and statistics; and the incorporation of gathered material into publishable papers. While classes will naturally be conducted in Spanish, an extensive orientation course in English is an important part of the program. In this endeavor Dr. Cardenas is ably assisted by Jim McGinnis, a Peace Corps volunteer and University of Texas graduate in political science. The basic intent of the English course is to equip students to communicate with their professional colleagues in the United States, and to help them capitalize on the enormous output of English-language books and periodicals in the social sciences.

For two of the thirty-five, however, this training in English will bear fruit quickly. Come next June, they will register as graduate students at Texas Western. During their year on campus they will work toward M.A. degrees in government, with majors in public administration. When they return to Bolivia it is assumed that they will pass along what they have learned by joining the San Simón faculty. The expectation

is, in fact, that all who complete the program successfully will help to staff the research institutes of their respective schools within the University.

Texas Western's arrangement with San Simón is the particular province of the Department of Government and its chairman, Dr. Clyde Wingfield. Because the program was conceived to fill the peculiar needs of San Simón, it was necessary to have a Texas Western man on the scene. Dr. Cardenas, then concluding a year as Fulbright Lecturer at the University of San Andrés in La Paz, was tagged for the job. He has spent most of the past year at San Simón collaborating with its faculty in defining course content to be taught by Texas Western exchange professors, in locating and acquiring necessary textbooks and materials, and in determining the selection process for the San Simón students who will attend Texas Western. The program was fully launched on March 1.

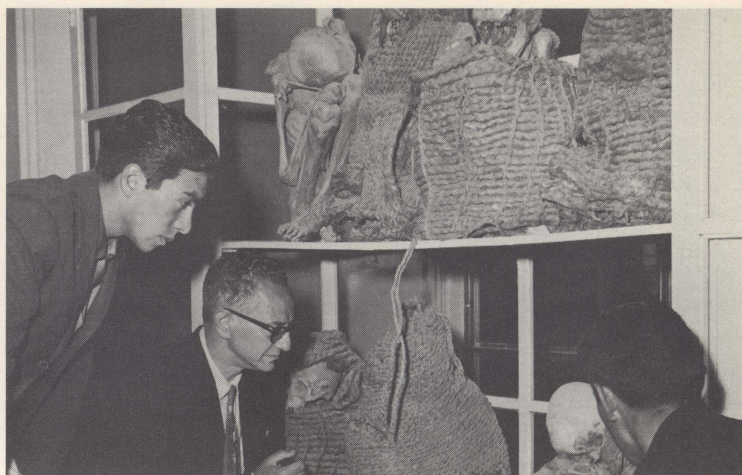
Dr. Cardenas will be joined in August by Mr. John Hovel, another Texas West-

ern specialist in Government. After familiarizing himself with the program, Mr. Hovel will assume the exchange professorship. Dr. Cardenas will return to the El Paso campus in September.

That the San Simón experience brings a change of pace is evidenced by Dr. Cardenas' account of a typical day at the University. By 7 a.m. he is in his office in the Research Institute of the Law School. Between 7 a.m. and 8 a.m. he engages the best students in conversational English. From 8 a.m. until 9 a.m. he lectures on research techniques and assigns research work. The remainder of the morning he spends in his office where he is available for consultation, devoting other time to personal research. It is home for lunch by 12:30 p.m., stopping en route at the U. S. Information Service to pick up the mail and to buy the daily newspapers that come from La Paz on the morning flight. After lunch there is time to scan the papers, take a short *siesta*, and visit with the family. He returns to the University at 4 p.m. for consultations until



Students leave the Administration Building and Law School of the University of San Simón.



San Simón's Museum of Archeology houses remains of human life which occupied the region more than 10,000 years ago.

NOVA acknowledges with gratitude the information provided for this feature by Dr. Leonard Cardenas Jr., and the photographs provided by the U. S. Information Service, Cochabamba. If there should be errors, they result from editorial interpretation, not from the notes of our correspondent.

7 p.m., the close of his academic day.

The social side of life in Cochabamba is family-centered, and most entertainment is in the home. About twice a week the Cardenas family dines in the homes of friends. At least once a week they invite friends to dinner and a game of canasta. Once a week they go out to the late movie. (Dr. Cardenas' wife and small children have been with him throughout the two years he has spent in Bolivia. They have loved every minute of it.)

Saturdays they take the children to a swimming pool, and on Sundays there is the morning band concert in the main plaza. Sunday afternoons they often go to a club beside the artificial lake called **La Angostura**, where they chat with friends and dine on the typical **parrillada** — charcoal steak and other cuts, served at the table on smoking grills. Television has not yet come to Cochabamba, and Dr. Cardenas believes this accounts for the outgoing friendliness of its people and their delight in conversation.

For Mr. Hovel, the adjustment from El Paso to Cochabamba should not be difficult. Widely traveled in Latin America, fluent in the Spanish language, and appreciative of the Latin viewpoint, he will be at home. And Bolivians are likely to find him **simpatico**.

Once in Cochabamba, Mr. Hovel probably will find that his daily workouts on the Kidd Field cinder tracks have conditioned him to withstand the lightheadedness and consequent loss of dignity that the city's elevation of 8,400 feet usually induces in newcomers. Because the city is relatively flat, he may decide that his lungs and legs are up to propelling one of the thousands of bicycles that helter-skelter jam the streets and even the sidewalks. He will be reminded of the limits of self-propulsion, though, when he looks at the mountains that wall the city. Mt. Tunari, for example, rises above 17,000 feet.

Having long ago mastered the intricacies of **fútbol**, Mr. Hovel can enjoy the Sunday afternoon soccer matches

that bring visiting teams from Argentina, Uruguay, and Paraguay. Or he may wish to practice the fine art of bargaining with the vendors of the **Cancha**, a market where goods smuggled from neighboring countries can be bought cheaply and only a bit illegally. He will quickly discover that on nearly every streetcorner he can buy a delicious meal of **anticuchos**, the Bolivian equivalent of shish-ka-bob, or he may prefer to try the traditional **salteña**, a fried pie, much like an **empenada**, that contains meat, peas, potatoes, olives, and spices.

Although a classroom is always a classroom and universities have much the same atmosphere the world over, Mr. Hovel will note some startling differences between Texas Western and San Simón. Because of the American emphasis on providing a broad background in the Arts and Sciences, our campuses are necessarily centralized. We try to make it possible for even our most turtle-like students to get from a physics class to a French class in ten



Dr. Leonard Cardenas, right, works with a San Simón colleague selecting materials for the exchange program.



Students relax over a chess game in the Student Union Building.

minutes. But San Simón is in the European tradition. Its students are individually concerned with work in but one of the University's seven divisions, which include law, economics, architecture, agriculture, medicine, dentistry, and pharmacy. Each school has its own curriculum and specialized library, so the fact that San Simón is scattered throughout Cochabamba is not the problem it would appear to a North American.

At first glance some of the other manifestations of San Simón's Old World heritage might prove downright disconcerting. The University student acquires status merely by registering. It is perfectly normal for him to identify with a political group which can help him get consideration or privilege while he attends the University. This affiliation can be especially helpful in getting a **desquite**, that is, a second chance at an examination. Bolivian students—and even their parents—have been known to go on a hunger strike when a **desquite** was denied. Examinations,

you might say, are something else. They are oral. The student approaches the examining board and picks a topic, sight unseen, from a bowl. He must then develop and explain the topic he drew to the board's satisfaction.

Bolivian students are characterized by their courtesy. They customarily stand when a professor enters the classroom, and are likely to remain standing until he asks them to sit. On the other hand, the average student is likely to attend far fewer lectures than political meetings. When he does go to class he expects the professor to hand out mimeographed copies of his lecture-notes. This rather casual attitude applies to teachers as well as students. Most faculty members—doctors, lawyers, etc.—work full time in their professions. Whenever there is a conflict between professional and professorial duties there is simply no lecture. Most University students also are employed, so, in deference to both faculty and students, most classes are scheduled

before nine o'clock in the morning or after five in the afternoon.

Lest such a system strike us as remarkable, we should recall that San Simón stands directly in the line of the great European universities which for a thousand years have actively helped to create the culture that American campuses are struggling to perpetuate.

Texas Western has much to learn from San Simón. Hopefully, San Simón can learn from Texas Western. The exchange arrangement will be watched jealously by others, and its success could lead to similar exchanges with other universities in other countries. Certainly it is a major step toward fulfilling Texas Western's role, envisioned by MISSION '73, of leader among this nation's colleges in establishing and nourishing intellectual cooperation between North and South America.

—Thornton Penfield

SOME FACULTY COMMENTS

ON THE ALUMNI ROLE IN EXCELLENCE

As surely as springtime brings windstorms to the El Paso Southwest, Texas Western ex-students can count on receiving that first fund-appeal letter from the Alma Mater. For if April comes, can the Alumni Fund be far behind?

The theory of alumni support is relatively new at Texas Western — the Alumni Fund was inaugurated in 1963 — and while it has been embraced by growing numbers of alums each year, it has earned their acceptance only by demonstrating measurable results.

Four years ago, even as MISSION '73 began to chart the College's expanding role in education, that expansion seemed limited by the inflexible framework that characterized Texas Western as a tax-supported institution. The State of Texas, in common with many of its neighbors, conceived its responsibility to public colleges and universities to consist of providing only the "essentials." Legislative appropriations, moreover, were parceled out among such institutions according to a formula. The intent of the formula was laudable enough — to insure that each member should share equitably — but it offered little hope to the school that aspired to set itself apart.

How could Texas Western College, subjected to this legislated leveler, raise itself above the commonplace? MISSION '73's answer: private support. "The case for private support . . . is a convincing one. It can provide the difference between modest progress and exceptional achievement; it purchases the ingredients which transform the ordinary into highest quality."

The MISSION '73 conclusion set no precedent. Members of the study group carefully weighed the achievements of public colleges and universities with long traditions of private support against those colleges and universities not so favored. They concluded as had other study groups in many places that a positive relationship between the ex-

Dr. Patrick Romanell: "Alumni support of Texas Western's sincere efforts . . . will have international repercussions . . ."



tent of an institution's private support and its academic attainments was undeniable.

The Alumni Fund is but one of the private sources Texas Western relies upon to finance its Excellence Program. Of the more than \$130,000 contributed to the Excellence Fund last year, the Alumni Fund accounted for \$14,520. It has grown in consequence each year, but not to the degree envisioned by its founders. Said MISSION '73: "The basis for . . . private support must be the College's alumni, who should demonstrate their willingness to participate . . . in order to stimulate participation from other sources."

James D. Agee, Class of 1954 and vice president of Tex-Togs, Inc., is chairman of the 1966 Alumni Fund. Speaking for himself and for the more than 100 volunteers working in this year's drive, Mr. Agee said:

"I wish that we could somehow communicate to former students of our College a sense of the urgency of the Excellence Program. It seems to me that if they realized what we could accomplish if all would participate — that we could transform Texas Western almost overnight into one of the finest colleges in the nation — that none would ignore requests for Alumni Fund contributions.

"Our goal for 1966 is but \$17,500 from 7,000 alumni. If every one of us really cared to have our College achieve a nationwide reputation for academic quality and performance, the job would be done quickly.

"It seems redundant to remind ex-

students that by helping their College, they also help themselves," Mr. Agee added. "As recognition of Texas Western grows, so grows the value of its degrees conferred, and its transcripts of credits earned."

* * *

Nobody seriously argues that a commitment to Excellence is not a virtue unto itself. Realists, however, are likely to say, "Okay, then, but how about showing us a sign?" They deserve far better than disparagement for their realism; they deserve to be shown.

NOVA invited three prominent Texas Western educators to comment on that commitment and to assess a few of its achievements. Here are their unedited remarks.

Dr. Patrick Romanell, H. Y. Benedict Professor of Philosophy:

"A serious commitment to the pursuit of academic excellence on the part of Texas Western College, to be at all effective, must rest, among other things, on two fundamental principles. One is the principle of unselfish giving; the other is the principle of untiring service.

"The first principle may be stated in the classic terms of St. Paul: 'It is more blessed to give than to receive.' This is true not only because unselfish giving raises the spiritual stature of the giver, in this case the alumni and friends of Texas Western; it is true also because unselfish giving on their part makes possible the raising of student and faculty and administration standards of performance. Besides, the receiver of academic benefits today may well become the giver of academic donations tomorrow. One good thing begets another.

"The second principle can be put in terms of the old English saying: Academic excellence, like charity, begins at home — at Texas Western in this particular instance. Unless our alumni as individuals and as a group remain actively engaged in the improvement of the College's academic life on every front where it has potential, all the elegant talk about the goal of academic excellence set for our campus will amount to sheer rhetoric, signifying nothing ultimately. In short, the only way to pursue a worthy goal is to work towards it steadfastly and courageously. If we do so, we have every reason to be proud of the results, provided that our justifiable pride be

Dr. Ray Small: "Of one thing we can be certain . . . the effects cannot be other than good."



tempered with a sense of humility. For, after all, there is always room for improvement in the future, and doomed is the institution which rests simply on its past and present laurels.

"Finally, at a time when we as a nation continue to be accused of being crass materialists in our way of life, it is important for Texas Western to do its part, however humble, in the diffusion of cultural enlightenment. Here, I think, is where alumni support of Texas Western's sincere efforts in the direction of academic excellence will have international repercussions eventually."

Dr. Ray Small, dean of the School of Arts and Sciences:

"The impact of the Excellence Fund on the School of Arts and Sciences is both tangible and intangible. It is comparatively easy to ascertain the approximate number of books and periodicals our library has been able to buy with the \$50,000 of Excellence money added to our regular appropriation. A more difficult task is that of assessing the results of those acquisitions on research and instructional programs. Of one thing we can be certain, of course: the effects can not be other than good. By the way, it is quite an advantage in faculty recruitment to be able to say to a prospective professor, 'If you find a gap in our library holdings in your specialty, we have the money to make any reasonable acquisitions you may require.' This assures the prospect that he is dealing with an institution where quality is more important than dollars — and often persuades him to accept our offer.

"Speaking of recruitment, the Excellence Fund has given us another tremendous asset in financing travel for prospective faculty. Few, if any, professors or associate professors worthy of the rank will consider joining a college without an opportunity to visit the campus for an examination of the library and the physical facilities, and for talks with possible colleagues. Very fine additions to the faculty are made because visiting professors find, so they tell us, an intellectual climate far exceeding their expectations. On the other side of the coin, on-campus interviews have in a few instances persuaded us that a candidate is not the man for us.

"Our forgivable loan fund, by which we assist some ambitious faculty members to complete their doctorates, also helps to improve the quality of our faculty. Of course any man goes on the employment market when he completes his Ph.D., but if we have in part financed his education, we are in a good position to bring him back. (I can think off-hand of three such men who will return to us, Ph.D. in hand, next September).

"Our Excellence Budget for Instructional Program Development is another plus factor. It is more than a mere supplement to legislative appropriations for equipment. This money has bought computer time for research and has financed improvements in facilities in language and science laboratories, for example, which could not have been justified in the general budget because other needs are more pressing. Yet they make the difference between adequacy and excellence."

Dr. L. L. Abernethy, dean of the School of Engineering and director of Schellenger Research Laboratories:

"During the past three years, much effort has been expended in upgrading the curricula and modernizing the laboratories in the School of Engineering. There is no doubt that Excellence Funds have contributed greatly to the achievement of these goals.

"During 1965, the curricula in Civil and Electrical Engineering were accredited by the Engineers' Council for Professional Development; accreditation of the Mechanical Engineering curricula is expected this year. Without Excellence Fund assistance, it is doubtful that these accreditations could have been achieved without a delay of perhaps two

Dr. L. L. Abernethy: "Each dollar of Excellence funds may eventually provide two dollars worth of new . . . equipment."



or three years.

"Excellence funds were used to purchase a Geodimeter in the Department of Civil Engineering. This remarkable instrument uses the elapsed 'time of travel' of a beam of light to very accurately measure distances. The Geodimeter will be used for instruction in precise mapping and surveying.

"Again, Excellence funds were used by the Departments of Electrical and Mechanical Engineering to purchase an analog computer. The analog computer enables students to perform experiments in automatic control, vibrations, and process analysis which otherwise would be too long and complicated for manual solution. The Department of Electrical Engineering has applied for matching funds from the National Science Foundation to expand the analog computer; therefore, each dollar of Excellence funds may eventually provide two dollars worth of new engineering laboratory equipment. Additional Excellence money was used to set up a new communications laboratory in the Department of Electrical Engineering. Senior students of that department can now make use of modern equipment to demonstrate and apply the theoretical principles they have learned in class.

"A large gift to the Excellence Fund by a local manufacturing concern has enabled the Department of Mechanical Engineering to modernize the senior mechanical engineering laboratory. Notable among the pieces of new equipment and associated instrumentation are devices for vibration analysis, and a subsonic wind tunnel."

MEETING THE

Barely three years ago MISSION '73 concluded its fifteen-month study of Texas Western College. This citizen's group was charged with the task of anticipating the future needs of the College and of mobilizing the resources required to meet those needs. In short, its mission was to decide where the College can and should be in 1973.

One of the salient items provided by that report was an enrollment projection that envisioned 10,000 to 12,000 students on our campus by 1973. News media made much of the estimates, such being the magic of numbers. Indeed the most blasé of us were impressed.

Now a growth study by the Office of Institutional Studies has shot down earlier estimates and countered with a projection figure of 11,000 by 1970. Its premises are sound and if its promise is fulfilled we may see the MISSION '73 enrollment timetable advanced a full three years.

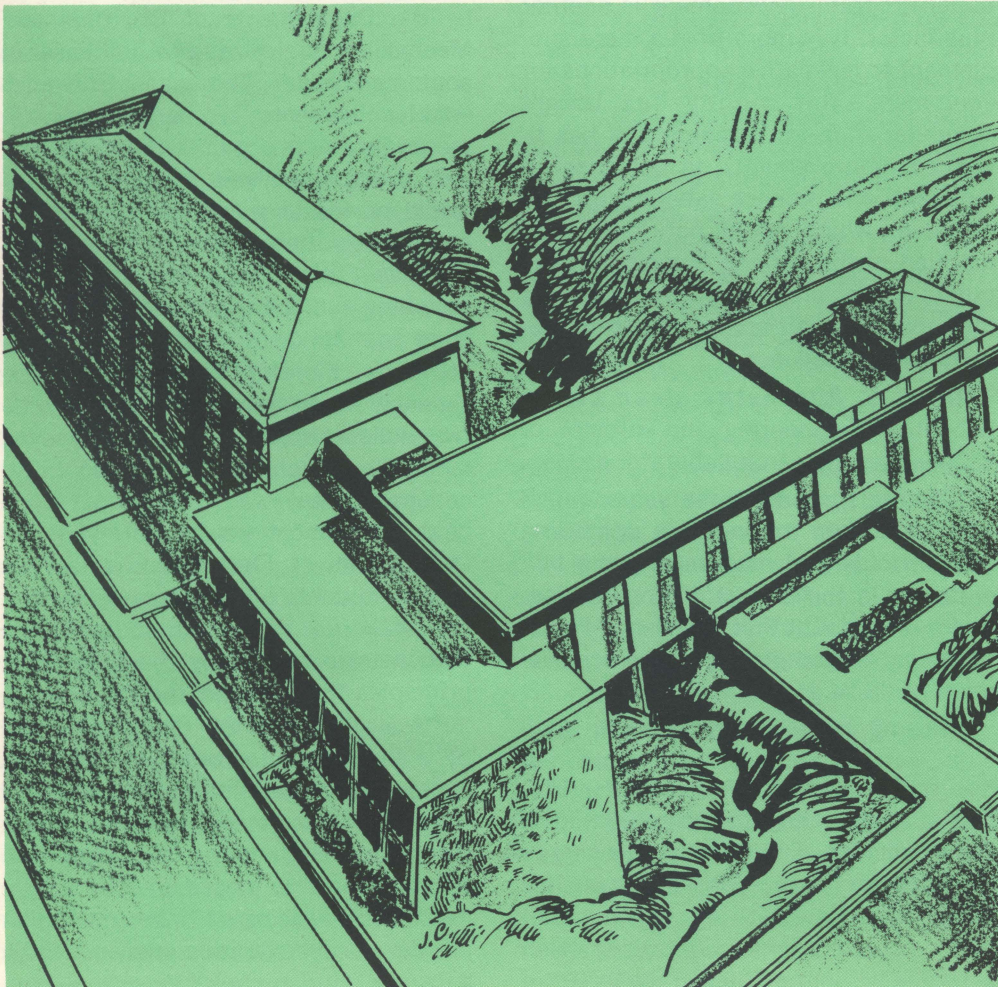
It is not that MISSION '73 erred in its calculations. Growth studies, no matter how statistically valid their bases, are complicated by human imponderables. In this case the prime imponderable reflects the growing percentage of our population that annually enrolls in college. That percentage rather steadily outstrips the geometric progression present in normal population growth.

In preparing the recent growth study, Dr. Richard Burns, Director of the Office of Institutional Studies, compared the population of the City of El Paso with Texas Western enrollment during the 1959 to 1965 period. In 1959 the enrollment of 3,711 was 1.5 percent of the city population of 249,000. In 1961 enrollment increased to 1.7 percent of the population. It was 2.1 percent in 1963, and in 1965 its 7,422 students represented 2.4 percent of the city population of 315,000. The average increase noted each year over the prior year is .15 percent. Projecting this percentage growth rate to 1970, Texas Western can expect to enroll 3.5 percent of the 1970 estimated population of 362,000—or 11,403 students.

A similar comparison of past college enrollment figures with average daily attendance (ADA) figures for El Paso County public schools reveals the same trend—from 7.1 percent of the 1959 ADA to 8.6 percent of the 1964 ADA. Projecting this percentage growth to 1970 and its estimated ADA of 109,000, Texas Western can anticipate an enrollment equal to 10.4 percent of the public school population, or 11,336 students.

Lately another imponderable has entered the enrollment picture in the form of the "Cold War GI Bill." How many veterans will it attract to Texas Western? We beg the question while assuming that their numbers will be notable.

The \$2 million Chemistry-Mathematics-Physics Building, under construction since January, will accommodate students by the opening of the 1967 fall semester. The drawing by Artist José Cisneros appears on the cover of the 1966-67 Texas Western College Catalog.



GROWTH CHALLENGE

What do these forecasts portend, beyond a campus teeming with students? The more obvious portents are a vastly enlarged physical plant and a more numerous faculty and staff. But the Chemistry-Mathematics Building shall have been completed, providing relief in the form of classroom, laboratory, and office space; a major Library addition should be serving the College; and a vastly enlarged Student Union Building will offer facilities in proportion to anticipated growth well into the decade of the 1970's.

Buildings are only incidental to the growth index of a college. The essence of a truly great institution of learning is a great faculty, and herein lies the primary challenge of growth. Vigorous faculty recruitment has been a major front in Texas Western's effort to achieve academic excellence. The battle must be joined as never before. The Office of Institutional Studies reports our present faculty at a strength of 269 full-time equivalents (FTE), with a total of 306 employed. If the student-faculty ratio remains constant, we face the demand of 377 FTE faculty, or a total faculty of 429 in 1970.

Salaries at Texas Western are still not fully competitive with the top universities in the area, but ample pay is only a part of what it takes to attract topflight professors. Recognition for scholarly research and publication, association with teachers renowned in their field, the satisfaction of belonging to an institution on the way up—these are factors that influence the scholars' choice, and Texas Western has made them count.

Of the twenty-five new faculty members who cast their lot with our College last year, twenty came with earned doctoral degrees. Among them were outstanding scholars, attracted in many cases by considerations apart from salary. Academic lustre has an attraction all its own!

Credit for Texas Western's successful faculty recruiting program belongs largely to the Excellence Fund. Many a valued teacher is here today because private and corporate gifts financed his visit to the campus for an exchange of views and impressions. Public funds cannot be used for this vital function. Once at Texas Western, the recruit quickly learns that the quest for Excellence is never-ending. Through the regular allocation of Excellence Funds to development of new methods of instruction he is encouraged to strengthen teaching techniques and research in his specialty. As he grows, so grows the College.

Of such stuff is a successful recruitment program made. The challenge of numerical growth must be met without compromise to academic excellence. The battle is far from won, but the issues are fairly joined.

President Joseph M. Ray, left, and Dr. Richard Burns, director of the Office of Institutional Studies, discuss a graph depicting Texas Western's projected enrollment.



ALUMNOVA S'

The ALUMNOVAS section might have died a'borning but for last-minute contributions by **Mrs. George F. Davis** nee **Mary Margaret Webb (52)** of El Paso. Desperately needed are volunteer correspondents from the hinterlands. To be, or not to be? That is the question.

Where did they go, and what are they doing? **Howard Pitts (41)** is pastor of a Methodist Church in Spokane, Wash. **Joe David Burchard (49)** is principal of the high school in Colorado City, Texas. **Harvey "Pug" Gabrel (51)** is assistant varsity football coach at Southern Methodist University. **Sonny Holderman (51)**, another exe from the Miner football squad, is a deputy sheriff in Odessa, Texas. **Henry Lopez (51)** has been promoted to major and is serving as intelligence photo-radar officer at Larson AFB, Wash.

Raymond W. Davenport (51) has announced for a third term as New Mexico State Representative from Las Cruces. His wife is the former **Marilyn Joan O'Sullivan (53)**. **C. A. "Cowboy" Davis (52)**, who married **Elizabeth Kolliker (57)**, is a candidate for Texas State Representative from Houston. **Dr. Gordon W. Thomson (52)**, husband of the former **Dennie Oshwaldt (47-51)**, is practicing dentistry in the new Sharpstown Center in Houston. He was recently awarded the thirty-third degree in Masonry.

Mrs. Wandall W. Root, the former **Barbara Banner (52)**, her husband, and the children are homesteading a government grant and operating a dairy farm at Box 66, Wee Waa, New South Wales, Australia.

Daniel Otis Gallas (50-52) lives at 2284 Spring Hill, Dallas, and is head of collegiate recruiting for the Atlantic Refining Co. **Maj. Kountz Ross (53)** is serving with the armed forces in Viet Nam. **Mrs. W. E. Blackwell** nee **Jan Boyd (53)** is president of the Albuquerque Junior League. **Bill Rex Johnson (53)**, who married classmate **Harriet Ross**, is working toward his doctorate at Arizona State and teaching in the Scottsdale Public School.

Capt. Steve Dukkony (53) is serving in Viet Nam. **Charles Dalrymple (54)** is an assistant on the county attorney's staff in Rockville, Md. **Mrs. Tom Gordon**, the former **Carol Conklin (54)**, lives in New Delhi, India, where her husband is a lieutenant colonel attached to the U. S. Military Supply Mission.

Anthony Joseph Falco (55) is study-

ing singing on a New York Metropolitan Opera scholarship, and is appearing in the Broadway company of "Hello Dolly." He lives at 105 W. 72nd St., Penthouse, New York City. **1st Lt. Pyne Gramly (55)** is with the armed forces in Viet Nam. **Charlie Brown (59)**, a Miner basketball immortal, lives at 3030 Polk St., No. 2, in San Francisco. **Harry Gruber (61)**, coaching at La Habre (Calif.) High School, was recently named "Coach of the Year."

Bob Moore (61) is to be married in Houston in June. **First Lieutenants Andy Fuentes Jr. and Michael E. Davis (62)** are serving in Viet Nam. **Grady Holderman** has moved to Houston where he is a steel pricer with the J & L Steel Co. **Airman William B. Starnes (62)** recently completed basic training and has been assigned to Bolling AFB, Washington, D.C.

Paul B. Mitchell (63), 5123 Truman Rd., Kansas City, Mo., sent a thanks letter to the NOVA staff for reuniting him with the Alma Mater. He is at the St. Paul Graduate School of Theology. **1st Lt. William D. Doran (63)**, serving in the U. S. Air Force, has arrived for duty at Lakenheath RAF Station, England. **Fernando Payan, Jr. (64)**, stationed at Holloman AFB, N.M., has been promoted to first lieutenant in the U. S. Air Force.

Diane Irvin (65) and **Ronnie Doan (63)** will be married June 15 and will make their home in Silver City, N.M. **William J. Denton (65)** has been commissioned a second lieutenant in the U. S. Air Force and has been assigned to Mather AFB, Calif., for navigator training. **Mrs. Brian C. Lockwood**, formerly **Carol Pearsall (65)**, is living in Clayton, N. M. where her husband was appointed administrator of the Union County General Hospital. **Vincent J. Sepich (65)** recently was commissioned a second lieutenant in the U.S. Air Force. He has been ordered to Laredo AFB, Texas, for pilot training.

Dr. Joe M. Ball, who attended Texas Western as a graduate student, has become the first president of the four-year-old branch of the University of Pittsburgh at Titusville, Pa. He is the son of **Mr. and Mrs. William H. Ball** of El Paso, both retired TWC faculty members.

Dr. Betty Wallace Cosby, dean of women at Texas Western from 1955 to 1957, has been appointed dean of women and assistant professor of education at the University of Florida.

The lure of Pacific shores has beckoned several journalism grads and exes, according to **Prof. John J. Middagh**, head of the TWC Department of Journalism. **Roger Haynes (62)** is flying for Air America, Inc., in the Viet Nam-Laos theater—that is, when he is not bombarding the Prospector staff with totally indecipherable newspapers from exotic ports of call. **Dennis Redmond**, a class-

mate of Haynes, and his wife, **Sue**, are teaching school in Laupahoehoe, Hawaii—the "Big Island." **Ed Engledow**, an habitue of Vet Village during the early post-war period, is on the staff of the Honolulu Advertiser. **Scott Thurber (50)** is a staff member of the San Francisco Chronicle.

* * *

Maybe it was only coincidence, but you'd have a tough time convincing **Mrs. Robert D. Nicholson** that the Miner basketball team didn't inspire that banquet invitation.

Mrs. Nicholson, the former **Janie Bell (55)** of Ysleta, lives with her husband in Del Rio, Texas. Both are TWC graduates. On the eve of the NCAA playoffs they received invitations to attend the annual regional bash for University of Texas exes—the first UT nod of recognition in their eleven post-graduate years. And Mrs. Nicholson, a former Golddigger and cheerleader, cherishes some suspicions about that.

"Could it just be that Texas Western's football and basketball teams are beginning to eclipse the Southwestern Conference?" she asked in a letter to NOVA.

"Please tell those wonderful Miners that they have lifted the spirits of alums everywhere and have given us added pride in our Alma Mater."

"Our cousins from the Main Campus used to look at us strangely when we stood up for 'The Eyes of Texas,'" she added. "At last they know we belong."

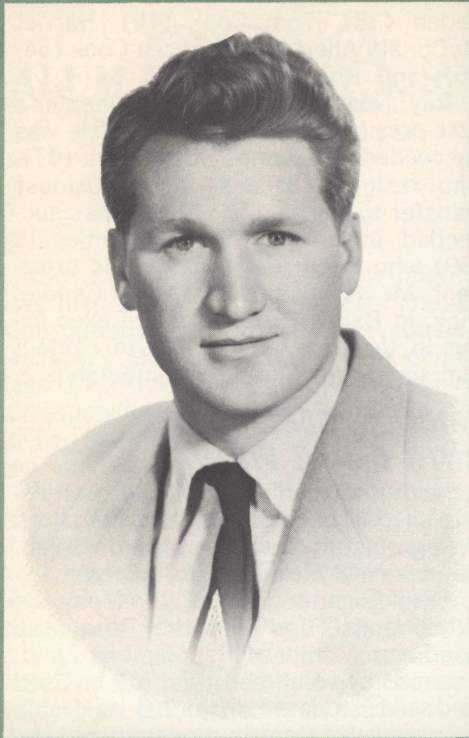
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It was predictable, of course, that alums everywhere should respond joyously to news of the Miner win over Kentucky for the NCAA basketball championship. Congratulations showered down from all corners of the world. Perhaps indicative of the global good wishes was a Western Union message relayed from Paris, France, to Coach Don Haskins and his squad:

"We received the results of your great win over the Armed Forces Broadcast Sunday at 1 p.m. Paris time. Needless to say, we El Pasoans and transplanted El Pasoans were elated and had a celebration all our own. Congratulations to you and the team. This is a great achievement and makes us very proud to be TWC backers."

The message was signed by El Pasoans **C. L. Perkins** and **Ron E. Mangan**; **L. M. Brooks**, **Algiers**; **Gene Congdon**, **Algiers**; and **Virgil R. Cowart**, **Paris**. **Gene Congdon** is a TWC grad, Class of 1955. **Virgil R. Cowart** another alum, attended in 1948-49.

Dr. Clyde E. Kelsey, Jr., TWC dean of students and director of the Inter-American Institute, was on an educational mission in South America during the NCAA finals. He read the results in a Venezuelan newspaper while on a flight from Caracas to Maracaibo, clipped the story as a souvenir for the Miners.



"Simply the most fantastic thing that ever happened to me!" said Gene Edward Congdon.

"**Etonnant!**" agreed Mademoiselle Mireille Taxin.

The two confronted each other recently in the home of Mlle. Taxin and her parents in Deauville, France. Congdon, a 1955 graduate of Texas Western, had come to claim his class ring—lost in the seas off Deauville Beach nearly two years ago—and to thank the French Miss who found it, and who went to uncommon lengths to locate its owner.

Mlle. Taxin found the ring one day last autumn while looking for seashells on the beach near her home. Divining that it might hold great sentimental value for its owner, she obtained the address of Texas Western from the U. S. Embassy in Paris, then sent a letter to the College asking for help in locating the alumnus.

Her detailed description of the ring included this comment: "Inside are engraved the three initials G. E. H. (At least, I presume the third initial to be an 'H,' although it is rather worn.)"

The comment compounded the mystery, for alumni records revealed no 1955 graduate with those initials. Nevertheless, NOVA's winter issue ran the story under the title, "Memo to G. E. H.—Class of '55." The story was released simultaneously to The Prospector, Texas Western's student newspaper.

Results were soon forthcoming.

Charles F. Hart, Jr., Congdon's brother-in-law and a senior speech major at the college, read the Prospector story and hurried home to 814 Mississippi Avenue in El Paso. He recalled that Gene, now chief geophysicist with the El Paso Gas Products Company's El Paso France-Afrique subsidiary in Algeria, had complained of losing his ring in France in 1964 while he was serving there as a member of the firm's Paris staff. His wife, Kay, and Gene's mother, Mrs. Rendle Congdon, agreed that it was more than coincidence. The initials, they concluded, must be G. E. C., and the ring must surely be Gene's. They mailed him the story and followed it with a phone call.

In Odessa, Texas, Roy Allen, exploration manager for El Paso Gas Products, read the story in NOVA and came to the same conclusion. Once Congdon's supervisor, and himself a Texas Western alumnus (Class of '49), Allen messaged Congdon in Algiers. Back came confirmation by cable. Allen notified NOVA, and

long exposure to the cold water, and though I felt the ring slipping off, there was nothing I could do to save it. I went back to Paris that evening, thoroughly unhappy about losing the ring. I never bought another."

After earning his B.S. degree in geology in 1955, Congdon worked for a fellow alumnus, Charles A. Steen (Class of '43), the geologist who electrified the nation with his uranium discoveries in the "Four Corners" area of Utah, Arizona, Colorado, and New Mexico. Later he worked for Rare Metals Corporation of America, evaluating uranium and base metals prospects in mining districts throughout the West. Back in El Paso, he joined the El Paso Natural Gas Products Company, where he received his foundation in oil-finding geophysics. He has been associated with the company's overseas operations since 1963. As chief geophysicist, he is concerned with a continuing evaluation of the firm's Saharan properties, located in the fourth-largest natural gas area in the world.

It was there, in care of the firm's Algiers office, that Congdon learned his ring had been found.

Determined to thank Mlle. Taxin personally for her diligence and kindness, he visited her family in Deauville.

"A delightful family," he reports.

"They spoke little English, and my French is inadequate,

but we had a fine time. And what a wonderful person,

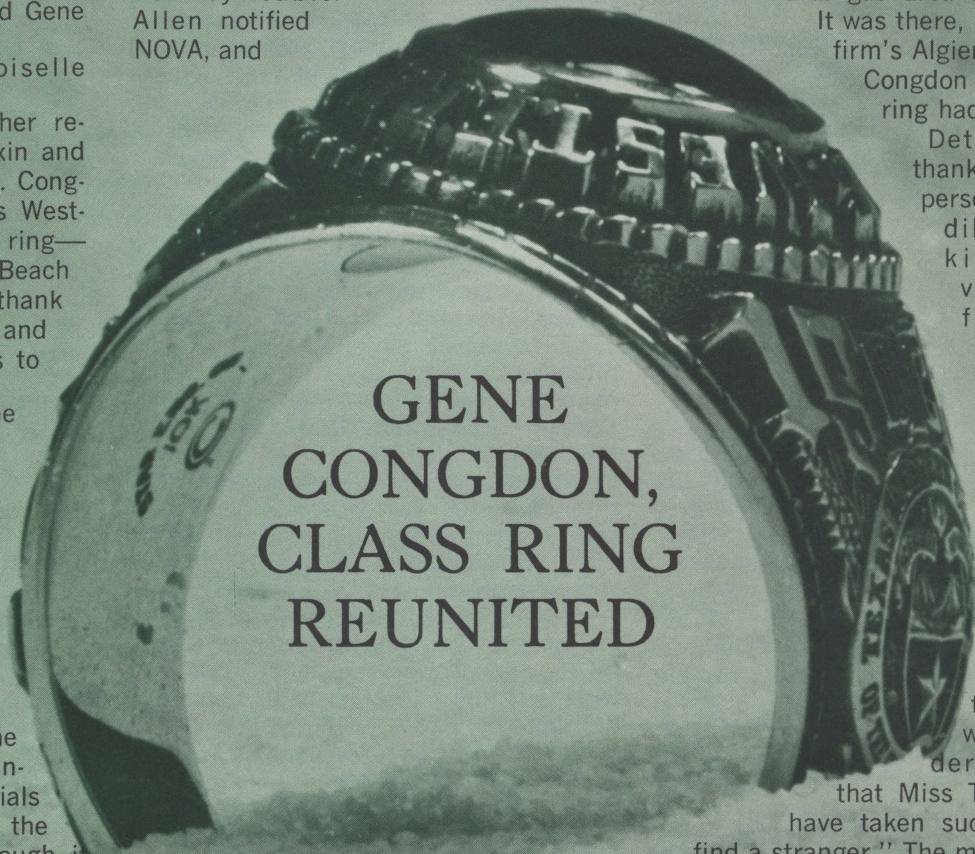
that Miss Taxin . . . to have taken such trouble to

find a stranger." The mayor of Deauville wrote to NOVA to say that he, too, was delighted with the happy ending.

Mlle. Taxin is 21, and a student of English. She would like to correspond with a young man at Texas Western. Her address is 167 Avenue de la République, Deauville, Calvados, France.

Gene Congdon is back in Algeria. His class ring is slightly the worse for wear, but all the more valuable for that.

—The Editor



Congdon airmailed details.

"It happened one Saturday in June 1964," he recalled. "I had gone to Deauville with a Parisian friend for a day of swimming. The beach slopes gently there, and at one point I had gone out about 500 meters from shore to find deep water. I was caught in a strong undertow and had to swim furiously. My fingers had contracted from

CAMPUS CALENDAR

MAY:

- 10—Chamber Music Concert, Magoffin Auditorium, 8 p.m.
- 15—TWC Band Concert, Magoffin Auditorium, 2:30 p.m.
- 22—Chamber Music Concert, Magoffin Auditorium, 2:30 p.m.
- 27—Senior Banquet (Details to be confirmed)
- 28—Commencement, Sun Bowl, 7:30 p.m.

JUNE:

- 23-25—"Gallows Humor" Performance, Magoffin Auditorium, 8 p.m.
- 26—Matinee: "Gallows Humor," Magoffin Auditorium, 2:30 p.m.

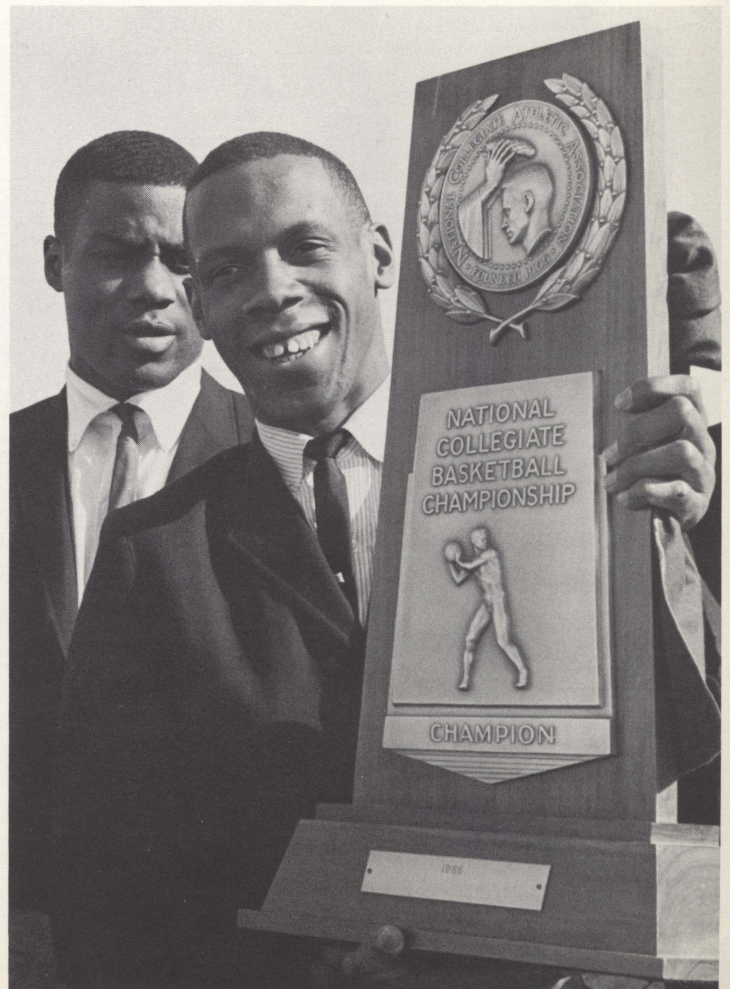
JULY:

- 7-9—"The Moon Is Blue" Performance, Magoffin Auditorium, 8 p.m.
- 10—Matinee: "The Moon Is Blue," Magoffin Auditorium, 2:30 p.m.

REGENTS TO VISIT

The Board of Regents of the University of Texas System will meet in official session on the campus of Texas Western College on May 27 and 28.

The Board's regular May meeting was scheduled to coincide with Texas Western's Commencement exercises on May 28. University of Texas Chancellor Harry Ransom, vice chancellors, and other top members of the UT official family will attend the meeting. Some will participate in Commencement ceremonies.



'MISS TWC' of 1966

is Sandra Lynn Murray, a sophomore speech major and the daughter of Mr. and Mrs. Ben R. Murray of 8121 W. H. Burges Drive, El Paso. (Photo by Phil Parks)



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