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NOVA: The University of Texas at El Paso Magazine

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

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President Arleigh B. Templeton
THE EDITOR’S EAR

One of my very favorite people, Mr. Gordon R. Elliott of Decatur, Illinois, wrote me last month after reading the inside front cover of the last issue of NOVA. You may recall that we asked for some communication about the magazine—is it still new? What is it saying about UT El Paso? Is it worth it? Well, Gordon got worried that nobody would write, wrung his hands a lot, and sent a letter. Actually it was a page from Baseball Digest, a column by Bob Du Vall titled “Whatever Became Of—?” upon which Gordon circled the information on Clyde Klutz who spent nine years as a journeyman catcher with four NL clubs and two in the AL. Klutz today is the director of player development and scouting for the New York Yankees (remember them?) and says his biggest big league thrill was winning the World Series against the Red Sox in 1946 as a member of the St. Louis Cards. Gordon circled that information and circled at the top of the page, “As I remember, Klutz is one of your all-time greats.” There was a cryptic message in this annotation.

Thanks a lot, brother-in-law, I really needed that.

But the mail has been terrific, the criticisms valid, the suggestions workable and helpful. Excerpts from three of the most detailed and remarkable letters follow:

From D.S. Jenkins (’49) of Tarzana, Calif.: “As an alumnus for some 20 years now my point of view is probably not representative of the alumni majority, but I offer the following comments on NOVA from that position. NOVA does not appear to be the typical alumni magazine and I for one am grateful for the omission of the ‘boringly recorded events but in error and inadequately. This matter of the campus architecture is one of the most discussed on campus every class. Dale, go ahead with your response to your plea. I hope my brief comments will be useful and don’t take them as being too negative. I like NOVA, look forward to its arrival, and read every article.”

COMMENT: Don Jenkins’ is a fine letter. He reads this magazine and cares for it and his observations are uniformly excellent. As I have already written, directly to him, I differ with him solely on the matter of the architecture story. The trouble is that the story has been told many times in the past but almost invariably it has been told erroneously and inadequately. This matter of the campus architecture is one of the finest stories this institution has to tell (Sam Vandiver’s account of the alligator saga notwithstanding) and, so far, NOVA is the only place you can read about it and depend on the information. Yvonne Greear’s biography of John Claude White, in this issue, carries the story on in a logical chapter, but as Don Jenkins so correctly says, another chapter is needed, perhaps the final one: what has happened to this inspired idea? I can promise that this dreary final chapter will be written soon.

E.R.L. Richards (’50) of Reno, Nevada: “When I left El Paso in 1950 I could see only the future and alumni are like atoms—they seldom bump into each other. In the intervening years I have been back twice to renew old friendships but I never meet anyone out of my past except through the eyes of NOVA. I think pride is the word. As little as it meant in 1950, I now ever-increasingly take a pride in my undergraduate education at the Texas College of Mines, or Texas Western. The memories are many as they will be for every class.

NOVA serves to sharpen the good things of the past and focus the present. It is really fun to see what others have done or are doing without the usual classified-ad approach. Keep up the good work.”

COMMENT: Earl Richards is vice-president for Engineering for Titanium West, Inc., in Reno, “struggling,” as he puts it, “to make titanium a household word.” Mr. Richards is a good example of the alumni “out there” whose own story would be worth the telling in NOVA.

From AL PAST (’66-’67) of Austin, Texas: “This is an unrehesed reply to your request for comments in the December NOVA. I remind you that I have already written you about the magazine several years ago. I told you then that I enjoyed it immensely and I still do. In fact, I wrote the editors of the UT Austin alumni mag and suggested that if they wanted some ideas to class up their product they should look at NOVA. I guess they didn’t…”

“I think NOVA is still new. We natives of the Southwest enjoy a way of life which is different in many ways from that of Americans who live elsewhere. But I think it is a great credit to NOVA that it reflects this. That UTEP is not in the foreground of each piece is not important to me. I particularly like the pieces on native Southwesterners—Urbici Soler, for example, and SLAM, and Elroy Bode’s literary organs. I also like the good photography, the relaxed tone, and the makeup in general, including the type.”

“Being ignorant of the political situation of NOVA, my only suggestions is that you cover, now and then, one of the more crucial or controversial issues on campus…”

“The above comments may not be worth much, but such is my regard for NOVA that my conscience would not let me get away with not writing you a note to tell you how much I (and my wife) appreciate NOVA, especially when asked.”

COMMENT: Chip Past is a Ph.D. student at UT Austin in the Foreign Language Education Center and is married to the former Kay Cude, also a UT El Paso exee. Chip’s dad is Dr. Ray Past, chairman of the UT El Paso Department of Linguistics, an old friend of NOVA’s (and its chief faculty-advisor/prooferread) and the editor’s...


Two professionals in magazine editing and university work also wrote kind letters and thanks go to them: Jane Brandenburger of UT Houston’s M.D. Anderson Hospital and Tumor Institute, and Dick Wilson, director of Syracuse University’s News Bureau.
INSTITUTIONAL HEADS, 1914-1973

President A. B. Templeton is the 15th institutional head and 8th President of UT El Paso, or the 14th and 7th, depending on the listing of President Joseph R. Smiley who served twice as President of the institution.

 biến

ARLEIGH B. TEMPLETON was born in New Waverly, Texas, April 18, 1916, the son of Claude E. and Jennie Berter Templeton. He received his bachelor of science degree in 1940, a master's degree in education in 1949, and his doctorate in education in 1961, both graduate degrees at the University of Houston. Dr. and Mrs. (Maxie Groce) Templeton married in 1938 and are parents of one son, Earl Wayne.

In 1942, he was inducted into the Navy and served in the Pacific Theater as a radio technician. After his discharge, he joined the American Refining Corp. in Texas City, where he served as a teacher and administrator of schools.

In 1949, he was appointed principal of the newly founded University of Texas at El Paso, which was to become a major center for higher education in the Southwest. He served as President of the University from 1949 to 1972, during which time it grew from a small college with a few hundred students to a major university with tens of thousands of students.

President Templeton was known for his dedication to higher education and for his efforts to make the University of Texas at El Paso a truly diverse institution. He was a strong advocate for diversity and inclusion, and he worked to ensure that all students, regardless of their background, had the opportunity to succeed.

In addition to his work at the University of Texas at El Paso, Dr. Templeton served on numerous boards and committees, including the Governor's Committee on Education, the Board of Regents of the University of Texas System, and the Board of Education of the City of El Paso.

He was a humble and beloved figure among the students and faculty of the University of Texas at El Paso, and he leaves behind a legacy of excellence and dedication.

President Templeton served as an officer in the Navy from 1942-45. He was chairman of the National Advisory Committee on Dyslexia and Related Reading Disorders; chairman of the Texas Advisory Council for Language Handicapped Children; member of the Criminal Justice Council; member of the Regional Advisory Council for the Small Business Administration; Trustee and Chairman of the Texas Educational Foundation; Chairman of the Board, Texas Educational Services; member and past president of the Southern Association of Schools and Colleges.

Dr. Templeton was also known for his aggressive leadership as public schools administrator, junior and senior college president, and for his work on Governor John Connally's Committee of 25 which proposed master plans for higher education in Texas. Dr. Templeton was tapped in 1970 to become President of U.T. San Antonio, an institution then only on paper. The San Antonio component is now scheduled to open in June, 1973, with 1,200 graduate students and in 1974 will begin its undergraduate program for 10,000 students.

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Steven Howard Worrell
Dean, 1914-1923

John William Kidd
Acting Dean, 1922-1923
Dean, 1923-1927

Charles Alexander Puckett
Dean, 1927-1931

Acting President, 1934-1935

John Gerald Barry
President, 1931-1934

Dossie Marion Wiggins
President, 1931-1934

Eugene McRae Thomas
Acting President, 1948

Wilson Homer Elkins
President, 1949-1954

Alvin Arlton Smith
Acting President, 1954-1955

Dysart Edgar Holcomb
President, 1955-1958

Joseph Royall Smiley
President, 1958-1960

Anton Helmer Berkman
Acting President, 1960

Joseph Malchus Ray
President, 1960-1966

Robert Milton Leech
Acting President, 1968-1969

Joseph Royall Smiley
President, 1969-1972

Arleigh Brantley Templeton
President, 1973-
THE OLD WORLD BACKGROUND OF THE IRRIGATION SYSTEM OF SAN ANTONIO, TEXAS
by Thomas F. Glick
UT El Paso: Texas Western Press, $2.

Monograph No. 35 provides a well-documented and readable exposition of the customary irrigation arrangements in Spanish San Antonio and places this system in the historical and geographical context of the world at large, with emphasis on the Canary Islands. Fifteen families emigrated from the Canary Islands to San Antonio, Texas, or on March 9, 1731, and played an important role in the water distribution practices which evolved thereafter. Prof. Glick’s excellent description of irrigation techniques in the Canary Islands provides a firm basis for his explanation of the basis for arrangements in the San Antonio area. Practices and conditions that are today considered water shortages, should be of interest to modern water administrators in the Southwest. The paper is an excellent contribution to understanding these early arrangements, and reflects a sustained historical detective work by the author.

JOHN J. VANDERTULIP.

THE AMERICAN MAIL: ENLARGER OF THE COMMON LIFE
by Wayne E. Fuller
Chicago: University of Chicago Press, $8.95.

Too often, in this era of highly-developed communication systems, we tend to forget—or at least, take for granted—the postal laws, political influences, and the prosperity of a small-town postmaster. Wayne E. Fuller, however, is cognizant of the little fish, justice and good intentions to the contrary. (Jonah, too, could attest to this.)

In CRIMSONED PRAIRIE we have the story again of the American mail, with characteristic clarity, a poet than militarist. He concludes, “it is not peculiarly Indian,” Samuel Beckett has not said it better—and he won a Nobel prize.

—WILLIAM C. MCGAW.

The book, written by a former El Pasoan who has a fine command and an uncanny vision, is truly about the Christian ethic and the practicality of abiding by this unequal moral code and surviving.

CRIMSONED PRAIRIE
by S.L.A. Marshall
New York: Charles Scribner’s Sons, $8.95.

To the contrary, it is smoothly narrated and check-full of interesting facts about a subject that is almost forgotten. As far as the historian is concerned, and is therefore deserving of the attention of a wide audience.—JEANNETTE SMITH.

SAVAGE SCENE: THE LIFE AND TIMES OF JAMES KIRKER, FRONTIER KING
by William Cochran McGaw
New York: Hastings House, $8.95.

James Kirker, or Don Santiago Querque to the Mexicans, was one of the most violent of all the white men who have roamed the El Paso border area. Until now he has appeared only in scattered reports of which he has emphasized his bloody role as a scalpfugger for the state of Chihuahua.

He was that vicious old pirate of the east who emerges much closer to a whole—and perhaps deranged—figure through the exhaustive research of Bill McGaw, long familiar to El Paso as a restauranteur and editor of “The Southwest.”

In a true narrative, the reader follows Kirker from his birth in Ireland (Scotch-Irish) to his emigration to America in the War of 1812. Two years later he quit a job to become the member of a crew of an American privateer in the War of 1812. After the war, he married the widow of his former employer and had a son by her. The couple subdivided both of them to accompany some newly arrived relatives from Ireland to St. Louis. Although the records are uncertain, he may have been one of those who answered William Ashley’s newspaper ad for “100 enterprising young men!” in 1822, the ad that led in time to the creation of Fort Vancouver.

For the next several years he was in and out of the mountains, St. Louis, and the Santa Fe trade. At length, he gained a reputation as the only man who could be depended upon to deal effectively—that is, lethally—with the Apaches. He gained that reputation partially by protecting the supply caravans to the Santa Rita copper mines which they were being worked by two of his Scotch-Irish friends from St. Louis.

When Mexican authorities were driven to desperation by Apache raids, he entered the scalpfugging business in Chihuahua. While living there, he married a Spanish mulata and entered into another marriage, notwithstanding the wife and child in New York, whose issue left a line that still lives in the area of Silver City, N.M.

With the United States and Mexico, he joined Don Santiago Querque to the latter’s column as a scout and interpreter, forever separated from his children’s family because Mexico placed a price on his head as an outlaw. After the war, he made his way to California where he supplied game for the tables of the Mexican soldiers and became a cattleman. Interestingly, but without elaboration, McGaw shows that Kirker kept with him a band of Delaware and Shawnee Indians from his days as a scalpfugger until his death in California in about 1852.

The book is written for a lay audience, and belongs on the shelves of Southwestern buffs.

—OLIVER KNIGHT.

• Bill McGaw is a well-known Southwestern entrepreneur, historian and author.

• John J. Vandertulip is Chief, Planning and Reports, U.S. International Boundary and Water Commission.

• Jeannette Smith is assistant director of the UT El Paso News Bureau.

• Oliver Knight is professor of history at UT El Paso and author of Following the Indian Wars: The Story of the Newspaper Correspondents Among the Indian Campaigners (University of Oklahoma Press, 1960).
Historical research, whether it deals with one man or a nation, can be simultaneously frustrating and rewarding. The search for John Claude White did not vary from this pattern. It began with a UT El Paso phone call and ranged to the National Library of India, India Office Records and Library in London, and to an heir in Sussex. A thread throughout was the Bhutanese architecture of UT El Paso buildings, an architectural theme increasingly familiar to Southwesterners and one based on photographs by John Claude White, Companion to the Most Eminent Order of the Indian Empire, British engineer and diplomat, whose career covered a little more than three decades of England's golden age of empire.

The first question about John Claude White came from Dale L. Walker, Director of the University's News and Information Bureau, in mid-May, 1971, as he requested information on this man who served as British Political Officer to Sikkim and Bhutan during 1887-1908. The name came into focus when Walker said that White was the author of "Castles in the Air," the National Geographic article published in April, 1914, which inspired the architectural style of the campus buildings.

With no information on White in Who's Who or the Dictionary of National Biography, there was no immediate source at hand, so correspondence was initiated with the librarian at the National Geographic Society. Their files yielded a brief biographical sketch from Who Was Who, 1916-1928:

WHITE, JOHN CLAUDE, C.I.E.
1904; Educ. Rugby, Bonn, Cooper's Hill. Joined P.W.D. Bengal, 1876; Executive Engineer, 1887; Political Officer, Sikkim, 1889; accompanied Tibet Mission, 1904; Political Agent for Sikkim, Bhutan and Tibetan Affairs 1905-8. Publications: Sikkim and Bhutan; Twenty-One Years on the North-East Frontier, 1887-1908, 1909; Address: Newland, Glos.; 65 Redcliffe Gardens, S.W. (Died 19 Feb. 1918.)

With the date of his death now known, it seemed likely that the obituary column of the London Times after February 19, 1918, would carry a death notice which might reveal some personal facts about his life. The 373-word notice focused on his role in fostering amicable relations between Britain and Sikkim, Bhutan, and Nepal, but there was no mention of family or survivors.

Through a friend in Austin I learned that a copy of White's book, Sikkim and Bhutan; Twenty-One Years on the North-East Frontier, 1887-1908, was in the UT Austin Library. A scanning of it disclosed a marked Victorian reticence concerning family life. It was a fascinating account, nonetheless, of John White's experiences during his career as Political Agent for Sikkim and Bhutan. It revealed a great deal about his knowledge of geography, political affairs, and history of the two countries as well as his interest in natural history and geology. An occasional and
almost accidental personal reference crept into the text, one of which revealed that he was married and had a daughter. His wife and daughter accompanied him on at least two of his journeys to Himalayan states from Sikkim; his wife assisted the heir to the throne of Sikkim in preparing for the entertainment at the Delhi Durbar; and she helped plan and worked in the Residency Garden at Gangtok.

By now I felt it would be necessary to try to trace him through school and career records in archives and libraries in England and India. Letters were written to Rugby and the National Library of India, but “Bonn” and “Cooper’s Hill,” mentioned in his biographical sketch, suggested that the National Archives of India Office Library asking for information about John Claude White and his family. A quick response from the Library brought copies of White's records from the History of Services for the Bengal and Indian Public Works Departments and the Indian Political Department. The librarian also reported that White's daughter Beryl was born June 6, 1877 and married Captain (later Brigadier-General) Henry Hugh Hyslop on April 19, 1904, at Gangtok, Sikkim. Enclosed too was a copy of his service record with the Bengal Public Works Department. This copy would prove invaluable in compiling his chronology, but I still did not have names of living relatives.

The correspondence continued. The librarian at Rugby School wrote that John Claude White came there in January, 1868, and left in July of the same year. The librarian did not know where Cooper’s Hill was, but he did provide two important facts: JCW was born October 1, 1853, and his father was John White, Esq., M.D., of Calcutta.

A brown envelope arrived bearing the phrase, “On India’s Government Service,” containing several typewritten pages copied from White's service record with the Bengal Public Works Department. This copy would prove invaluable in compiling his chronology, but of more immediate help was the suggestion that the National Archives of India (in New Delhi), and the India Office Records and Library in London be contacted for information on White's life and career.

Piece by piece the picture began to form but there remained areas that were blurred and indistinct. Additional information was needed to give a more detailed portrait of the gentleman who played such an important role in his country's service and in the development of a far-away university's architectural motif. I wrote to the India Office Library asking for information about John Claude White and his family. A quick response from the Library brought copies of White's records from the History of Services for the Bengal and Indian Public Works Departments and the Indian Political Department. The librarian also reported that White's daughter Beryl was born June 6, 1877 and married Captain (later Brigadier-General) Henry Hugh Hyslop on April 19, 1904, at Gangtok, Sikkim. Enclosed too was a copy of his service record with the Bengal Public Works Department. This copy would prove invaluable in compiling his chronology for Dr. White, hoping thereby to add knowledge and insight of his son. As the facts were reviewed, I felt that more information of a personal nature was needed to delineate John Claude White, but I still did not have names of living heirs.

Ancestral Hunting (USA) Ltd., 2 High Kingsdown, Bristol. Write Alan Redstone, Director was one of those serendipities which often lead the researcher to his goal. The advertisement in the Texas Genealogical Society publication Stirpes, led to what might be called Phase II in the search for John Claude White. Through correspondence with Mr. Redstone I learned that both Mr. White's grandsons were “alive and well,” and that the elder one, Major Hugh John Hyslop, was willing to assist in the research. It is to Major Hyslop and to his cousin, Miss Patricia Ranken, that I am indebted for valuable information regarding the John Claude Whites.

JGW was the third child and eldest son of Dr. John White and his wife, Louise Henriette néé Claude.\(^1\) Born in Calcutta in 1853 where his father was attached to the 13th Irregular Cavalry at Gurdaspur, Punjab, and was stationed there until the outbreak of the Indian Mutiny in 1857.

In 1860, Dr. White took his growing family on furlough to Europe. Customarily, families were too poor to bring their children home to Europe to be educated. The children boarded at school or with relatives or friends; Johnnie, as the family called him, and his two older sisters were no exception to this custom. It is possible that they were left in Germany with JGW's mother's relatives, for in his wife-to-be Nina Ranken's diary indicate that “P and JGW came from Germany” in 1868.

Johnnie did not see his parents for nearly five years. In 1865, Dr. White had another two-year furlough to Europe, perhaps to visit with his school-aged children and also to leave some of the younger ones with relatives to be educated. This was possibly the last time John Claude saw his father, for Dr. White left the Army to become Civil Surgeon at Murshibad in late 1869 and died June 11, 1871, at Berhampore.\(^4\)

JGW was enrolled in Rugby in January, 1868, but for unknown reasons remained only until July. Dr. White may have suffered financial reverses, or perhaps the burden of educating a large family forced him to send Johnnie back to Germany. He returned to his mother's relatives and for the next five years he attended school in Bonn.

In 1874, John Claude, now nearly 21, was admitted to the Royal Indian Engineering College, Cooper's Hill, located at Staines, near London.\(^6\) In the autumn of that year, Nina Ranken's diary notes that they became engaged. They were engaged for a proper two years while he attended Cooper's Hill, and in July 1876 he graduated, 21st of a class of 40. In September they married.

Jessie Georgina (“Nina”) Ranken and John Claude White were distant cousins. From Nina's portrait it is easy to see why he was attracted to her—she could have posed for a Gibson Girl drawing. Her niece, Miss Patricia Ranken, remembers her as a very beautiful woman but “utterly indifferent to that!” with blue eyes and light brown hair.\(^7\) Their wedding was on September 12 at All Saints Church, Kensington.\(^8\)

Among the family letters is one from Nina to her mother written September 17, 1876, during their honeymoon at Windermere in England's Lake District. She describes sailing on the lakes, driving through the countryside in a dog-cart, visiting with relatives, and “scrambling about the hills looking for ferns” for her mother. October 1 was his twenty-third birthday, and on that day John Claude White received his appointment as Assistant Engineer, 2nd grade, from Her Majesty's Secretary of State for India.

Also among the White papers is a diary,
or chronology, scrawled on two legal-size sheets of paper, noting events for the years 1876-1890, by John Claude White. It is a retrospective chronology judging by the gaps and stricken items; even so, it is helpful in accounting for steps in his career. Early, JGWC noted that they sailed for India on October 5, 1876, arriving in Calcutta on November 17. He was posted to the Bengal Public Works Department, 1st Calcutta Division, on that date.

During their first year in Bengal their only child was born on June 6, 1877. In one of his letters to his mother-in-law, White assures her that "Nina and the brat"—obviously a term of endearment—"are doing beautifully." From his wife's letters to her mother we learn that White, like other fathers, was awkward about holding his daughter, Beryl Nina Sophie White. The White's went to England in August, 1881, undoubtedly to show off their four-year-old to relatives and visit in London, in Edinburgh and Dumfries, Scotland.

John Claude White's record of service to the colonial Empire had two phases: engineering and diplomacy. In tracing his career, the Bengal Public Works History of Services notes the location of his assignments but gives little detail of specific work. Nor does his personal chronology provide any clues as to the exact type of work he did. His book does mention work on cart roads, surveying and laying railroads, and since the mission of the Public Works Department was the construction of transportation facilities and roads White's job description often carried the phrase "in charge."11

Between the years 1877 and 1889, when he became Political Officer for the Sikkim Field Force, he advanced in his career from Assistant Engineer, 2nd grade, to Executive Engineer in charge of the Darjeeling Division. Besides his early service in Burdwan, he served in Calcutta with the Daaca Division, and on at least two occasions his services were "placed at the disposal of the Railway branch," both the Guntok Division and at Bhagalpur on the Bihar-Assam Railway. We may reasonably suppose that the photographs which appear in the National Geographic, October, 1920, article: "Nepal: Little-known Kingdom," were taken during the year he spent in charge of the works at Katmandu, Nepal's capital.

We do not know when or where White's interest and experience with photography began, but his expertise is undeniable considering the disadvantages under which he made them. His equipment was cumbersome; his camera according to his grandson was "...a huge affair on a tripod with glass slides or plates. I am sure it took about 100 pounds to carry it with all the other gear around the Himalayas."12 Photograph was one of his interests, and he undoubtedly had to develop and print his pictures, perhaps carrying the equipment in addition to his camera. Another National Geographic article, "World's Strangest Capital," on Lhasa and Tibet, is prefaced by a panoramic view of Lhasa showing a spectacular view of the Potala. Many photographs taken during his years as Political Officer for Sikkim and Bhutan appear in White's book, Sikkim and Bhutan.

"When I first visited Darjeeling in 1881 I used to look across the valleys of the Rungpet and the Teesta rivers and long to penetrate into those stupendous mountains and valleys, with their magnificent forests and rivers, to explore the everlasting snows and glaciers, and to come in contact with their interesting people," White writes in the preface to his book. He continues saying that he realized his "fondest hopes" beyond all expectation when he was sent as Assistant Political Officer with the expeditionary force to Sikkim at the outbreak of the Sikkim-Tibet War in 1888. At the conclusion of the peace the following year, he was offered the post of Political Officer in administrative charge of Sikkim. He was to administer the affairs as president of a council composed of the chief lay and religious leaders of the country.13

White had selected a site for the Residency at Gangtok, capital of Sikkim, during his "jungle wanderings" around the area. In June, 1899, he supervised the clearing and levelling of ground, felling trees for lumber and quarrying stone for the house built in the style of a Scottish hunting lodge. Carpentry and gardening were also White's interests, and building and landscaping the Residency presented the chance to use them. He had his problems with the workmen: "They seemed to find it impossible to build a wall plumb or a corner square. Heavy rains, earthquakes and faulty construction combined to bring down parts of the house even before it was completed." However, in spite of all setbacks, they were able to move in at Christmas, 1890, some eighteen months after the work had begun.14

The early years in Sikkim were busy ones during which he worked to establish the country's financial structure and visit all the other corner of the country" accompanied by two top officials. White strove to become acquainted with the head man of every village, and because he made a real attempt to know and understand not only the leaders but also the people in the villages, he was able to help the country progress. His attitude toward the lamas and his policy of seeing that their rights were respected gained him their support. It was this policy which, in later years when he was with the British Mission to Tibet, gained him admittance to the monasteries. The Tibetans lamas had heard from those in Sikkim that White always dealt fairly with them, and they welcomed him. In addition, the respect accorded White by the religious leaders was in part responsible for the success achieved in the 1904 British Mission to unveil Lhasa.

The stated purpose of the British Mission to Tibet—a little-traveled, and to the Western mind, mysterious land—was the establishment of friendly trade relations with that country. Actually the British Government was worried over the reputed efforts of Russia to establish a foothold as well as the threat to India of the Chinese influence in Tibet.

As early as May, 1894, White was sent as British colonial government representative to attend and report on the opening of a trade mart in Yatung, Tibet. In his report White stated that the location was not desirable; that the Tibetans were charging exorbitant rental for the display booths; that the display booths were inadequate for the purpose; and that the merchants were unable to realize a profit because of additional tariffs levied by the Tibetans.15 Misunderstandings surrounding the tariff were typical of confusion existing in Chinese, Tibetan, and British Government of India relationships.

The Sikkim-Tibet boundary question was another point of disagreement between the British and Tibetans. Attempts had been made by White to set boundary markers, but they were defaced or destroyed by the Tibetans. In 1902 Lord Curzon, Viceroy for India, instructed White to lay a boundary as defined by the Tibetan Treaty of 1890. His account of this operation is fascinating. White describes how the job was done at high altitudes in biting wind and at heights where the sun's direct rays blistered the hands.16

The Mission to Tibet was completed in late 1904 with White handling the quartermaster detail as well as assisting the members of the Mission through the maze of diplomatic relations. His knowledge of Himalayan dialects and people played an important role in the venture. On December 16, 1904, White was awarded the Companion of the Most Eminent Order of the Bath, for his role as Assistant British Commissioner to Major Francis Younghusband.17 His friends and colleagues felt that a higher award was due him.

White made five journeys to Bhutan between 1905 and 1907. The first was to present the Bhutanese leader, Ugen Wangchuk, with the Knight Commander of the Most Eminent Order of the Indian Empire for his contribution to the success of the Tibetan Mission. Sir Ugen, whose acquaintance White had made through former Political Officer to Sikkim, A.W.
Paul, and White were by then close friends. Other journeys were of an exploratory nature—surveying for proposed cart road construction and general investigation.” During these journeys the photographs were made of Bhutanese architecture and scenery which later appeared in his National Geographic article, “Castles in the Air.”

White retired from Government Service on October 1, 1908, his 55th birthday. He was given a hero’s farewell by the people of Sikkim and the Maharaja of Bhutan, all of whom wished him to remain as the British liaison, but ill health prevented his continuing service. He suffered from malaria, presumably contracted during his field work in either Bengal or Sikkim.

He and Mrs. White returned to England and settled in Newland, Gloucester, near the Forest of Dean. They also had quarters in London at 65 Redcliffe Gardens, S.W.

White spent much of his time writing about the Himalayan countries in which he lived and traveled. His book, Sikikm and Bhutan, became an accepted reference source for the two countries, and it is listed in the bibliographies following the articles on those countries in the Encyclopaedia Britannica, 14th edition, as well as in many other works. An earlier book, Tibet and Lhasa, published in Calcutta in 1908, was a volume of photographs with explanatory text. He was also in demand as a lecturer and spoke before the Royal Geographical Society, the Royal Society of the Arts, and the East India Association.

He died on February 19, 1918, following an operation for appendicitis.

The search for John Claude White leaves many areas which are not clear in detail—many facts yet unanswered; many facts to be uncovered. But we know from reading his book and the articles he wrote that White had a lively interest in the world and people with whom he worked and lived. The diversity of his interests and the range of his talents classes him as a Renaissance Man. It seems an oversight that John Claude White’s name does not appear in the Dictionary of National Biography. He sacrificed personal gain by accepting the job of Political Officer. He worked to improve the economic conditions in Sikkim and Bhutan by encouraging the export of their crafts and identifying natural resources which could be developed. He served his country in the tradition of his time, “duty, honor, and Empire,” winning the friendship of the people whose states he administered and assisted.

And finally, although he died unaware of it, his pioneering photographs of Bhutan proved the inspiration for the design of buildings on a university campus many thousands of miles from their country of origin. For this unique architecture, one worth preserving and fostering, UT El Paso owes much to Mrs. Kathleen Worrell and John Claude White, C.I.E. □

NOTES AND ACKNOWLEDGEMENTS

Additional appreciation is due to those persons mentioned in the following Notes because without their help I could not have begun the search for John Claude White. To N.C. Kittermaster, Librarian at Rugby School and Mrs. Virginia Carter Hills, Librarian for the National Geographic Society, I am indebted for help in getting the search underway. As the search continued, my appreciation is due to C.R. Banerji, Librarian at the Central Reference Library of the National Library of India, and D.I. Kaka, Librarian of the National Archives of India.

In England, Alan Redstone, Director of Ancestor Hunting (USA) Ltd., has my sincere thanks for locating living relatives and descendants of JCW, and to Ian A. Baxter in the India Office Records and Library for providing the answers to my queries. For Major (Ret.) H.J.M. Hyslop, grandson, and Miss Patricia Ranken, niece of Mr. and Mrs. J. C. White, a very special thanks for their time, their courtesy and their interest in answering so many questions and sharing with me their knowledge, family letters, and photographs.

To Christina B. Glass, supervisor for El Paso Public School District libraries, goes my sincere thanks for her advice and assistance in editing the report, and also to Bud Newman, Anne Wise, and Dee Cameron for their comments which helped to clarify certain points.

—YEG

"Sikkim" is the variant British spelling of "Sikkim," which was more generally used during the 19th century.

"Durbar" is the Indian word for a state reception or court honoring heads of state, or marking an important event.


Ian A. Baxter, India Office Records, letter to YEG, March 27, 1972.


Ian A. Baxter, letter to YEG, August 2, 1972.

C.R. Banerji, letter to YEG, May 2, 1972.

Letter to YEG, October 29, 1972.

Copy of marriage license sent by Alan Redstone, Director, Ancestor Hunting (USA) Ltd., from Somerset House, London.

History of Services of Gazetted and Other Officers Serving Under the Government of Bengal, Corrected to 1st July 1902. Calcutta, Supt. of Govt. Print. Office [1903].


White, pp. 82-84.

London Gazette, December 16, 1904, p. 6634.


White, pp. 105ff.
ORANGE MARIGOLDS

It was Sunday morning just before noon, with elm leaves falling in the yard and a breeze of mid-October moving casually about. The El Paso sky was a rich, cloudless blue. I was seated on the steps outside my kitchen door, eating an apple, half-daydreaming, half-listening to my eight-year-old daughter picking out her simple tunes on the piano.

As I chewed the apple I gazed about at familiar sights of the yard. The two pet chickens, one glossy black, the other light brown, were seated on top of a small table, resting in the shade after their morning’s foraging in the dirt and grass. Flies were moving here and there in the sunlight, occasionally settling on the bright chicken droppings left on the concrete walk. A pink bedsheet waved a little on the clothesline. The four cats, recently fed, were sleeping now on top of the high rock wall. I could see the tip of Smokey’s tail among the green vines.

It was a casual, undramatic Sunday morning, much like any other, yet as the elm limbs swayed and the cats slept and the orange marigolds wobbled to themselves against the garage—as I sat there, looking and listening, with everything around me intensely relaxed—the morning gradually entered one of those vacant stretches of time when all the ragged edges of existence seem to come together, simply, artfully, as one.

It was as though the halting notes of the piano, the pink bedsheet, the brilliant-faced marigolds—all the bits and pieces of the yard—were trying to say, This is it, my friend; this is how things are. Struggle as you will, think and brood and worry as you will, you can never know more about why you are alive than you do right now. For this is that elusive moment of truth, that subtle little vibration from the world’s mysterious rhythms, and if you remain still enough you might be able to feel it: the silent pulse of creation, the steady breath of life.

BUS STATION PEOPLE

The young woman sits on her waiting-room bench, a shapeless mother trying to manage three kids while her fat husband, in his blue fishing cap, chews on his toothpick and enjoys himself with a new-found friend across the aisle.

She sits in her faded blue dress, her underarms sweating, one fat leg and knee methodically bouncing the baby. Varicose veins have begun to make purple lumps in her legs. She wears a constant frown.

The husband laughs loudly as he talks to a slick-haired young man who has a bottle of tequila in a shopping bag. The husband lolls his toothpick in his mouth and snaps his fingers at the jokes the slick-haired fellow is telling. Every now and then he notices his five-year-old making a pest of himself with the other passengers—and his wife pulling the boy back from the middle of the aisle—but he keeps on laughing and talking. Taking care of the kid isn’t a man’s work where he comes from . . .

The woman continues to look out gloomily as she trots the baby, jerks at the arms of the boy, scolds the yellow-haired daughter who leans against her and whines. Yet every once in a while it happens: Whenever the husband snaps his fingers and takes off his fisherman’s cap and begins to fan himself—in appreciation of his companion’s bedroom tales—the woman lets an indulgent half-smile come to her lips. For she simply cannot help herself: The lazy good-for-nothing across the aisle is her husband and, to her, something special. She knows, of course, that the circumstances of their lives will always stay the same: that he will play Big-Time Charlie with each new pal—sitting with his legs wide apart, his pants hitched up on his white, fat, freckled legs—and that she will be there in the background, yanking at the kids, cuffing them, trotting each new baby on her knee. But she knows something else too: that into the unrelied drabness of her life he had come—had taken her from the unpainted wooden house with the falling down front porch and the seven brothers and sisters and had joined himself to her—and that was enough of an act of salvation to keep her smiling her thin, wan, begrudging smile as she watches him holding court. For she knows that in what to her is the soured-laundry smell of life he can enjoy himself and she cannot—lacks the talent, somehow, for feeling pleasure—and that makes all the difference.
THE ALUMNI FUND: ITS MISSION

Ten years ago a group of El Pasoans completed a study called MISSION '73 — a ten-year plan for Texas Western College that took into consideration the institution's future needs and how to mobilize the resources required to meet them.

One of MISSION '73's recommendations stated that private support must be encouraged, support that could mean the difference between modest progress and exceptional achievement.

The report also recommended that such funds not be used to replace State support, but rather to provide for the essential but unfinanced "extras" such as faculty recruitment, distinguished guest lecturers and departmental consultants, additional books for the Library, and other special projects, all of which have significant impact on the growth of any educational institution.

"The institution must expand and intensify its alumni program ... [alumni] should demonstrate their willingness to participate in the Excellence Program," states MISSION '73, "in order to stimulate participation from other sources ... [thus forming] the foundation upon which private support is to be built."

Bryan Steele Jones, then assistant to the president and director of development at TWC, had the responsibility of establishing an annual fund program. The purpose: to contact greater numbers of alumni, educate them to the College's needs and encourage them to help fill those needs by annual contributions.

The method: an annual Alumni Fund for Excellence, conducted by volunteer ex-students with the full cooperation of the College's Development Office.

The Ex-Students' Association's response to the idea was immediate and enthusiastic. The exes' first act was to turn over its lists of some 4,000 names and addresses of alumni to the Development Office. Although the lists represented a relatively small percentage of all those who had attended or graduated from the institution over a 45-year span, they served as a vital hub from which to branch out and contact additional alumni during the ensuing Alumni Fund Drive. The Association also curtailed its own membership solicitation in order to avoid possible conflict.

Because no precedent existed there was no basis on which to anticipate the response to the newly-instituted campaign, and so the first Alumni Fund Drive was launched in 1963 with both hope and trepidation. The original campaigners were a group of hard-working volunteer exes whose leadership would continue, in various ways, over the next ten years: Congressman Richard C. White, chairman; vice chairman John Phelan and Jack Vowell, Jr.; Dr. Gordon L. Black, William Orme- Johnson, H. T. Etheridge, Thad Steele, Brooks Travis, Joe Friedkin, Chester McLaughlin, Don Henderson, and many others.

The results were gratifying: some 468 alumni contributed $8,748—not an overwhelming sum of money but most certainly an encouraging indication of what might be achieved in the future.

In succeeding years, increases were made in all areas, not only in the number of contributions and contributors, but in volunteer workers as well.


"The University is proud of its alumni," says Wynn Anderson, "and alumni, in turn, should be proud of what they have helped the University to achieve.

"The fact that over a third of a million dollars has been contributed during the past ten years to the Excellence Fund for academic purposes, in addition to large sums given to intercollegiate athletics, has set a precedent for corporations, foundations and many other friends of the University whose contributions total into the millions."
GIFTS TO UNIVERSITY TOTAL 573,936 IN 1972

Private support of the University by alumni, friends, corporations and foundations totaled $573,936 in 1972. This support consisted of gifts of cash, securities, equipment, and books.

This total was reported by Fred Hervey, Chairman of the Development Board, an organization of friends of the University which oversees all programs for the advancement of understanding and support of The University of Texas at El Paso. Mr. Hervey noted that, "While in 1972 the University did not receive a bequest of the magnitude of the Josephine Clardy Fox estate of 1971, the number of consistent supporters increased as did the sizes of their gifts. This broadening base of support is essential to the future of the University."

Dr. Arleigh B. Templeton, new President of the University, stated that "I find voluntary financial support for this University very encouraging. Mr. Hervey's report indicates a strong base of alumni and community support upon which we intend to build an even better University, one which is sound in all its endeavors. "Academically, we cannot pursue excellence in those areas where our greatest potentials lie without continuing private support to supplement already thinly spread appropriations. Athletically the University is completely dependent upon outside support if we are to present a well-balanced program with quality competition for our state-supported opponents, which we all desire. Recognition of these facts will hopefully stimulate many others into joining those who now lead the way."

Of the total gifts during 1972, $136,037 was contributed for the support of the University's Intercollegiate Athletics program. The remainder of the gifts, $437,899, were in support of the University's academic programs. Of the academic contributions, the largest portions went to the unrestricted Excellence Fund—most useful to the University because of its flexibility—and to student aid. The Library was the beneficiary of another substantial portion of the total, both in gifts of books and in cash for book purchases.

Business firms, national as well as many El Paso companies, contributed more than $122,000 to academic programs, and much credit for this support is due to the Development Board's Corporate Gifts Committee whose chairman was M. S. (Jack) Bell and vice chairman was William H. Gardner.

Alumni Fund for Excellence chairman, W. Cole Holdeman, reported that alumni again responded in force with nearly 1,500 alumni giving in excess of $60,000 in annual support for academic purposes. Total contributions by alumni were $74,635. Non-alumni individual benefactors were led by The President's Associates, a group of special benefactors who contribute $500 or more each year in support of academic advancement. The chairman of the Associates was Louis Daebule and this group contributed over $51,000 to the University.

The Deferred Gifts Committee, headed by Robert Goodman, assisted by Mr. Milnor G. Paret, Jr., continued its efforts to increase awareness of endowment and memorial opportunities at the University. During 1972, the University received significant initial income from the estates of the late Mr. and Mrs. O. B. Hocker and the late Miss Gladys Johnston in addition to continuing to receive funds from estates, trusts and endowments established in past years.

Mr. Hervey expressed the appreciation of the Development Board to the many volunteer workers who assisted the University in 1972 and to the generous friends—individuals, businesses, professional groups, clubs and associations—who contributed this essential financial support to the University.

THE DEVELOPMENT BOARD

Fred Hervey

Ted Karam

MEMBERS OF THE DEVELOPMENT BOARD

Fred T. Hervey
Chairman
Ted F. Karam
Vice Chairman
Eugenio A. Aguilar, D.D.S.
Richard N. Azar
Charles H. Foster
Hugh K. Frederick
W. H. Gardner III
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L. A. Miller

Jose G. Santos
Fred D. Schneider
Edward M. Schwartz
Tad A. Smith

Lewis K. Thompson

W. B. Warren
San D. Young, Jr.
ALUMNI PROVIDE $60,782 FOR ACADEMIC PROGRAMS

The Alumni Fund for Excellence ended its tenth year with total contributions of $60,782 received during 1972. Chairman of the Fund, W. Cole Holderman ('63), was assisted by Vice Chairman Bruce G. Bartell ('59) and Sanford C. Cox, Jr. ('51).

The annual Fund was established in 1963 and has since provided nearly $350,000 in alumni gifts of cash or securities for academic (non-athletic) purposes at the University.

In 1972, the value of the previous year's Harvery Foundation challenge gift was dramatically illustrated when the total of annual giving climbed by more than $15,000 over the pre-challenge 1970 total of $45,591. The 1971 figure was $82,224, which included some $26,000 in special gifts.

Listed here are 1,482 alumni who made 1,629 contributions to the 1972 Alumni Fund for Excellence. Special gratitude is extended to those individuals who have given each of the past ten years.

1972 ALUMNI FUND CHAIRMAN
W. Cole Holderman

The Alumni Fund Class Report for 1972

1972 ALUMNI FUND OFFICERS
Chairman: W. Cole Holderman ('63)
Vice Chairman: Bruce G. Bartell ('59)
Sanford C. Cox, Jr. ('51)

CLASSES OF 1917 - 1932
19 Donors for $1,421
10 MR. & MRS. FRED W. BAILEY '20
9 Col. William T. Bartlett '32
3 Mr. Floyd Dale '24
2 MR. & MRS. FREDICKIN '32
2 MR. & MRS. KEMPER GOODWIN '32
2 Mr. Berle R. Haigh '25
2 Mr. Paul H. Hale '24
2 COL. HUGH D. McGraw '29
1 Mr. A. E. Millar '22
2 Mr. Jack H. Nelson '27
10 MR. & MRS. JOHN PAYNE, JR. '31
10 Mr. John P. Savage '21
2 SR. ROBERT J. SEALE '28
10 MR. & MRS. FREDERICK H. STEWARD '31
2 Mr. Webster J. Tharp '24
5 Mrs. Harold Tillman '22
5 Mr. Herbert C. Vacher '22
5 Dr. Bernardo Villegas '22

CLASSES OF 1933
5 Donors for $250
10 MR. & MRS. HARRY PHILLIPS
8 Mr. Alex Silverman
6 MR. & MRS. THAD A. STEELE
2 Mrs. Corrine H. Wolfe
10 Mrs. Emily T. Zillich

CLASSES OF 1934
9 Donors for $280
7 MR. & MRS. E. J. BYMARK
Mr. & Mrs. Robert A. Estes
8 Mr. Helen H. Fitzpatrick
2 Mr. & Mrs. Don P. Lewis
10 Mrs. J. A. L. McLean
8 Mrs. Jean S. Reis
10 Mrs. Matilda A. Shanblum
5 Dr. H. M. Sonnichsen
5 Mr. Sheldon P. Wimpen

CLASSES OF 1935
11 Donors for $1,800
Hon. & Mrs. H. E. Brockmoller
9 Mrs. Wilbur T. Bush
4 Dr. James R. Cadby
8 Mr. & Mrs. Ivan H. Cone

CLASSES OF 1936
5 MR. & MRS. CHARLES C. GAITHER
5 MR. THOMAS N. JENNESS, JR.
2 Mr. Ralph C. Marston
2 Mr. & Mrs. J. Paul Moore
5 MR. & MRS. WILLIAM H. ORMÉ-JOHNSON, JR.
5 MR. & MRS. WILLIAM C. PETICOLAS
5 MR. & MRS. H. BROOKS TRAVIS

CLASSES OF 1937
16 Donors for $1,020
Ed Light—Chairman
7 Mrs. S. T. Anderson
10 Mr. Gaylord B. Castor
Mr. Marshall T. Finley
3 Mrs. Mary Vance Guinn
3 Mrs. Argyra L. Hallock
3 Mrs. George A. Krutiski
5 MR. & MRS. DENNIS H. LANE
5 MR. & MRS. ED S. LIGHT
Mr. Tom J. O'Donnell
5 MR. EMILIO PEINADO
4 Mrs. Leonia R. Purvis
5 Mrs. Louise L. Smith
Mr. Clarence Thomas
Mrs. Ruth Van Tress

CLASSES OF 1938
11 Donors for $345
Ed Light—Chairman
10 Miss Mary Ela Banks
10 MR. JACK N. DUKE
2 MR. & MRS. ROBERT M. FOLK
5 Mrs. Irby K. Hanna
Dr. & Mrs. M. D. Hordino
Mr. & Mrs. Thomas E. Lott
5 MR. WILLIAM E. MUELLER
5 Mr. & Mrs. J. Howell L. Peden
5 Mrs. Louise Maxon Rea
5 Miss Maurine Skinner
2 Mr. & Mrs. James Stewart

CLASSES OF 1939
17 Donors for $390
Ed Light—Chairman
10 Miss Mary Ela Banks
10 MR. & MRS. ROBERT M. FOLK
5 Mrs. Irby K. Hanna
Dr. & Mrs. M. D. Hordino
Mr. & Mrs. Thomas E. Lott
5 MR. WILLIAM E. MUELLER
5 Mr. & Mrs. J. Howell L. Peden
5 Mrs. Louise Maxon Rea
5 Miss Maurine Skinner
2 Mr. & Mrs. James Stewart

CLASS OF 1940
27 Donors for $2,040
William Rike—Chairman
5 Mr. George Atte
Mrs. Louise C. Bagge
7 MRS. CLYDE M. BLACK
10 DR. & MRS. GORDON L. BLACK
4 Mr. Winston L. Black
2 MR. & MRS. ROBERT L. BOWLING
2 Mr. & Mrs. J. W. Byers
10 MR. & MRS. PAUL H. CARLTON
5 MR. & MRS. S. C. CROWELL
5 Mr. Salvador D. Del Valle
6 Mrs. Dean Earp
4 Mrs. Earl W. Heathcote
5 MRS. A. M. JOHNSEN
2 Mrs. Margaret Assmann Kahl
5 Mrs. & Mrs. J. D. Lambeth
8 MR. JAMES M. MAURICE
2 Mr. Robert T. Mitchum
10 Mr. & Mrs. Hibbard G. Polk
9 Mr. Morris H. Raney
3 Mr. & Mrs. E. P. Rister
2 Mr. Robert R. Ritter
5 Mr. & Mrs. J. D. Shasha
5 Mr. Sam J. Rosenberg
4 Mr. & Mrs. E. J. Silsby
2 DR. & MRS. WILLIAM S. STRAIN
Mrs. L. H. Swager
4 MR. & MRS. DAVID W. TAPPAN
9 MR. R. A. Whitlock

CLASS OF 1941
16 Donors for $684
William Rike—Chairman
8 Mrs. Kate P. Blanchard
5 MR. JAMES ALBERT DOWITT
2 Mrs. Helen C. Dickenson
6 Mrs. Rafael Hall
5 MRS. ROSITA M. HALE
5 Mr. & Mrs. Louis S. Kahn
10 Mr. & Mrs. Warren Lord
10 Mr. & Mrs. James R. Martin
10 MR. WILLIAM B. MAYFIELD
8 Rev. Howard S. Pitts
10 Mr. William F. Rike, Jr.
10 Mr. & Mrs. Pollard Rodgers
2 Mr. Alfredo Terrazas
5 ING. SALVADOR F. TREVINO
2 MRS. CLEO HARDY WIFFF

CLASS OF 1942
24 Donors for $1,000
William P. —Chairman
Mrs. Raul G. Amaya
5 Mrs. May W. Barton
10 DR. & MRS. WALLACE H. BLACK
4 MR. & MRS. DAN BOYD, JR.
MR. DAVID L. CARRASCO
Mr. Victor M. Cobos
4 Mrs. Ferm Cound
6 Dr. William G. Figueuroa
Mr. Clyde R. Hammond
2 Mrs. Thornton Hardie, Jr.
4 DR. & MRS. JOHN W. HARSBARGER
10 Mr. Thomas W. Hope
2 MR. & MRS. JACK L. HUNT
Mrs. Margaret Caster Kidd
9 Mrs. Judging W. Long
5 Mrs. Effie S. Meredith
6 DR. & MRS. R. L. MOORE
4 Mrs. Clarence J. Oppenheim
2 Mrs. Rosemary W. Paul
5 Mrs. Demey L. Pillow
3 Mr. Elliot H. Shepleigh
2 Mrs. Jane Downey Spencer
10 Mrs. Edythe L. Threadgill
5 Mrs. Lelaoy Williams

CLASS OF 1943
25 Donors for $577.50
Thomas LaRock—Chairman
4 Mr. & Mrs. H. E. Alexander
5 Mrs. Marie Leola Antweiler
3 Mrs. Elizabeth Boden
5 Mr. & Mrs. Earl Brown, Jr.
2 Mrs. Dorothy Ann Caldwell
Miss Frances Clayton
2 Mr. & Mrs. William C. Collins
2 Mrs. W. R. Crawford
2 Mr. & Mrs. Mike Devlin
2 Mrs. & Mrs. Peter de Wetter
3 Mrs. Margaret W. Farthing
2 Mrs. Betty K. Grefelt
3 Mr. & Mrs. Thomas B. LaRock, Jr.
2 Mrs. Clifford R. Marsh
3 Mr. & Mrs. Edward Olsen
5 Mrs. Elwin C. Pfaff
2 Mr. & Mrs. Joe H. Rosenway
2 Mrs. Richard H. Schneider
6 DR. & MRS. V. A. STEMBRIDGE
5 Mr. & Mrs. Donald Van Doren
2 Mr. Thurmond A. Williamson
5 Mrs. May D. Yanegata
GIFTS BY NON-ALUMNI INDIVIDUALS AND FOUNDATIONS

CLASS OF 1944

8 Donors for $111
Mrs. Marjorie Hillman

CLASS OF 1945

11 Donors for $657
Rachel Myers—Chairwoman

CLASS OF 1946

17 Donors for $332
Mrs. Edith H. Clarke

CLASS OF 1947

19 Donors for $1,412
Mrs. Charles M. Boulton

CLASS OF 1948

37 Donors for $3,015

CLASS OF 1949

48 Donors for $1,397

CLASS OF 1950

51 Donors for $1,203

Gifts made jointly by married alumni were recorded under the husband's class unless otherwise instructed.

Numerals preceding names indicate number of consecutive years alumni have given. Names of Matrix Society members are in capital letters.
The Matrix Society

A five-year projected goal was squarely met by the Matrix Society during 1972. Membership in the Society reached 200 from 162 the previous year, the largest annual increase in membership in the history of the Society. The goal of 200 members had been set in 1968 when the organization for leading alumni contributors was founded.

Contributions from Society members totaled over $40,000 for academic purposes at the University, and accounted for two-thirds of the total contributions by all alumni in 1972. In addition to these substantial contributions, the Society has done much to strengthen communications between the University and alumni through the continuing sponsorship of luncheon meetings at the University between Society members and U. T. El Paso administrators.

Serving his second year as Chairman of the Society, was Robert F. Echlin. Vice Chairman was Hughes Butterworth, Jr., who succeeds Echlin as Chairman for 1973.
'73 ALUMNI LEADERS—Bruce G. Bartell (seated), 1973 Alumni Fund Chairmen, discusses plans for the annual telephone campaign to be conducted in March with Vice Chairman Sanford C. Cox, Jr. Second Vice Chairman (not shown) is Robert W. Summerford.

GIFTS made jointly by married alumni were recorded under the husband's class unless otherwise instructed.

Numerals preceding names indicate number of consecutive years alumni have given. Names of Matrix Society members are in capital letters.
MEMORIAL CONTRIBUTIONS

The University was privileged to provide a meaningful vehicle for many thoughtful remembrances of relatives and friends during 1972. Many of these contributions consisted of last gifts of knowledge through the purchase of library books identified by memorial bookplates, while others provided financial assistance for deserving students.

The amounts of such gifts may vary but all are gratefully received and acknowledged by the University as a constructive service to the community, which enhances the future of both.

In Memory of...

In Honor of...

Memorial contributions may be sent to the Development Office At The University of Texas at El Paso, Next of kin are promptly notified and official gift receipts are provided to the donor. Information concerning permanent memorial funds may be obtained from the Development Office.
Learning From Each Other:

"IT'S A MATTER OF RESPECT"

by Jimmy R. Walker

Respect. That's a new feeling for some of us, for me. We're comfortable with 'for' and 'against', 'right' and 'wrong', but respect, that's something else again.

"In the beginning I stereotyped them all—sorority chick, black athlete; weak, timid chica; militant; mother, retired colonel—in the end, there was no generation gap, no caste system, no pretenses; we accepted each other for who we were."

These are typical statements of students who have participated in what UT El Paso students have come to call "I-Groups." Over the past five years more than 1500 students, faculty members, administrators, and townspeople have gotten together in these small groups. The purposes of the groups are simply to give people the opportunity to spend time together so that they can develop more understanding and communication.

Historically, the groups were begun as part of the activities of a class. At the request of a professor, two members of the Student Affairs staff conducted some relatively unstructured group sessions in which the class members could talk about whatever concerned them.

By the spring of 1968, black-white problems on campus had become so volatile that a creative response was demanded. The symptoms were fights, petty vandalism, and rampant rumors of discriminatory practices. The real problems were mostly hidden and rarely verbalized. Only when there was sufficient trust between individuals did the basic causes of unrest come to the surface. In the words of one black student leader, all the complaints and all the rhetoric boiled down to a feeling of "not being respected."

Such a situation is not affected by force, more rules, laws, or demands for "law and order." Because it concerned how people related to each other—how they treated each other in their day to day associations—an altogether different kind of response was indicated.

Intensive small groups were among the measures used to respond to the needs shown. Two kinds of groups were utilized. The first were open, grievance-airing sessions with small groups of black students. These served to help scotch rumors, to allow positive responses to legitimate problems, and to open lines of communication. The second, the I-Groups, which were gaining popularity on campus, became in many instances, black-white groups. These groups progressed from arguments, defensiveness, and rhetorical testing to discussions of real problems: interracial dating, mutual distrust and suspicion, and discrimination, both real and imagined.

By the end of 1968, the groups included many members of the increasingly active "Chicano Movement." Here the groups were less successful. Although there were and continue to be individuals who participate in the I-Groups who are also leaders in the "Movimiento" the overall impact and positive benefits have not been nearly as great as was the case with black students.

The participation of hundreds of people divided into these small groups helped to diminish misunderstanding and the hostilities and tensions which resulted. Somehow the time spent together helped people to transcend their differences and to begin to stress mutual appreciation and acceptance.

Self-reports of I-Group participants reveal individual and group learning and development far beyond mere surface responses to overt social problems. But first, a description of an I-Group.

The name just happened. Some people say the "I" stands for involvement; some say interaction. For others, it's merely the pronoun "I" which symbolizes the assertion of individuality. All are appropriate, but "interaction" is perhaps most accurately descriptive of the dynamics of the groups.

A single group consists of from eight to 10 persons plus one or two "moderators" or "facilitators." The group members are volunteers who commit themselves to spending from 30 to 30 hours together. The meetings may be over a single weekend or they may be for three hours per week over a 10 week period.

Over time the participants come to trust each other and to share their real feelings. The progress tends to be slow. Sometimes it's painful, and it is invariably frustrating. For an overwhelming majority it is a rewarding experience which helps the group participants understand themselves and others better. They also learn how to improve their interpersonal relationships outside the group.

The moderators? Their first task is to teach by example that each person must take responsibility for his own behavior. This is frustrating because no one tells the group what to do. The individuality that emerges is worth
the effort. Allowing people to assume responsi-
bility for their own behavior is a powerful

teaching method. By being models of effec-
tive communication and building trust in the
group, the moderators pretty well work them-
selves out of any leadership role and become
group members. There are no games, no
tricks, no planned exercises or gimmicks; just
people spending time together learning how
to be more constructive, more honest, and
more effective in their relations with others.

Just as the settings for the groups vary from
on-campus to off-campus retreats, so do the
objectives vary. Interracial communication and
understanding was originally a primary
goal. Nowadays it is a rare group which does
not deal with the breaking down of racial
and other stereotypes, and with the slow, dif-
cult struggle toward mutual respect. Accord-
ting to the needs of the participants, other
objectives might be:

* learning interpersonal skills such as em-
pathy, listening, conveying respect, etc.
* learnings about small group behaviors,
both verbal and non-verbal.
* finding out how one’s ways of relating to
others is seen by them.
* alleviation of loneliness.
* learning that others have problems, wor-
ries, ups and downs.
* doing away with artificial barriers be-
tween people.

The groups are not intended to be ends
within themselves. It is intended that what is
learned in the group be transferred to one’s
everyday life.

Post-group impressions range from enthusi-
astic excitement to feelings that the time was
wasted. Some group participants make state-
ments like the following about their experi-
ence:

“Unbelievably exhilarating!”

“If everybody went to these groups, we
wouldn’t have any hate, or any war.”

“Why can’t we make the whole world one
big 1-Group?”

The majority of the reports are positive, but
more restrained:

“I found it to be a deep, rewarding experi-
ence.”

“I truly consider the group experience as
one of the most meaningful and rewarding
experiences in my life.”

Commenting on what they learned, mem-
bers say:

“I learned to express my feelings and to
deal with them. I learned that deep down, all
of us need love and acceptance.”

“I’ve learned to trust and love some very
good people. Trust is such a fantastic thing,
and love is not just to give and not expect it
to be returned.”

“The groups are part of what I feel educa-
tion is all about.”

“I would recommend an 1-Group to anyone.
It would help to solve the so-called communi-
cation gap that exists in today’s society. The
meetings were a great experience for me.”

Such thoughts are often difficult to express.
For the most part we learn to keep our feel-
ings inside us and pretend they do not exist.
This is particularly true, oddly enough, of
positive feelings.

“The group really accepted me. They all
said ‘We like you.’ Lord, I thought I’d never
get it out and written down.”

“I have finally begun to open up. It’s really
a good feeling to be able to express what’s
going on inside you without feeling someone
is going to laugh at you.”

“I learned to listen and to interact better
with people within a group. But even better,
I learned to express my feelings without be-
ing afraid.”

Of course, not everyone responds positively
to this somewhat unique learning situation.
Some drop out for various reasons. Oth-
ers persist and then in retrospect report the
group experience to have been not worth the
time invested. This latter group represents from
one to two per cent of those who finish a
group and report their impressions.

An example is a student who entered a
group with very specific expectations about
what she would get from it. She was disap-
pointed.

“There was no purpose and no direction. I
found this to be the most frustrating thing
imaginable. The time people waste trying to
communicate with or interact with others
could best be spent reading books.”

Another stated:

“It was the most ridiculous experience I’ve
ever had—a farce, a complete waste of time.”

Actually most participants feel frustration
at some time during the course of the group.
For some these feelings are not resolved, but
persist to the end.

Sometimes the values, attitudes, and life
experiences of people are so divergent that
they have great difficulty staying in the same
room together. In those situations in which
groups or individuals are extremely polar-
ized, great benefit can accrue, but only if
they are willing to listen and try to under-
stand the point of view of the other. This re-
quires listening and trying to appreciate what
it must be like to be the other person. Under-
standing does not mean agreeing. When
those words are confused, endless, useless
arguments are the result.

People who believe that their answer is
the only one, and who try to impose their
beliefs on other people, learn that their efforts
to convert others are not appreciated. Those
who are not willing to listen to others do not
gain from encountering those who believe
differently from themselves.

Like any teaching and learning method,
small groups are criticized. Most critics have
different views, but it is not unusual for them
to see the group as an end in itself, not
sufficient to achieve the larger goal of
understanding others.

Because personal growth is often difficult
and any change can be threatening, there
are many rumors and criticisms of what hap-
pens when people spend time together in a
small group. A method which allows the
group to move at its own pace without force
or pre-planned activities has been validated by
both research and practice to be safe,
supportive learning climate.

There are other problems. For example,
groups like any other educational method,
can become a fad. Cultism, group depend-
ence, and the substitution of communication
in groups for genuine, emotionally-gratifying
relationships outside the groups are all tend-
encies which are discouraged.
The aim of the groups is not to perpetuate some kind of group addiction, but to transfer the learnings from the group to one's relationships outside the groups themselves.

What do people do when they are given the chance to assume responsibility for their own interpersonal behavior? They flounder around a lot, testing the "leader" to see if he or she really trusts their ability to spend their time together productively. Sometimes they get angry when nobody tells them what to do.

Initially most individuals act as if they were not in the same room with other people. They talk about topics having no real relevance to each other. Often they become bored with their own conversation after a while, but continue to talk in order to avoid silence.

Early in the course of a group, people often act out stereotypic roles. They are teachers, parents, children, leaders, followers, etc. In these roles they tend to speak in terms of "we" and "they". They talk for "people," instead of for themselves.

After some seven to ten hours together, (this may be the same day, or over a period of weeks) they tend to speak as individuals rather than as representatives of some group. "I" comes to be used more often than "we". This is not selfishness, but an expression of individualism. People drop their masks and facades and relate on the level of real meanings and feelings.

As anxiety diminishes, trust increases. Suspicions and distrust are replaced with understanding and respect. "A true learning and sharing experience with people who will accept each other as they are."

Outcomes are best shown by the reports and evaluations of those who have gone through a group. But first, a description of what happens in the typical group which has chicano, black, and anglo participants.

Initially differences are either exaggerated or glossed over. Group members say things like: "I don't trust whites," or "I don't see color." After a while race or ethnicity become focal issues. The statements that follow are typical.

Young chicano: "On being notified of my acceptance for an I-Group, I decided to get myself ready for quite an encounter with what I perceived to be a white man's game. I was mentally ready to outthink, outdo and outpsych any affront to my Raza... But, damn, was I disappointed. I couldn't believe that a group of whites and blacks could be so broad-minded. This really blew my mind, for I had prejudged everybody to be some type of prejudiced s.o.b.

Another somewhat older chicano: "I have to admit I had a pretty narrow view of other people, especially anglos, prior to the sessions. Before, I felt that all angels had it in for me and that I couldn't trust them. At the start of the session I didn't imagine I was going to be accepted by most of the group. What I am trying to figure out is why I was accepted by such a variety of people at the same time."

An Anglo woman: "We came to accept each other as individuals and not on the basis of being black and the other white."

A black man: "There was a sense of closeness and of shared experiences. In the weeks since the group meetings the members still have a sense of identification with each other."

Another anglo woman: "The morning was beautiful, but I still felt tired from Friday's encounter. I was particularly disturbed by the sentiments of the chicano movement voiced by two of the chicano members. Then I was made aware of how I was listening to them, but not hearing them. That was a startling revelation. As soon as I stopped arguing we began communicating. I simply wanted to be judged for myself and not for my skin color."

A Chicano: "My real need I discovered was to understand this great differences among humans and respect and accept them."

A Chicano: "They really accepted me. At first I thought it was 'Take a Mexican to lunch week,' but later I saw that their sentiments were real."

Some are skeptical about the long-range effects and the application to everyday human relations.

A Chicano: "Way deep inside I can't help but feel that the sessions were sort of superficial."

A Black man: "I just wonder how much of that concern will last beyond the group itself. The expressions that follow are representative evaluations of the interracial group.

"Now I try to listen and observe before I judge people. I truly want to believe that there are a lot of angels who accept me and are not prejudiced. It's so hard for me to try and explain such a meaningful experience."

An Anglo Woman: "When it was over I think we had really begun to like each other and not for any other reason than we accepted each other as human beings. As we were leaving I heard John (a black member) say that now we'll go back to being chicano, black, and anglo. I have to disagree with him."

A Black Man: "... an interesting and rewarding experience."

An Anglo Woman: "... one of the most valuable experiences in my life."

A Young Chicano summed up his experience like this: "There was an exchange of feelings, thoughts, and actions toward one another—all saying 'Lock, all of us here are one'. Recapitulating the group itself, it is very beautiful to know that amongst us, our world, our campus, seemingly filled with computerized scholastic dummies, real people do exist."

Among the varied learnings reported after the groups is increased self-knowledge.

"I found out that people cannot get close to me. Now that I am aware of this I have been trying to let myself open for closeness."

"This has brought a new and wonderful relationship with my family, and especially my wife."

"For the first time in my life people were seeing me as I am, my good points as well as my bad points, honestly without reservation. And for the first time in my life, I listened."

"I learned that I have a habit of being too defensive about my attitudes and that I am too eager to always justify my position. In the future I plan to listen more, absorb more, speak less, and justify less."
"I'm not a made-over man or a crusader, but I am much more aware of people, more considerate, open, and honest. My openness with my family has become more meaningful than I ever imagined it could be."

"I have found myself more able to express my feelings with my parents, sisters, brothers-in-law, friends, and (how wonderful) my fiancé."

"I came to see that I am not the only one who has problems. The group helped me to understand that it is far too short-sighted to be constantly wrapped up in my own problems when these problems are so infinitesimally small in comparison to those of others. I also experienced a desire to be more patient, more willing to listen, more tolerant of other viewpoints."

"I have learned to be more open and to share my feelings or thoughts with others instead of keeping them to myself and rationalizing."

"I feel less inhibited, more relaxed—like I don't have to suppress my feelings anymore. I can be myself and I feel happy!"

"I learned that I can be accepted by others just being myself."

"Through all my perplexing feelings the words of another group member kept recurring in my mind. 'You're not here to measure up to anyone's expectations. It's all right to just be yourself.' I've heard or read these words before, but for the first time they were applicable to me!"

"I find myself being more and more sensitive to others and their feelings and ideas. I notice people a lot more now than I ever remember doing. I want to listen more now because I feel that no matter what a person says, he is important and what he says is him and there is no one in the whole world that thinks like him or can be him."

The support and encouragement of a small group gives many people a renewed sense of self-confidence.

"I'm not afraid to talk to people any more or to speak in class."

"I realized that my feelings and opinions were important. I expressed them and if someone disagreed that was just too bad."

Loneliness and a feeling of alienation are all too common in the busy lives of university students. The intensive small group experience often helps people overcome feelings of being alone.

"I felt that everyone in the group was a part of me and I began to get the feeling of being important, of belonging."

"I think that the value of I-Groups lies in the fact that I did eventually realize that I am not alone. People who seem to be threatening or irritatingly unapproachable are only so because we fail to take a deeper look."

I-Groups afford students opportunities to learn from each other. The groups are not for therapy or for "kicks" or "highs." They are unique learning situations.

As is the case for any experience, there is difficulty in communicating its meaning to others. The best way to learn about such groups is to experience one. There's no magic or promise of conversion or salvation, just an opportunity to learn more about one's self and about other people. The necessary ingredients are people willing to commit themselves to the purpose of trying to communicate and understand. A leader isn't necessarily needed, but a facilitative person can be helpful if he's willing to put others' needs above his own.

The quotations used here came from all segments of the student body. They were as young as 18 and as old as 67. They were Catholic, Jewish, Protestant, agnostic, atheist, Bahai. They came from all parts of the world. They were conservatives, radicals, liberals, militants, pacifists, and activists. They were Army officers and enlisted men and they were conscientious objectors, veterans and ROTC students. Ethnically they were Mexican, black, Mexican-American, chicoño, anglo, French, German, Indian, Peruvian, Israeli, Arabian, Okinawan, Filipino, Panamanian.

William James once said: "Those who are acquainted with making the world more healthy had best start with themselves." The intensive small group experience has given many idealistic students the chance to do just that
ALLIGATOR!

Being a True Narrative of The Great San Jacinto Raid, in the Old Miner Spirit, December 10-11, 1952, By One who Saw it All and Survived to Tell the Tale:

SAMUEL E. VANDIVER, CLASS OF '53.

The trouble with being 40 is that you begin to remember things that happened 20 years ago. And 20 years ago was a different world—now sadly remembered only in our fad for nostalgia. As you enter the fifth decade of your life, you begin to wonder if your youth was any better or worse than the young experience now. Well, one thing is sure: Life may not have been simpler then, but it was more real.

It was real enough the night we stole an alligator from San Jacinto Plaza, abode with Christmas decorations in downtown El Paso, and put it in Dr. Howard E. Quinn’s locked office on the second floor of the Geology Building.

How was all this accomplished? Who was involved? These questions have occupied my memories for some time now; and I even speculate at times on why it was done. In the words of our maximum leader on that night, perhaps it was done because it was there to be done, because the idea and the spirit compelled us to do it. Our maximum leader, you may surmise, was an existentialist even then. Our fad for nostalgia. As you enter the fifth decade of your life, you begin to wonder if the world was any better or worse than the young experience now. Well, one thing is sure: Life may not have been simpler then, but it was more real.

The plot was hatched in the brain of Dale Brittan, perhaps one of the truly free spirits ever to matriculate at Texas College of Mines and Metallurgy cum Texas Western College cum UTEP. What Dale was was, how he lived, the manner of his death—these are things of which great novels or tragic lyric poems are made. Hemingway said, “All stories, if continued far enough, end in death, and he is no true story teller who would keep that from you.” And they died, those young men—Dale, Jim Cunningham, Bob Houze—but this story will not tell you that. That fall of 1952 was the autumn of our youth, and that is an age when nobody dies. The spirit of Brittan and the spirit of our county's romance, and much of the merry prankster. Life was to be seized, lived, and done with—though not one of us could have told you what carpe diem meant. We just did it. Oh, boys, memo morti, but first you must live. Where are they, those free spirits? I can hear Hal- deen Braddy even now declaring, Mais ou sont les neiges d’antan?

Bastante balderdash. Literary allusions will not recapture their being. Only their deeds, only their heroic deeds can show what they were. But the things they did can no longer be done.

For the world has changed. Too many administration buildings have been occupied, too many non-negotiable demands have been made. Too many marches, too many causes. Who, today, could find the grubstake for a meal behind the cushions in the Student Union Building as we so often did? Who, today, could decorate an old Studebaker Coupe in 30 riotous minutes behind the powderhouse and take it out to win as first place “float” in the Homecoming parade? Who, today, could take initiates through the hell of Engineer's initiation at Orogrande without representatives of a dozen government bureaus on hand to stop any violations of civil rights?

I cannot begin to reconstruct for you what life was in 1952—the year someone, every one elected Eisenhower; the year the football team defeated mighty Texas Tech in Lubbock one week, and the next week at Las Cruces allowed New Mexico A&M to humble them with a tie. Those were giants who suffered from ordinariness when given the chance, but they rose to the occasion once and filled our hearts. It was the year when we still went to Juarez for burritos (what was the name of that place, one block off Juarez avenue?), and you couldn’t find a Taco Bell anywhere in the pure and innocent Southwest. How many millions of flour tortillas later is it now? I cannot tell you what it was like in those days, to sit quietly in the Kern Place Tavern, hen and Mitchells’ Premium, and watching Winston Farquier’s hallmark on the shuffle-bowl machine. (Once, with a rabbit ear, the six and ten left down, he turned to the table and said, “Five dollars says I pick it up,” and, setting whatever bets he could scrounge, turned and picked up the impossible shot.) I can’t tell you what it was like, and you will never know if you weren’t there—for there is no more Mitchell’s Premium, and I suspect that Winston’s fine line and even finer lines can only have gone the way of all snow, sand, and youth. How can anyone ever tell you what it was like, watching the Red Raider half-back Bobby Cervantes smash again and again with inhuman strength and determination into the teeth of the Miner defense, to be repulsed, once, twice, three times, seven times, who knows, how many times, by King Duclos, George Clem­ents, Harris Cantrell, Harold Oswald, Cowboy Davis, and the other heroes who battled only for honor and school? How can you ever tell what it was, in those golden days, that made Barry Shaw throw his car into a four-wheel-drift on a certain curve on the Mesa highway? That world is gone—the curve is no longer there, a victim of progress. They call it progress, but they have killed the romance of the place. The only chemistry I knew then and remember now was \[H_2O + SO_2 = H_2SO_3\] more or less the formula that described what happened in your throat when your own precious bodily fluids mixed with the gasses that came over the hill from the world’s tallest smokestack at American Smelting and Refining, and you made your own hydro sulfurous acid. How many of us went over to watch the Miners football team gasp through wind­sprinths in that air that we now know to call polluted? Everything today is polluted. The only thing we called “crap” in those days was biodegradable; now every thing is crap, franchised and neatly packaged over a hundred different counters. (Of course, we did have the campus chowhall, but that is another story.) It is 20 years later now, and some of us may even be living in houses that we have almost paid for. In those days, a hard hat
was something the Westsiders wore on summer jobs in the mine at Climax, Colorado. In those days, the campus was divided between the West Side (the Engineers) and the East Side (the Pogo-dillos), and the memory of the first name change was enough to send Dean Gene Thomas into a state, a real state. Brittan, that sly hustler and son of the true spirit of Mines—Dale himself went downtown and other things also.

to come a ski-bum by buying your way in at some K-Mart sport shop. (He went off to different ski shops to buy his own skis, even his old pair of the first name change was enough to send off the die-hards who refused to acknowledge any change.

the top of his '37 coupe; today the skis themselves, even his old car, would fetch exorbitant prices at some store peddling nostalgia.) He was a rock climber two decades before you could buy books to tell how to do it; he did it by doing it, by vibrating alone and terrified on some impossible rock face. Learning to push out on his own and find his fingers, learning to make the climb without hauling himself up by mechanical devices. His skills meant a lot that night of the glorious Corps, he visited Fainless Nell's tattoo parlor in San Diego to get the best Norway tattooed on his chest? (Nell did not know what the flag of Norway looked like, so Dale settled for a black panther sinuously tattooing up his arm.) Did you know that he shipped out on a tramp steamer from Alaska that spring of 1883, after the sitting at Sun Valley and Banff, to sail to Yokohama and buy a seabag full of Japanese lights and glass and skis for the next year at school — until his death? He did some other things.

He thought up the idea of the alligator in a professor's office one day sitting in the Student Union snack bar. The table was filled with hushed, conspiratorial whispers and great guffaws, but on the day the idea was born, nothing much came of it. I remember Clayton Edwards eyeing us suspiciously from behind the bar. (But Clayton was a good soul, too; how many free cups of coffee did he set up for the boys at the end of the month—whenever Jimmy Kitts wasn't watching?)

The Great San Jacinto Raid really began around 3 p.m. on the afternoon of December 10 at the front table in the Kern Place Tavern. Dale was there. Paul Corban was there. Pablo was holding forth and drinking the nut-brown ale as only Pablo could hold forth and drink. Leigh Atwater was there. Paul Main was there. And somehow I forgot to go to my evening class because the spirit of the time was just too much upon me. (That's why I was absent from your English 354 class that night. Mr. Fugate: I suppose it was the only excusable cut I ever took.) And the 'gator was there in the talk until eventually some one said, "Tonight is the night. Don't let that 'gator." We planned the whole thing, and went to Hudsheid Hall to recruit more muscle. (And got called down by Dr. Anton Berkman while we were marching around the halls.) The final roster:

Leigh Atwater, driver of the get-away car. Leigh owned a Studebaker that had a long, ancient, and probably nonfunctioning horn. It was obvious that the car wasn't the most reliable we could have used.

Ron Mishkin, who once played trumpet at the Front. Ron was a Texas moon rose over Mt. Franklin. Ron was a weight-lifter, a quality we would come to realize for ourselves.

Wesley Campbell, a normally quiet, sincere young man who, when in his cups, could give the most startlingly realistic portrayal of a man, natural, hip, and a native of Orange county. It was not so soon as to disqualify himself from the GI Bill? Did you know that while he was waiting to be surveyed out of the glorious Corps, he visited Fainless Nell's tattoo parlor in San Diego to get the flag of Norway tattooed on his chest? (Nell did not know what the flag of Norway looked like, so Dale settled for a black panther sinuously tattooing up his arm.) Did you know that he shipped out on a tramp steamer from Alaska that spring of 1883, after the sitting at Sun Valley and Banff, to sail to Yokohama and buy a seabag full of Japanese lights and glass and skis for the next year at school — until his death? He did some other things.

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The guy kept on talking while I heard noises and voices coming from the direction of the pond. Finally, Brittan walked over. His trouser legs were wet to the knees, but he walked with his usual sound shoulders and sturdy legs, climb. He had Mishkin, the weight lifter of the century, and we crawled through the fence, snorting through the still night campus), up the stairs and into the Geology Building. Dr. Quinn was in his office, prepaing for class, when a janitor came running to his office and reported that he was as much a part of the university as the buildings and traditions and suburban air and student body. Dr. Quinn was in on the whole thing, not from the start in Dorothy Webb's Red Front Saloon, but in on it from a point in time that made the gag work perfectly. It was only by conjecture and hypothesis that we were able to determine his full involvement.

It seems that Dr. Nelson had a class at 8 o'clock, in that classroom right next to Dr. Quinn's office. Sometime before 8, Dr. Nelson was in his office preparing for class when a janitor came running to his office across the hall from Dr. Quinn's. (The janitor had cleaned the offices early in the morning in those days, a fact we had not reckoned on.) 'Come look,' the janitor said, in so many words, and led Dr. Nelson to Dr. Quinn's door, where they both contemplated the beast thrashing about on the floor. Dr. Nelson very quietly closed the door and told the janitor to mind his tongue and everything would be taken care of.

When the commotion started just before 9 o'clock, Dr. Nelson was lecturing to his class, and with a mighty effort and superhuman concentration refrained from even looking out the door. He did not crack a smile when Dr. Quinn's quavering cry to his wife drifted into the room. He lectured until the bell rang, skillfully and with determination, while the crowd gathered, the hubbub increased. Then, Dr. Speedy Nelson closed his notebook on the last echo of the bell, walked out of the classroom, and without so much as a glance left toward his colleague's office, walked with steady gait to his own office, went in, and closed the door.

According to the El Paso Herald-Post story on Thursday, December 11, 1952, the alligator was about to be discovered in Dr. Quinn's office. According to the El Paso Herald-Post story on Thursday, December 11, 1952, the alligator was about to be discovered in Dr. Quinn's office. According to the El Paso Herald-Post story on Thursday, December 11, 1952, the alligator was about to be discovered in Dr. Quinn's office. According to the El Paso Herald-Post story on Thursday, December 11, 1952, the alligator was about to be discovered in Dr. Quinn's office. According to the El Paso Herald-Post story on Thursday, December 11, 1952, the alligator was about to be discovered in Dr. Quinn's office. According to the El Paso Herald-Post story on Thursday, December 11, 1952, the alligator was about to be discovered in Dr. Quinn's office. According to the El Paso Herald-Post story on Thursday, December 11, 1952, the alligator was about to be discovered in Dr. Quinn's office. According to the El Paso Herald-Post story on Thursday, December 11, 1952, the alligator was about to be discovered in Dr. Quinn's office. According to the El Paso Herald-Post story on Thursday, December 11, 1952, the alligator was about to be discovered in Dr. Quinn's office. According to the El Paso Herald-Post story on Thursday, December 11, 1952, the alligator was about to be discovered in Dr. Quinn's office. According to the El Paso Herald-Post story on Thursday, December 11, 1952, the alligator was about to be discovered in Dr. Quinn's office. According to the El Paso Herald-Post story on Thursday, December 11, 1952, the alligator was about to be discovered in Dr. Quinn's office. According to the El Paso Herald-Post story on Thursday, December 11, 1952, the alligator was about to be discovered in Dr. Quinn's office.
CLASS OF 1922:

Ewald Kipp, who earned his mining engineering degree from the Texas College of Mines "when there were only about 90 students on campus," is not at all interested in retirement. Now 72, Mr. Kipp is a mining consultant for Irico Chemicals in Salt Lake City and says, "I don't want to retire. I want to be in the middle of the stream. A native-born El Pasoan who grew up along the El Paso-Juarez border when Pancho Villa and his revolutionaries were very much on the scene, Mr. Kipp was also a high school classmate of S.L.A. Marshall and wrote to compliment NOVA on its interview with SLA last issue. Describing the photograph he sent at our request, Mr. Kipp said: "The old miner's pick that I am holding I found in an old worked out stope in the 'gob' (fill) in Questa, N.M. near the Red River, some 13 miles from Taos. I was servicing an Eimco 12B mucking machine, and saw the pick end of this rusty relic sticking out of the gob. I am sure that such ex-operators in the mining game as Fred Bailey, John Savage, Dick Tighe, Roman Conchita and all of us who have mucked, drove drifts, laid sill floor, built shutes and 'spit' many a fuse with our carbide lamps and laid track, will recall using a pick similar to the one in the photo."

Ewald Kipp

CLASS OF 1932:

Col. W. T. Bartlett, retired from the U.S. Army since 1962, has been involved in real estate investments since then, and also does high school classmate of S.L.A. Marshall and wrote to compliment NOVA on its interview with SLA last issue. Describing the photograph he sent at our request, Mr. Kipp said: "The old miner's pick that I am holding I found in an old worked out stope in the 'gob' (fill) in Questa, N.M. near the Red River, some 13 miles from Taos. I was servicing an Eimco 12B mucking machine, and saw the pick end of this rusty relic sticking out of the gob. I am sure that such ex-operators in the mining game as Fred Bailey, John Savage, Dick Tighe, Roman Conchita and all of us who have mucked, drove drifts, laid sill floor, built shutes and 'spit' many a fuse with our carbide lamps and laid track, will recall using a pick similar to the one in the photo."

CLASS OF 1936:

Mrs. Edith Zanker (M.Ed. '38), executive director of Memorial Park School for Mentally Handicapped Children and its new "adult" unit, (the latter established in 1971 with the aid of a large donation from the Northwest Sertoma Club), has been nominated for the Sertoma West Texas-New Mexico district annual Service to Mankind Award. Mrs. Zanker was the first teacher of retarded children in El Paso, and one of the first such teachers in Texas.

CLASS OF 1940:

Mrs. John D. McDaniel and her husband have moved to El Paso six years ago, and have a year absence during which he was employed by the Los Alamos Scientific Laboratories. Mrs. McDaniel is now associated with Holdeman-Ellis Real Estate Co. while Mr. McDaniel is working toward a degree at UT El Paso.

CLASS OF 1946:

Emil James Mueller, Jr., lives with his wife and two children in Hayward, California where he is in the construction and real estate business.

CLASS OF 1947:

Dr. William R. Hintze, vice-president for academic affairs at Grand Canyon College, Phoenix, Ariz., is also interim president of that institution. Dr. Hintze joined the Grand Canyon College faculty in 1965 as assistant professor of religion and director of religious activities after earning a Th.D. degree from Southwestern Baptist Theological Seminary in Fort Worth.

CLASS OF 1954:

John E. Shryock and his family recently spent some time in El Paso during his four-month sabbatical from the Methodist Church in Rhodesia. For the past eight years, Shryock has been stationed in Salisbury, Rhodesia where he is field treasurer and has done administrative work in his job with the church.

In El Paso, Terry McCaskill and his wife operate a recently-opened Baskin-Robbins 31 Flavor Ice Cream Parlor in the Kern Place Shopping Center, undoubtedly much to the delight of their four children.

CLASS OF 1955:

Conrey Bryson, who retired last year after seven years' service as administrative assistant to U.S. Rep. Richard C. White, is a part-time instructor of political science at El Paso Community College, and continues to be active in civic and community projects.

CLASS OF 1956:

H. Gordon Frost, whose book entitled Bioumeds and Medicine was published by Walloon Press and printed by Taylor Publishing Co. in Dallas, may not have time to return to teaching in the near future. According to Frost, Blades and Barrils, which concerns edged weapons combined with various types of firearms, is the first of three books he has underway, the other two to be about odd-edged weapons, and unusual firearms. The local historian, teacher and gun collector also has some other topics in mind such as a book on ghost stories, and on the history of prostitution west of the Mississippi from 1850 to 1930.

CLASS OF 1957:

John P. Traylor is director of the Department of Central Services for the city of Jacksonville, Florida.

CLASS OF 1960:

Mrs. William J. Mciver, the former Edna A. Nixon, resides in Albuquerque, N.M. with her husband and five children, Dr. Mciver is a surgeon.

CLASS OF 1961:

Don Burges (M.A. '64) and his family—subjects of two NOVA articles (Summer, 1970, and June, 1972, issues) concerning their work with the Tarahumara Indians of Mexico—have moved to the cities of siting in the Southwest, that recently opened in El Paso, Lousanaa also is owner and vice-president of a land development firm, and vice-president of the Kolton Realty Co.

CLASS OF 1963:

Dr. Morris Lamberson is teaching finance and economics at State College of Arkansas, Conway.

F. Ray McCormick, president of McCormick Construction Co. in El Paso, was recently appointed by the Governor to the State Judicial Qualifications Commission. The commission reviews the performance of two district judges, two judges from civil appeals courts, and three judges of the State Bar, and three judges for the review of any misconduct or disability of judges in Texas.

Jack Prather is chief of the civilian training section of the William J. McCor- mick Personnel Office at Walter Reed Medical Center, Washington, D.C. 

CLASS OF 1959:

Robert Aguilar has been promoted to product manager of Farah's Daire Division, a mass-merchandising division of Farah Manufacturing Co., the largest manufacturer in the nation of men's and boys' slacks.

Army Maj. Fred Canales is assigned as operations officer to HQ 24th NORAD Region, Malmstrom AFB, Montana.

Art Lousanaa is co-head of Happiness at The Enchanted Ones, a mass-merchandising division of Farah Manufacturing Co., the largest manufacturer in the nation of men's and boys' slacks.

CLASS OF 1970:

Mrs. William J. Mciver, the former Edna A. Nixon, resides in Albuquerque, N.M. with her husband and five children, Dr. Mciver is a surgeon.
James W. Dunn Jr. is assistant vice president of the First State Bank in El Paso.

Gene W. Taylor is with the Weapons Engineering Division of the Los Alamos Scientific Laboratory.

John E. Webb III, coach at MacArthur Elementary School, is current president of the Cielo Vista Optimist Club.

CLASS OF 1964:

Ricardo V. Aranda is the new head of SER-Manpower Development Training Act project, is also on the Board of Directors for the San Antonio ISU Alumni Association, and consultant for the New Mexico Health Department and for the U.S.-Mexican Board of Public Health Association.

Mrs. Bettie H. Duncan, former teacher, is a member of the professional staff of the West Texas Council on Alcoholism and is working with other agencies in the field of alcoholism, also helps provide training and programs to members of the community through hospitals, public and private schools, civic organizations and law enforcement agencies.

Bruce Duston was recently promoted to a vice presidency at the State National Bank.

Miguel Solis recently received a Doctor of Jurisprudence degree from the University of Texas Law School.

CLASS OF 1965:

Dr. Berl Almon is assistant professor of English at the University of Texas, Edmond, Canada, where he resides with his wife, the former Anna B. Rich, also of the Class of 1966.

George A. Balanis is assistant basketball coach at William and Mary University in Virginia.

Mrs. Ora Clarkston (M.Ed. '72), fifth grade teacher at Dolphin Terrace School, has been named "Teacher of the Year" by teachers in the Ysleta School District.

Tony Falco, a baritone singer, was featured in the famous Christmas Show at the Radio City Music Hall in New York City, which continued through January, also starred in the show preceding it which ran for several weeks.

Robert T. McAlister (M.A. '58) is Senior Analyst, Research and Evaluation, with the Texas Employment Commission (TEC). His primary responsibility is to assist engineers, scientists and technicians who have been phased out of the aerospace and defense programs to find new jobs. Ochoa's wife, the former Alicia Alvarez, is a 1967 graduate of UT El Paso.

CLASS OF 1966:

Carol Barrington recently was named acting personnel director at St. Thomas Hospital. She and her husband Irvin are the parents of five children.

Ruben C. Ochoa heads the Department of Labor's Temporary Mobilization Re-employment Program in conjunction with the Texas Employment Commission (TEC). His primary responsibility is to assist engineers, scientists and technicians who have been phased out of the aerospace and defense programs to find new jobs. Ochoa's wife, the former Alicia Alvarez, is a 1967 graduate of UT El Paso.

Rita Nadeyev Sanich is a Russian, born in Shanghai, China, who came to America when the Communists took over China in 1949. She was educated at the Shanghai Normal University in Shanghai, and it is obvious that, once she had tried it, she very definitely liked it for, by the time she had earned a B.A. degree in 1966 and an M.Ed. degree in 1972, she had completed a total of 345 semester hours on campus. She now teaches kindergarten in the Canutillo Independent School District and is married to John Stanley Sanich.

CLASS OF 1967:

P. Michael Neavill is Texas Information Manager for Mountain Bell in El Paso.

CLASS OF 1968:

Larry L. Craft is a Houston general agent of National Life Insurance Company of Vermont, and is a member of the Texas Life Insurance Leaders Round Table.

Robert W. Miles (M.A. '72) is Urban Rodent Control Specialist for the far-west Texas region, Texas Rodent and Predatory Animal Control Service—a cooperative program between Texas and the U.S. Bureau of Sports, Fisheries and Wildlife.

CLASS OF 1969:

Joaquim C. Armendariz (M.S. '71), director of Science and Technology at El Paso Community College, recently was named Texas section representative to the Association of Physics Teachers' Committee on Physics in Two Year Colleges.

Mike Enriquez Baca recently was selected to coordinate statistical data for the Selective Traffic Enforcement Program (STEP) in El Paso.

Harold Crowson Jr. is a recent appointee to the post of Associate District Attorney, after earning his law degree from UT Austin and passing the bar examination last fall.

Georgina Gonzalez, a kindergarten teacher at Cadwellar Elementary School, was named Teacher of the Year last fall, based on Cadwallader faculty selection.

Helen L. Land is a Homemakers Extension Program supervisor at the University of North Dakota. She was the 1969 representative for this year's March of Dimes' March against birth defects.

Vicente M. Navarro is a member of the professional staff of the West Texas Council on Alcoholism.

Capt. Harvey J. Pendleton is stationed at Ft. Campbell, Kentucky. He and his wife are the parents of two daughters.

Thomas J. Stone and Nicholas C. Binyon (a 1966 graduate) recently formed a partnership for the practice of public accounting. The two CPA's have offices on Contra Road.

CLASS OF 1970:

Jon Breuer is enrolled at the Chicago School of Performing Arts, and has also been working on a master's degree in drama at the University of North Carolina.

Larry R. Harrison is an instructor in health education, also assistant wrestling coach at the University of Northern Colorado in Greeley, Colo.

1st Lt. William Natham Jr. has completed a year's service in Vietnam as a helicopter pilot, is now assigned to Hill Air Force Base in Ogden, Utah.

Mike Pemberton, former sports writer for the Herald-Post, has been named associate editor of the Dickson County Herald, an award-winning weekly newspaper in Dickson, Tenn.

CLASS OF 1971:

A recent message from Mrs. Sumalee Soongsiri to Northwestern Charsurikamol in Bangkok, Thailand, was much shorter than her name: "I need NOVA." However succinct, such a message is always music to the ears of the NOVA staff.

Greenberry Bailey recently was promoted to trust officer-operations at the State National Bank.

Russell Thomas Martin has been ordained a deacon in the United Methodist Church and is now attending Perkins School of Theology at Southern Methodist University in Dallas.

Bert Salazar, former newspaper reporter, is writer, public relations coordinator and photographer for Harris and Harris Public Relations in El Paso.

CLASS OF 1972:

Mrs. Elvia M. Calderon (M.A.) is working with the Bilingual Program in Fabens.

Mrs. Kay Elkins (M.A. '72) teaches geography and state history at Eisenhower Jr. High School in Lubbock.

Mrs. Winnifred McVey Middagh in is again secretary to Dr. Joseph M. Ray in UT El Paso's Political Science Dept., a job she held from 1958 to 1967. Dr. Ray was president of the University) to 1970 at which time she resigned to become a full-time student at the University. Both she and her son Bill were awarded degrees last August from the University. Winnie's husband John is chairman of the Journalism Department.

Albert A. Morales recently joined the staff of the Los Alamos Scientific Laboratory to work with the Nuclear Propulsion Division.

James Allan Sanson is teaching and coaching at a high school in Phoenix, playing semi-pro football with the Phoenix Blazers in the Southwest League, working toward a master's degree in Education from Arizona State University, and was just recently married. In his own words, he is a "buzzy fellow."

Mrs. Maria Corral Sherman works in the laboratory at Southwestern General Hospital.

Martin R. Williamson was commissioned a second lieutenant in the Air Force Reserve in August 1972, was assigned to Mather Air Force Base in California. He is now a Business major at ABAU, Calif. In the same year, he was promoted to first lieutenant.

Gary C. Young is vice president of the University Bank which only recently opened its doors and is located on North Mesa near the UT El Paso campus.

EDITOR'S NOTE

Due to increased difficulty in obtaining information from the University Registrar's Office, some changes in the compiling and listing of "Alumni Notes" has had to be made. We apologize to all who have had to be inactivated, such as in the case of one alumnus who had to keep contact with NOVA, sending changes of address and items on new jobs and new careers. All correspondence should contain the date of the writer's graduation from the University, and after use in NOVA it will be turned over to Mr. Wynn Anderson, assistant director of Development, for use in updating alumnus records, particularly so that you may continue receiving the magazine.