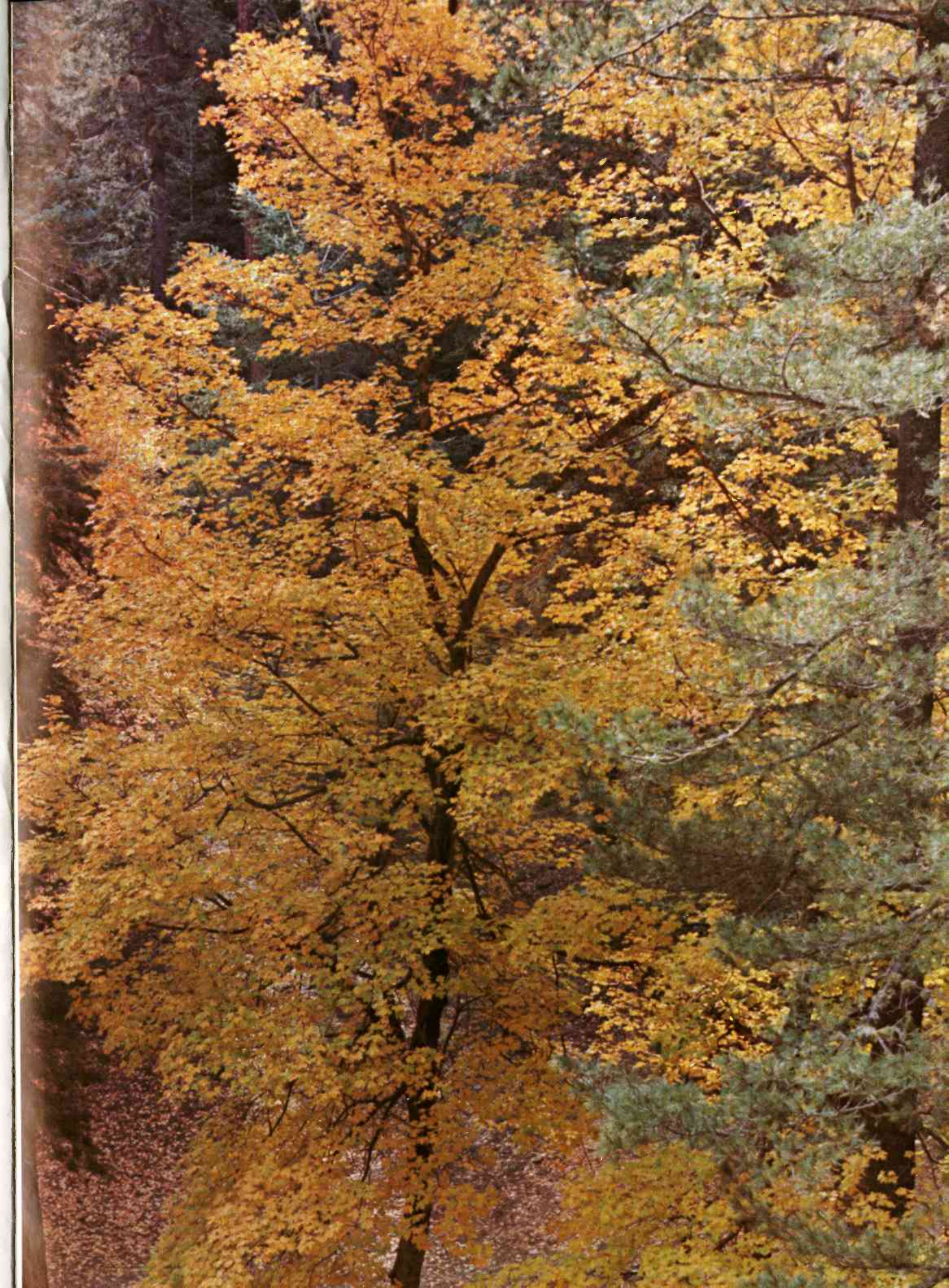


desert
12

UNIVERSITY OF ARIZONA LIBRARY

*Special
Collections*



Wondering
if the
world is
changing



or
I am
changing



Wanting
so little
and yet
so much



Displaying
myself
in a
thousand
ways

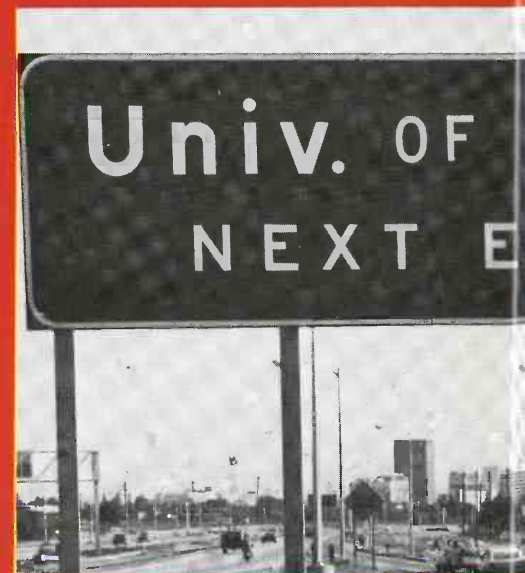




Searching
for
myself
in a crowd
of faces




Traveling
along
infinite
roads





with end-
less
exits





I open
my eyes
only
to see



the
reflection
of
myself





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**"I can try to assure
that my office is not
the stumbling block to
communications."**



Editorial by
Alicia Legg

Dr. John P. Schaefer became president of the University of Arizona last summer. He accepted the position because he feels the American educational system is in a precarious position and firmly believes that all people harboring an interest in its survival and improvement must fully devote themselves to this task. He hopes his youth, variety of experiences, and enthusiasm will help to realize his dream of making this university one of the best state

universities in the nation by initiating a program "that will excite students, turn them on and set the tone for their lives."

During my interview with Dr. Schaefer, he commented on many issues facing the U of A today. Voicing personal opinions, he willingly offered much information about proposed future projects as well as reactions and possible solutions to old problems.



The U of A and its two affiliates have a code of conduct which News-week has cited as one of the most stringent outlines of its type on any university campus. Dr. Schaefer, however, is not offended by the presence of a code of conduct and actually feels it is beneficial to the students. He sees its function as clearly defining the rules and regulations for the students, the consequences afixed to each deviation, and the methods of recourse should the offender choose to appeal.

I feel this is an unnecessary document. I view it as an insult to the integrity and maturity of the student body. Isn't it enough having the responsibility to abide by the local, state, and federal laws? Consider also that although the greatest concentration of students is between eighteen and twenty-four years of age, there are many much older. There seems little chance that the code will either be ignored or removed without due process of law. Schaefer

"I favor the presence of a code of conduct; it gets regulations in black and white."



Due to certain possible legal complications the AD originally scheduled for this space will not be run.

However, if any of the female readers of this paper are curious to know the details of a new plan regarding certain prescriptions they can easily find out the details by contacting any employee in the medicine department of the University Drug Co.

hopes that in a few years time, we will all be able to rationally judge its merits as well as its short-comings and feels we may very well see that it has been of benefit to all those affected by it. Having stood the test of time might also prove only to place it among the classics.

With the present growth of the university, it is feasible that less attention will be paid to the intricacies of the code simply because

of the inability to closely patrol each student's activities.

There are many new buildings which have recently opened or are still in the building process. In the last year, the new addition to the Student Union and the Medical Center were both completed; progress on the McKale Center and the new Chemistry building have been extensive, and there is discussion of enlarging the library facilities. Dr. Schaefer is quite excited about

the new buildings because he finds a positive correlation between the size and quality of a university. The annexation of these new facilities, besides greatly increasing the potential for student enrollment and providing the opportunity for initiating new programs and revamping the old, convinces Schaefer that a better faculty will be attracted to the campus. For example, with the opening of the McKale Center we will be able to attract top-flight basketball players who

c. Jurisdiction

A university trial board shall have original and exclusive jurisdiction to hear and determine charges as to the violation of any rule or regulation contained in this code or hereafter adopted by the University or the Board of Regents, the violation of which is designated to be an offense.

3. Notice of Appeal

A notice of appeal shall be in writing, shall be filed with the university review and advisory board within five days from the promulgation and filing of the decision or judgment from which the appeal is taken, and shall specify in detail the grounds upon which the appeal is based. Failure to timely file the above-mentioned notice shall constitute a waiver of any right to appeal.

2. Formal Procedures

A complaint accusing a member of the University Community of a violation of one or more rules or regulations contained in this code shall be in writing on a form prepared by the university advocate and shall be signed by a member of the University Community who shall file it in the office of the president. The president shall then forward the same to the appropriate university officer hereinafter mentioned.

A. INDIVIDUAL OFFENSES

It shall be a violation of the rules and regulations of the university and an offense for any person or persons to attempt to commit any of the following acts of misconduct:

1. Disorderly or indecent conduct or breach of the peace on the university campus or at any university sponsored or supervised function.
2. Use of obscene invective epithets on the university campus or at any university sponsored or supervised function.
3. Entry, occupation, seizure or detention, in any manner, of any university facility or portion thereof for a use which is inconsistent with the customary and normal use of such premises.
4. Actual or threatened physical injury to any person on the university campus or to any member of the University while off the campus.



CODE OF

B. RIGHTS AND RESPONSIBILITIES

All members of the University Community have the right of freedom of speech and the right to assemble and to petition for redress of grievances, in a peaceful and orderly fashion. All members of the University Community have the right to assume that they will not be deprived of life, liberty or property without due process of law.

f. Conduct Before a Trial Board

All persons attending the proceedings shall conduct themselves in an orderly and respectful manner. Any person, including the accused, who engages in obstructive, contemptuous, disruptive or noisy conduct in the presence of the trial board may and should be summarily ejected.

g. Right to an Adviser

The accused shall have the right to an adviser of his choice who is available to him. The adviser may be present at all proceedings and may fully advise and assist the accused at all times and during the trial. The adviser or the accused, but not both, may examine and cross-examine witnesses and summarize the evidence in final argument to the trial board.

e. Applicable Evidence Rules

The trial board shall receive only relevant and material evidence of the kind on which the trier of fact is accustomed to rely in serious matters. The trial board shall use the expedient and effective procedure regarding the matters involved.

h. Common Hearing

Should two or more persons commit, at or near the same time, the same or a related offense, a single trial may be held for all or any part of them. In a common hearing each accused should be accorded so far as possible every right and privilege which he would have if tried separately. In a common hearing evidence which is admissible against only one or some of the persons charged shall be considered against only the person or persons concerned and judgment shall be rendered separately as to each accused. The chairman may, upon his own motion or at the request of the accused, grant the accused a separate hearing.

D. DOUBLE JEOPARDY

4. "University campus" means all land, buildings, facilities and other property in the possession of or owned, used or controlled by the university.

5. Procedure on Appeal

The university review and advisory board may adopt rules of procedure which are not inconsistent with any rule or regulation contained in this code. Hearings before the review and advisory board shall not be trials de novo and no oral testimony or oral argument shall be heard by such board on any matter except as directed by the review and advisory board.

A written memorandum in support of the grounds for appeal may be filed with the university review and advisory board within five days after the notice of appeal is filed and, if filed, a copy shall be served at the same time upon the opposing party who shall have five days after the receipt of such copy to file a written answer to such memorandum.

The Board of Regents deposes the need to make a detailed list of prohibited conduct and does so in recognition of the right of the members of the University Community to be more fully advised as to what acts of conduct may be considered unacceptable if freedom of expression of opinion is to be enjoyed and exercised on the campus and the university is to accomplish its educational purpose.

“The bigger the university...the better quality of education at that university.”



could never be recruited while offering the Bear Down Gym as their hall of glory.

The dedication of those buildings is only the beginning of their influence upon the university. Their role can take either of two basic directions: one, create space in which present programs and policies can stagnate or truly pave the way to a new educational concept and, two, open the door to unconventional exploration of knowledge.

With its expansion, the university will confront many unforeseen problems and be required to cope with some which have already presented themselves. Traffic is now, and will become even more so, a prime concern of university administrators. The increase in enrollment has shown a proportional increase in the number of automobiles driven by students. The immediate solution to the issue of traffic congestion was to prohibit student driving on campus during class



hours. However, this action has caused students to seek other means of making the lengthy ten minute treks across campus; their solution, the bicycle. Bikes have become so popular that new regulations directing their use must be sought to insure the safety of the fading pedestrian. There has been an alarming amount of bicycle rip-offs to which there seems no immediate stopping. At the present rate of growth and the distances between classroom buildings increasing,



the only security of the weak-legged is the purchase of bigger and better locks and chains in attempts to discourage the big business bike burglars.

The creation of a pedestrian mall in the Park Avenue, University Boulevard area has brought reasonable objection by merchants who fear a decline in business will follow the exclusion of vehicular traffic. This seems rather narrow since obviously the students are the major-

ity of the buying public. The mall, however, seems to be the only plausible way to lessen the hazardous walking conditions. The success of one pedestrian mall would most likely implement the institution of others as the university expands into the surrounding neighborhoods.

Schaefer is quite pleased with the present system of traffic regulations but then he rarely has an 8:40 in Bio West and a 9:40 in

"The campus has gotten too big to handle the amount of vehicular traffic during a day."

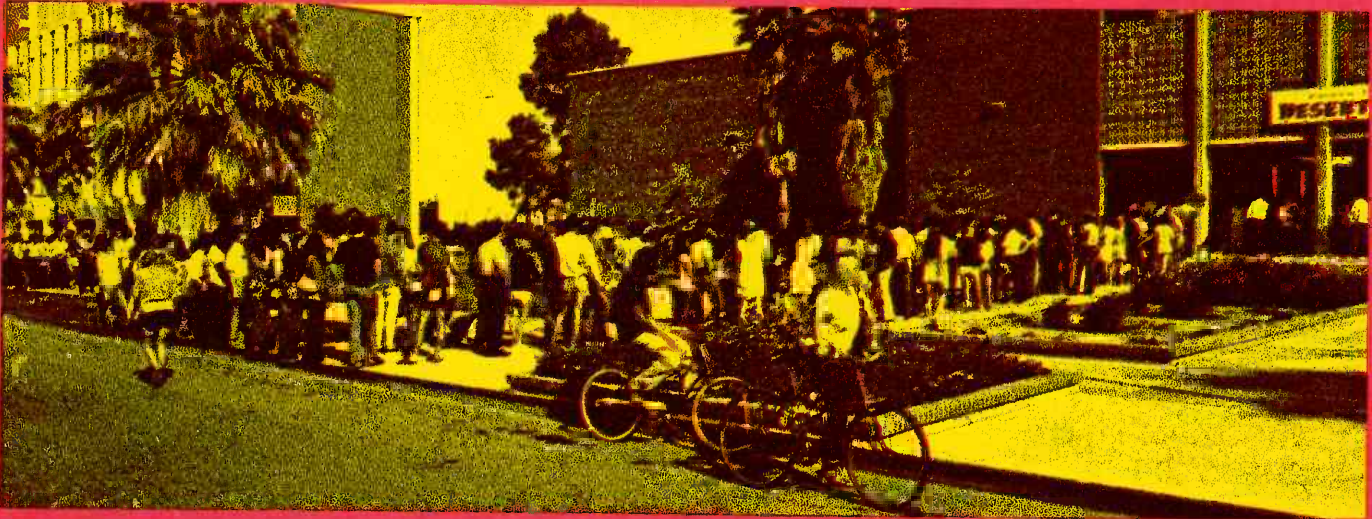


Psychology, and he doesn't park his bike miles from his office.

Dormitories are another area where an extreme revision in policy is needed. They have long been held as a positive aspect of a college education; as a place to learn about people. This, they surely are, but outmoded regulations have stifled the potential experience. Besides being archaic, rules against free visitation are also incongruous with the mature devel-

opment of students. This involvement would facilitate more social and intellectual encounters between males and females and the spontaneity would afford more casual relationships among them. Granted, open visitation would provide added opportunities for sexual encounters, but then it is time for the present policy of *en loco parentis* to be abolished. The rules prohibiting cooking equipment and such things as refrigerators are also high on the list of reasons for the migra-

“At present, students have to run around and fill out too many cards, etc, etc, etc.”

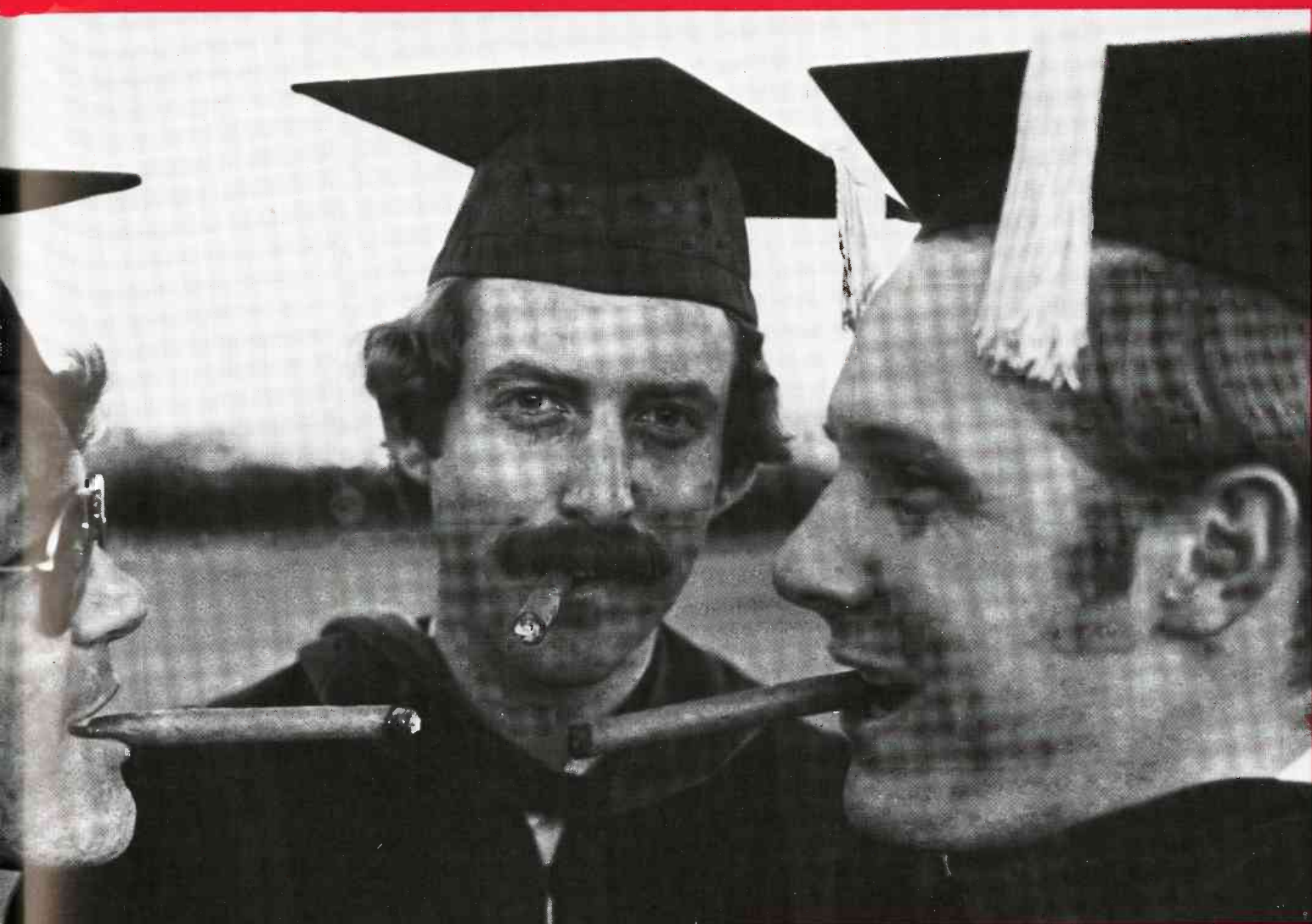


tion into apartments.

Pertaining to the subject of co-ed dorms, there has been speculation that one or more trial situations will soon be introduced. Fortunately, the overcrowding and the inane rules are recognized as pressing problems by Schaefer as well as other officials and there is hope for changing our living facilities.

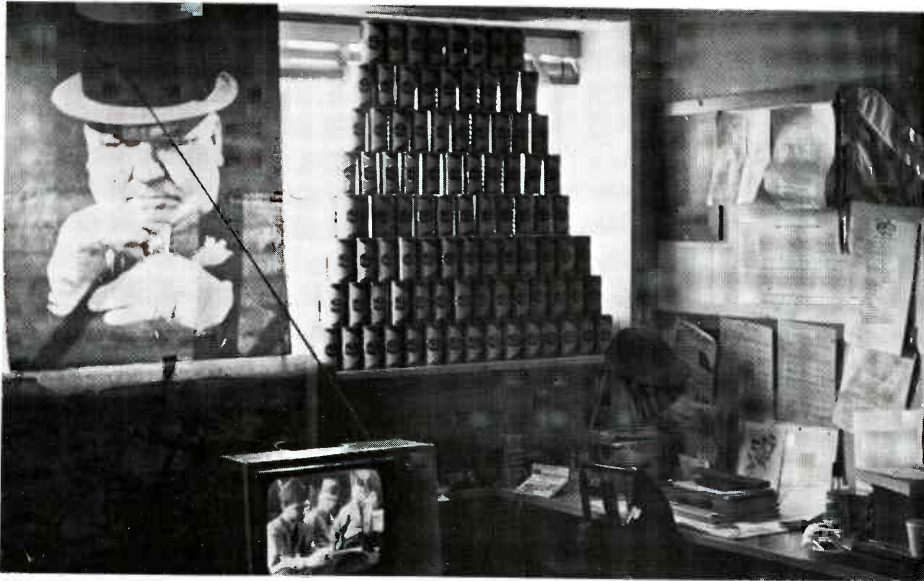
Graduation and Registration have





also been in line for reevaluation. In the opinion of virtually all those connected with it, registration can be classified as a mess. Closed sections, endless numbers of cards to fill out, infinite lines, the futile waiting, all increase the levels of anxiety and frustration which categorize registration. Ideas for alternation are always welcome. Dr. Schaefer forsores the Pop McKale Center as solution to the registration agony. He visualizes conventionally

"It's impossible for 4 girls to live in one room; this is not from a male chauvenist pig."



placing all the mundane idiosyncracies under one roof. There would be representatives of the various departments, officials from the registrar and scholarship offices, and the familiar check and pay stations.

Graduation evokes both feelings of relief and apprehension for those fortunate enough to confront it. Many acknowledge that the ritual should altogether be eliminated labeling it an unnecessary

tie with tradition. Looking at the situation from the other perspective, some believe its continuation is an essential link with established conventions. There have been suggestions to make graduation an affair of the separate colleges. However, administrative personnel concur that graduation is a degree granting process of the university and should thus remain.

The controversy of students versus administration no matter how worn



will never become a dead issue. The conflicts arising from vying for influence and power are never-ending. Several examples are clearly visible. The battle between the Appropriations Board and the administration for control of student funds is a continual test of patience and strength. A major area of disagreement involved the use of ASUA funds to solicit birth control handbooks. Defending the Board of Regents decision to disallow the

distribution of information or devices concerning birth control, Schaefer upheld the principle that monies collected through the Board of Regents must have final administrative approval for their use. Schaefer stated that he really didn't care what the students used their money for as long as it didn't compromise the position of the university. He is disheartened at the prospect of having to settle the issue of student funds in court.



The issue of birth control on the campus has acquired the prominence that the conduct code held last year. Schaefer has personally been attacked for his role in prohibiting birth control information or devices on campus and it gave him a black hat early in the game. Supporting a neutral policy for the university, Schaefer, in his effort, has assumed a negative attitude. The abolition of the free clinic at Christopher City was ultimate in the ridiculous. This action serves to again differentiate students of the university

from other members of the community. The ability of the university to ignore their responsibility to become involved in this issue further illustrates their desire to remain aloof in situations of a controversial nature demanding a specific stand.

The students are the hope of this university. Their interest in past issues such as ecology, the war, racial strife, and political reform must not be lost in the onset of



other challenges. If education is to become an exciting task and is to retain its respected position, students, faculty and administration must jointly strive to initiate new ideas. It is so easy to become caught in trivial battles and get lost in the cyclical repetition of history. This is the beginning of a new decade, possibly a new era. Will we truly be innovators, or as Schaefer asked at the interview, "Will this ... be replayed."

It had been a
quiet year until...

FUNNY WHITE STUFF INVADED THE U of A



At 11:00 PM, December 8, 1971, the University of Arizona was invaded by white stuff from the sky that appeared to be more than just frozen water. It sent students all over campus into hysterics into the wee hours of the morning. 12:30 AM saw girls in baby-dolls, curlers, coats and boots, and guys in more sensible attire, braving the cold and huge snow flakes to witness the transformation of desert Tucson into a winter-white paradise.



For many, it was their first real-live snowfall and they took advantage of it. Squealing girls tried to bombard the swarming male population with hastily made snowballs that disintegrated in mid-flight, and ended up getting more wet than they intended. Finally, they huddled in little groups under dorm awnings and waited for the more experienced men to regroup and attack. It seemed to innocent bystanders that the girls were running in strange patterns that would get them hit with the most snowballs.



casion with upturned noses, knowing it would only melt leaving them with colds the next day.

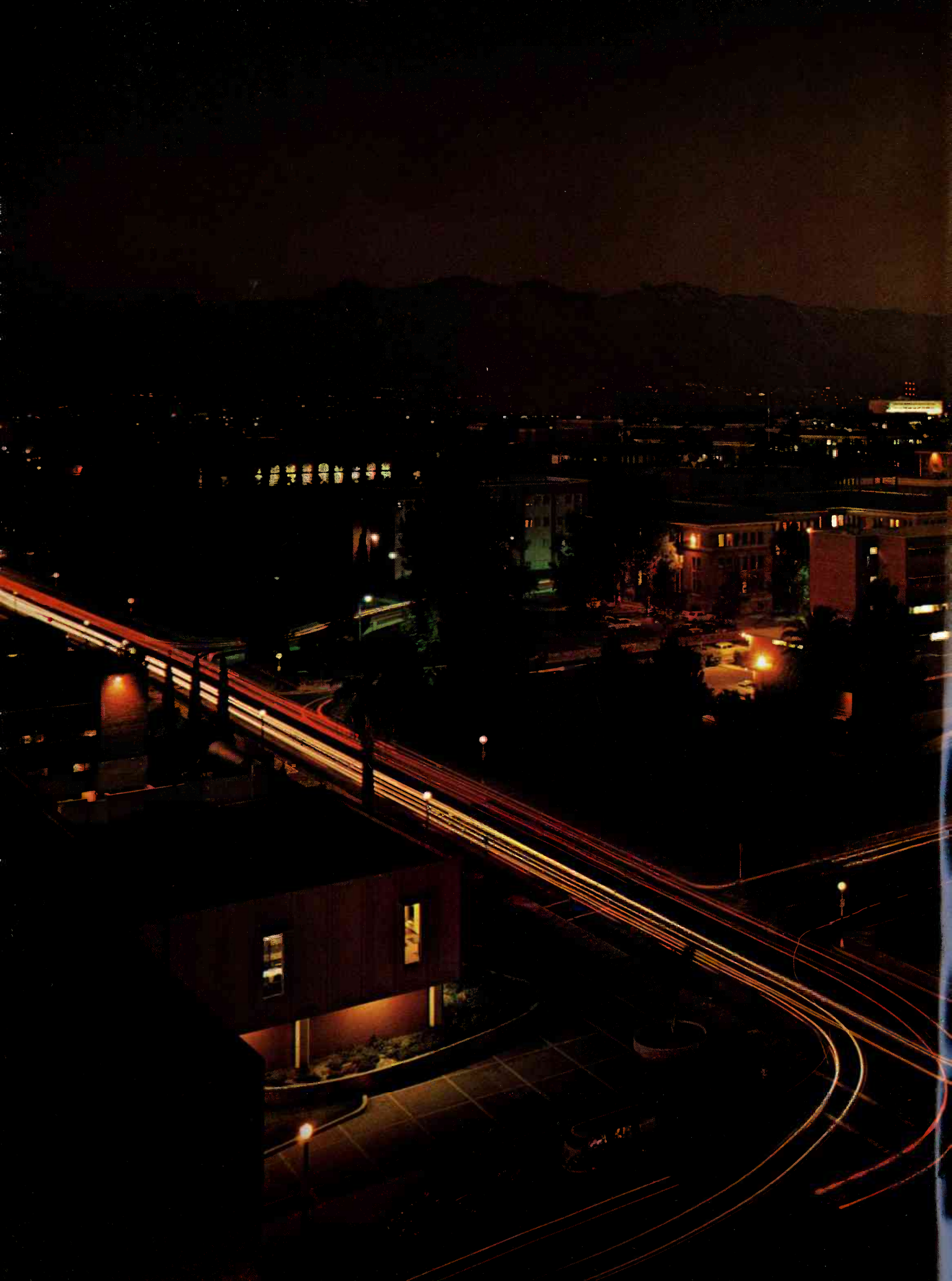
beside his personal snowman in front of the Administration Building.

Boon's Farm Apple was shared around for lack of good ol' American hot chocolate and warnings of "don't eat yellow snow" were bandied about. Christmas carols were caught up in the excitement and contests to see who could sing the most verses of "Good King Wenslaslas" were soon organized. Snow veterans of long standing regarded the whole oc-

If you were up the next morning, you would have seen approximately five glorious inches of snow covering palm and cactus alike. If you had a 10:40 Psychology class, you would have seen the prof get it from all sides and soon after let class out to enjoy the cold. And if you were real lucky you might have seen our own Dr. Schafer getting his portrait taken

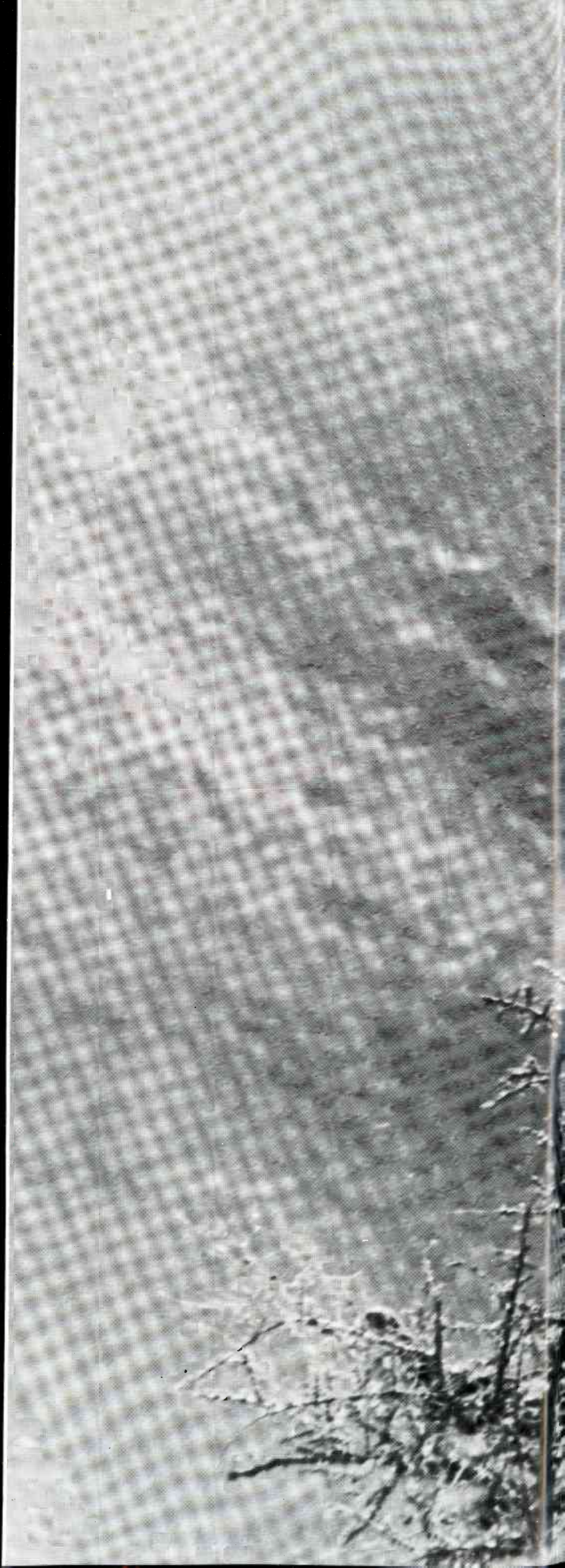
As happened to Frosty the Snowman, the dangerous enemy, (namely Mr. Sun) melted all the snow away. But the memories of snow to students will not end, and many hope that the funny white stuff will come again.







**Times change so
fast;
Have you found
something
worthwhile to
change to?**





Activities

clubs the Cellar Louie's the Coop coffee breaks dances speakers forums play concerts art shows parties football games on Saturday night bike riding midnight frisbee matches all night bull sessions picnics contests speakers corner meetings benefits hitching California Mexico and the ocean sunbathing Homecoming A-day Rodeo Day senate ASUA peace marches protests Green Dolphin T.G.'s boonies bathing in the fountain kites vacations dorm visitation sleeping









A Suffrage procession for the Right to Vote

Interaction: a new emphasis



MARCH

from Himmel Park - Tucson Blvd. Entrance
at 3:30 to

Rally & Peace Fair

at Randolph Park Bandshell

Veteran's Day
Monday Oct. 25

help
END
THE WAR
NOW!

A new attitude is trying to foist itself upon the University of Arizona traditions. The modernistic banner of "relevancy" is thrust forward into combat between the old, sentimental students and the newly inspired students. OSS's believe in old tradition and through active participation in them, tradition survives from year to year. NIS's are seen grumbling to themselves with worried faces demanding change and renovation of traditions to make it more acceptable to today's University.

In the very nature of traditions, absolute relevancy is near to impossible. Traditions are basically used as a means of relating the present University to the past University. Students who participate in A Day, Homecoming, Parent's Day, Senior Day, and other activities do so realizing that the traditional activity was established long before them, and will continue after them. The sinister label of sentimentalism creeps up to define and classify them as those finding value and importance from a needed relationship with the past rather than a cut-and-dried, untried practice of no relevance whatever. When these traditions are challenged, most find fault but offer no solution at a time when a workable solution can be made. The furor usually begins immediately before the activity when it is too late to change the schedule of events.

This year's Homecoming was almost classical in example. Mike Prost a junior math major, felt that Homecoming's purpose was "perverted and lost in a huge ego trip" for those involved; principally the five girls chosen from some sixty-eight contestants trying for the honor usually reserved for outstanding senior women. To emphasize his opinion, he ran "because to make anybody listen to you, you have to make a big deal out of the problem." As a result of the big deal, many otherwise silent students jumped on the bandwagon and voiced their dissatisfaction over the present

Homecoming activities. However, it is hard to tell whether anything constructive has resulted from the hoopla. Will Homecoming be changed next year? So far nothing offered has been a solution for student rejection of this tradition. Will another "big deal" be necessary next year also?

Why is it that in the last five years an active move has been made against traditions? Greeks are alienated from independents who feel sentimentality in the Greek Traditions is irrelevant to today's student society. However, why is it that Greeks are well represented in honoraries, clubs, organizations, and ASUA government. Compared in ratio to independents involved in these same areas, Greeks far outnumber independents. Does sentimentality go hand in hand with active participation in University life? It would appear to be so.

If Joe Student does not care for his school, he will not move himself to become involved and thus affect his school. It must be a feeling of loyalty, of supporting some kind of tradition, that induces students to run for student government, belong to ASUA committees, and clubs, organizations, and publications. Without tradition influence, organized students participation would cease.

Perhaps the tide of cynicism sweeping over college campuses today is responsible for the discarding of the old, established way and the introduction of new, unorthodox practice. Impatience and distrust label tradition as useless and outdated. Tradition is regarded as no longer a necessary function in a relevant college life. It is therefore time to re-evaluate the relevancy of tradition to a student's college life each time he attends a U of A athletic event with the intent of seeing them beat the opponent, chants the Wildcat fight song, sings the Alma Mater, throws an enraged friend into the Memorial Fountain, attends Homecoming five years from now, or encourages his child to attend the University of Arizona.



As I see it

by Melanie Jacobson

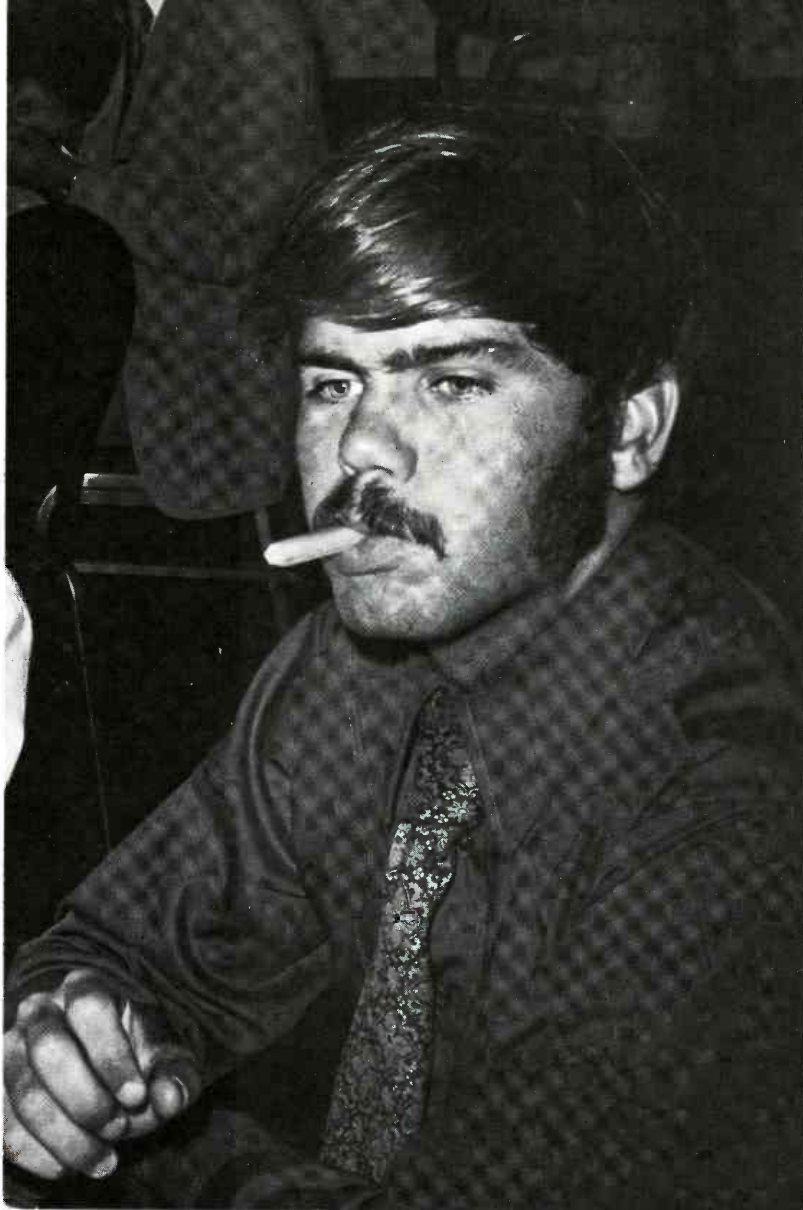


Women's Day began with the traditional sunrise tapping of new Mortar Board members on the quad in front of Old Main again this year. Girls assembled to watch the ceremony which was followed by an outdoor brunch.

School was cancelled for the day, and an assembly was held to honor other women for their outstanding achievements and service to the U.

Awards were presented to outstanding Mortar Board members and the new members of Chimes and Spurs were announced.

Men were honored at the traditional banquet held on Men's Night. Student Union Director Bill Varney entertained members of Traditions, Sophos, Chain Gang, Bobcats and Blue Key with his amusing anecdotes, and the outstanding members of these organizations were also acknowledged.



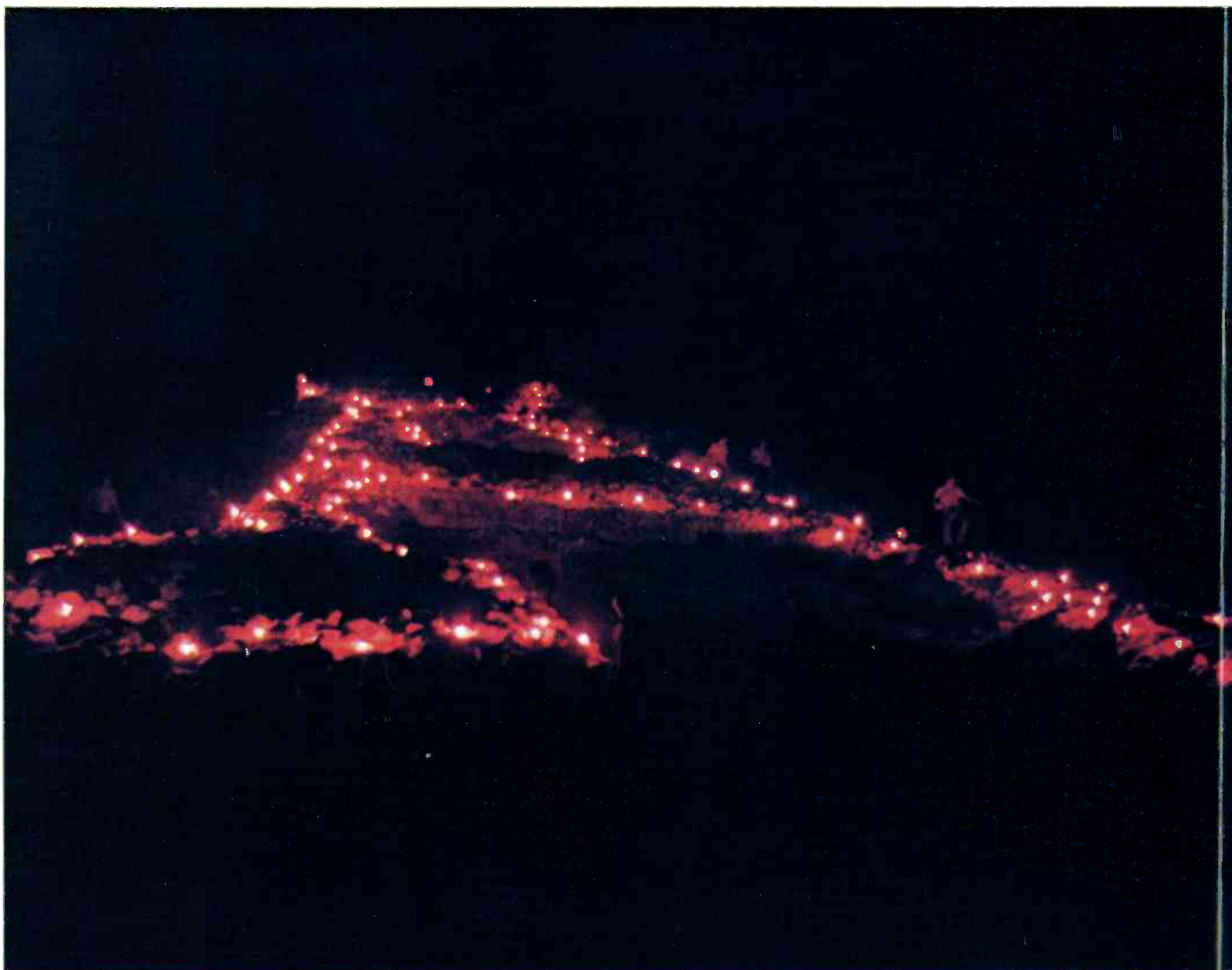


As it does for each class, A-Day marked the beginning of many traditions at the UA for the freshmen. It was started 56 years ago, when Arizona beat Pomona, and the students erected the "A" on Sentinel Peak instead of decorating the town. Since then, the yearly maintenance of the "A" has been awarded to the freshmen.

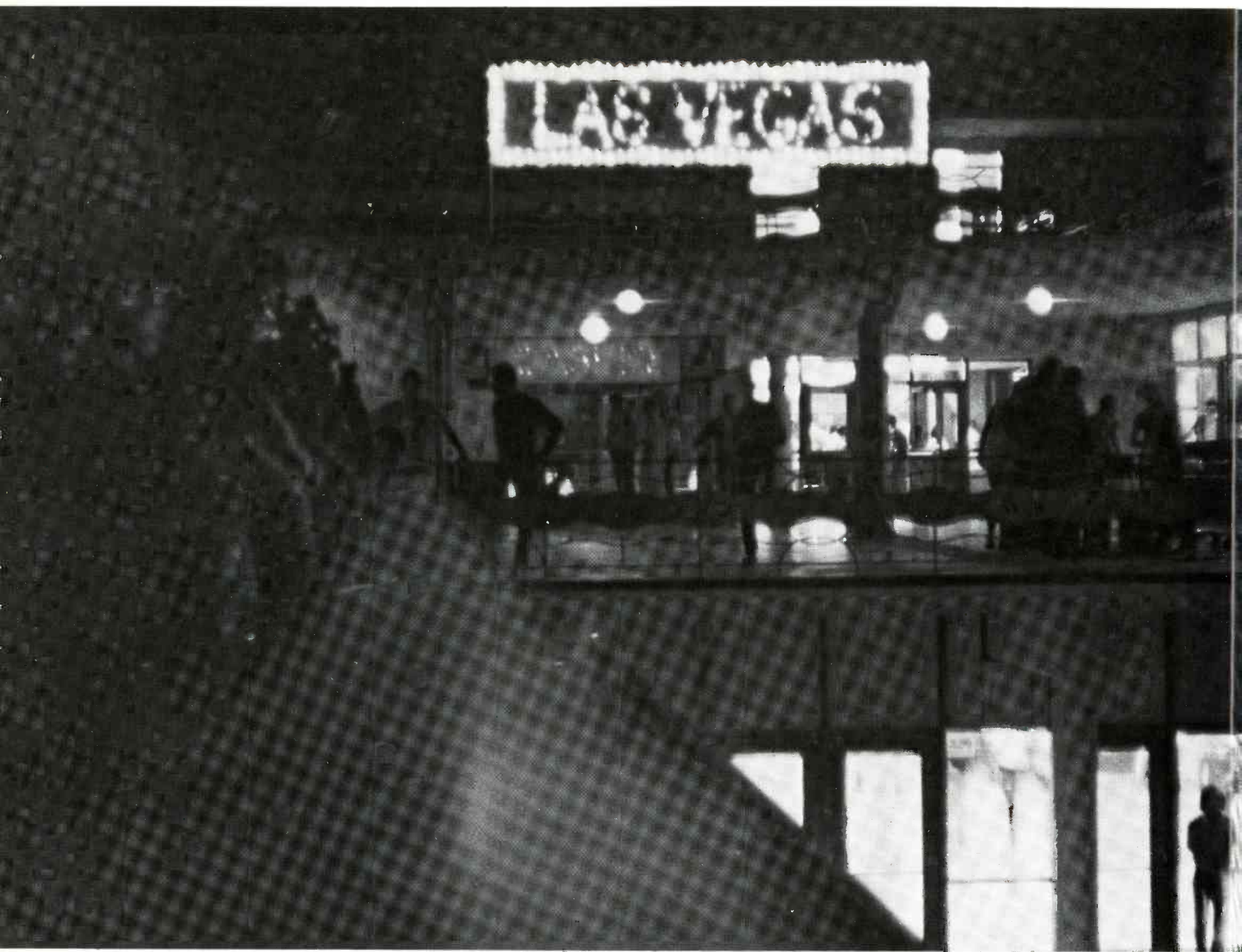
Constructed of rock and mortar, the "A" needs an annual coat of white-wash; and this is when the frosh become important. Early on a September Saturday morning, the boys

climb aboard trucks and cars and ride around campus waking up the girls. When all are aroused, the party leaves from the Student Union and heads towards the mountain where buckets of white wash and brushes are waiting.

The boy's bucket brigade handles the full pails while the girls hand back the empties for refills. Traditional too, is the lousy aim of the participants who invariably miss the "A" almost entirely but manage to completely cover all available people. A queen is crowned with a bucket and the day is done.







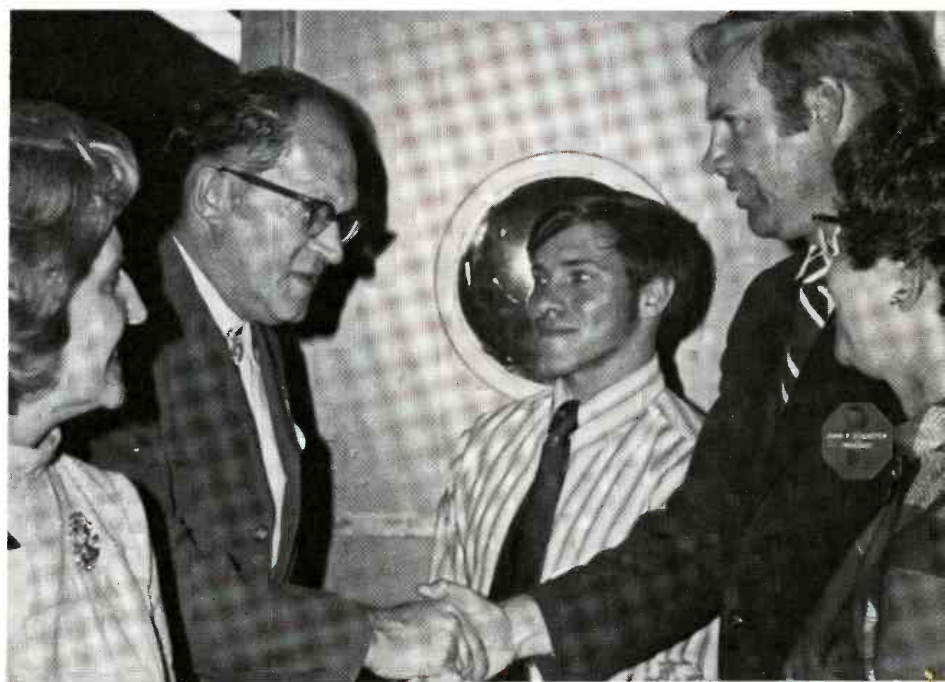
Hello Mom and Dad

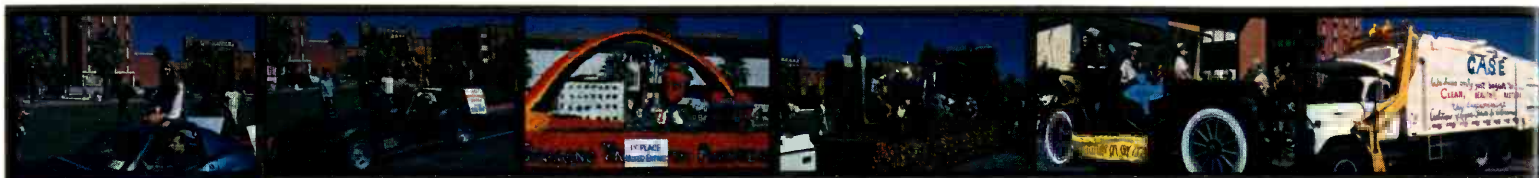


Gambling, smoke, the screaming of craps and sexily clad girls highlighted Las Vegas Night at U of A. Students bought chips for cash and played at cards, the wheels, craps and the other Vegas attractions. The excitement of the evening produced a \$50 gift certificate to Levy's for the top winner.

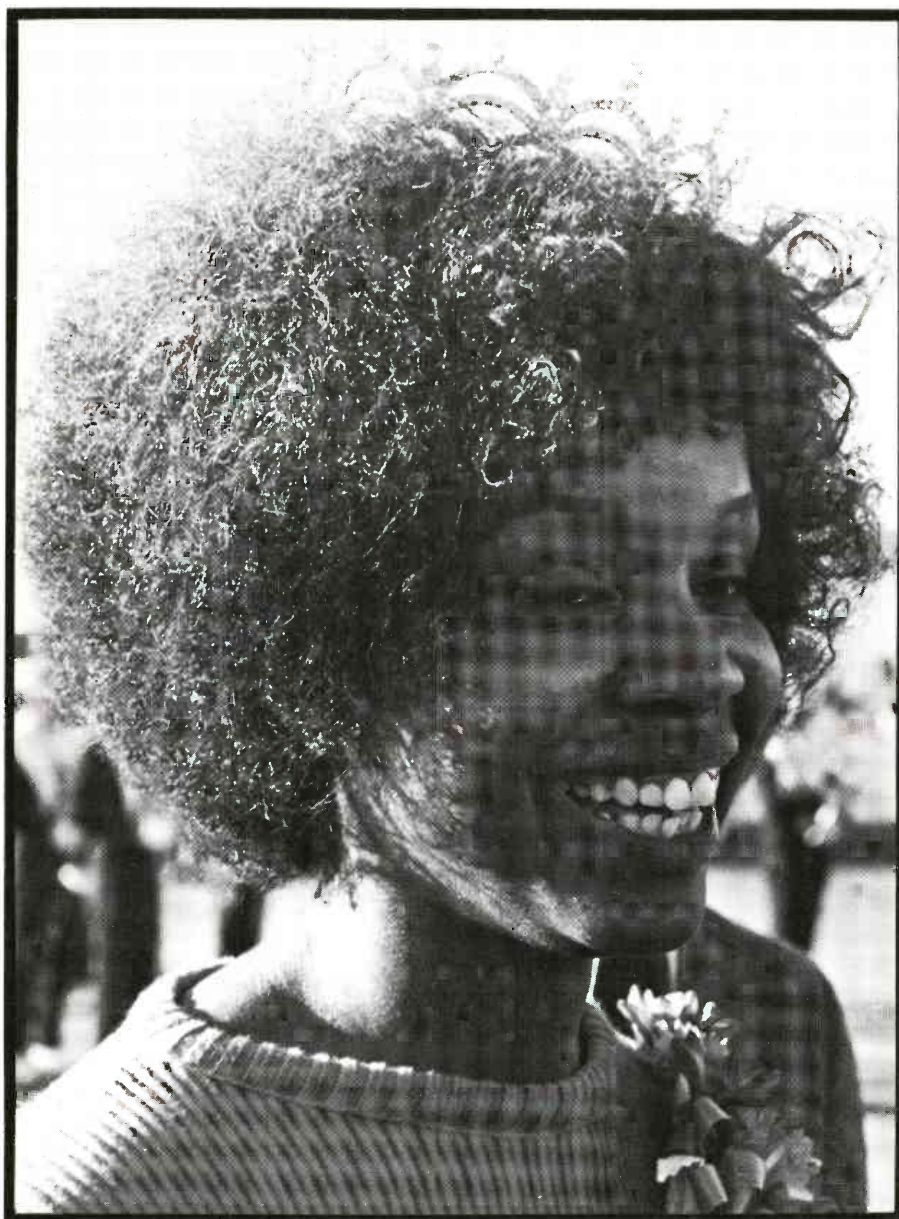
Shortly thereafter, students were visited by their parents who came to participate in the annual Parent's Day. The events of the day included receptions by student leaders and administrators, tours of the campus, displays by ROTC drill teams and visits to on and off campus housing.

The big event is the evening football game which parents traditionally attend with their kids. Awards are given to the parents with the largest number of enrolled students and those who have traveled the farthest to participate in Parent's Day.





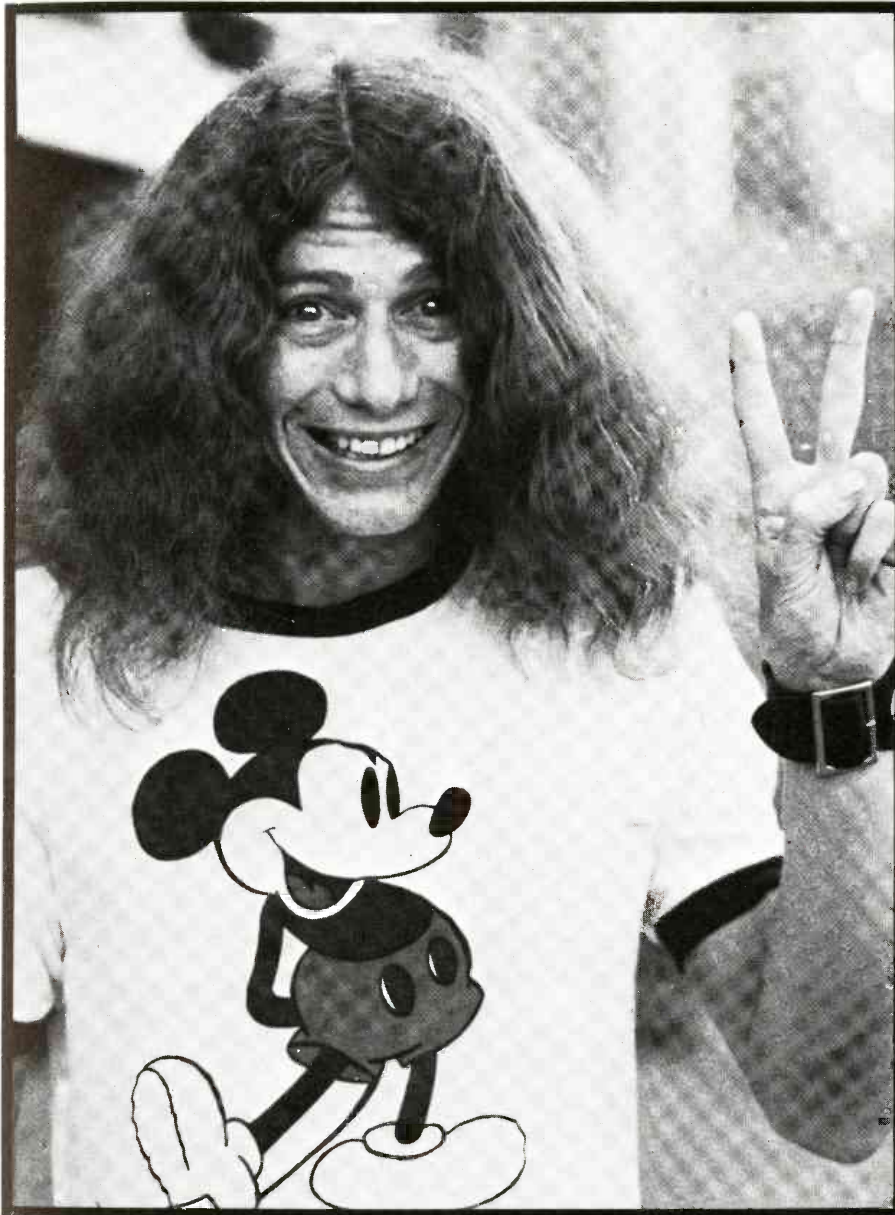
Not an issue of



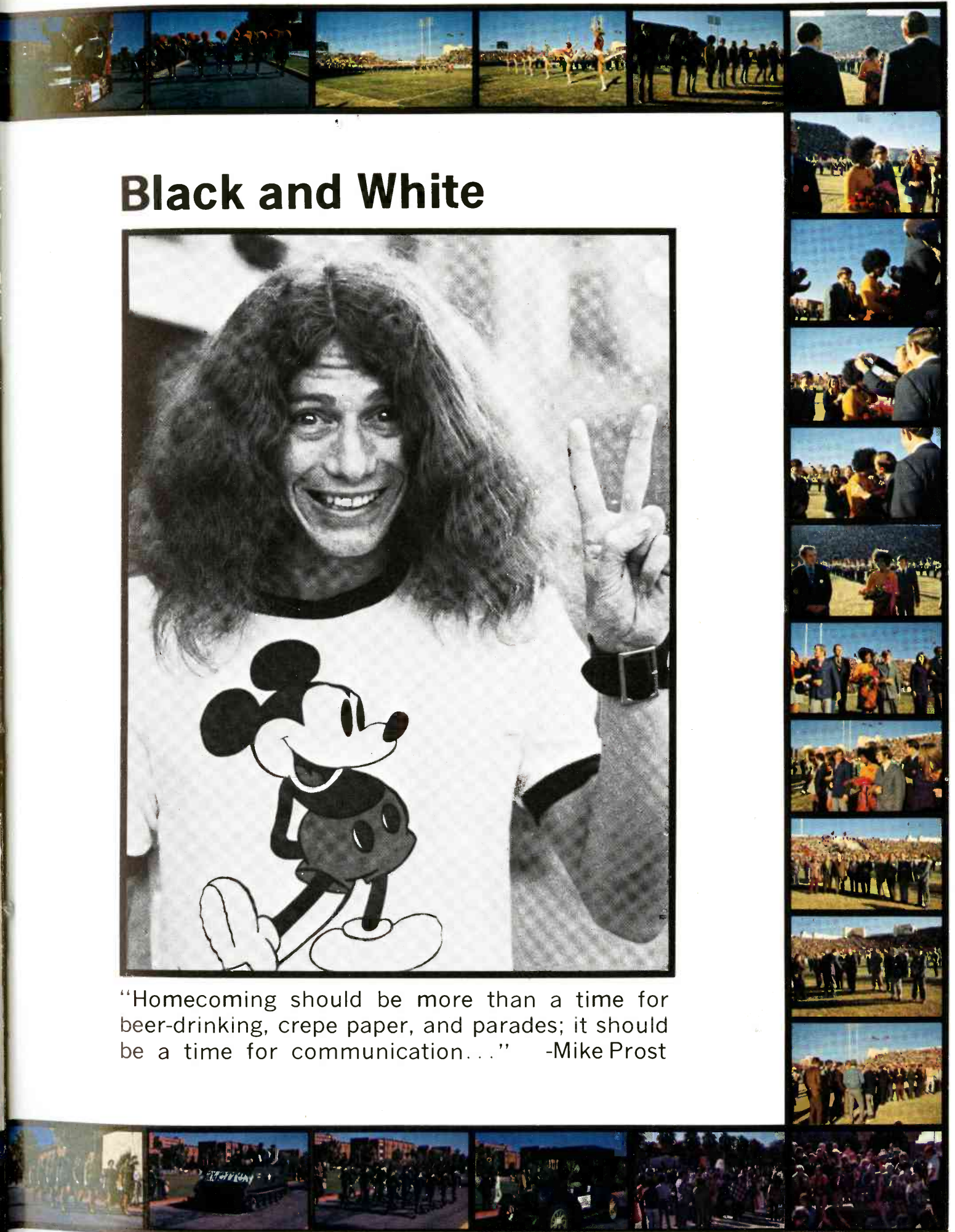
"It's a great honor to be chosen the first black Homecoming queen at the University." "Mike was doing his own thing. Why not?" - Mattie Green



Black and White



"Homecoming should be more than a time for beer-drinking, crepe paper, and parades; it should be a time for communication..." -Mike Probst





Gayle Abell



Gayle Dekker



Millisa Bramsen



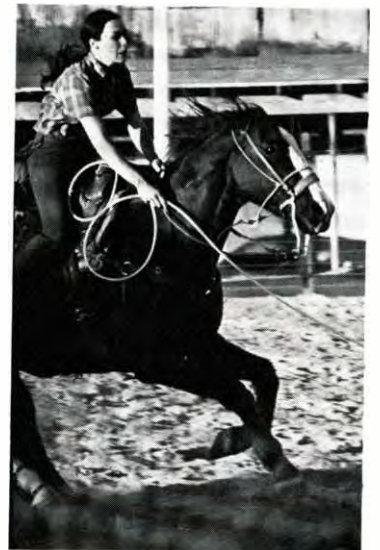
Mattie Green



Cece Bartow



UA Rodeo rides again SUAB: Pumpkin carving



The University in cooperation with the Rodeo Club, again sponsored an intercollegiate Rodeo this year held November 13 and 14 at the old fair grounds. Many Arizona colleges and universities, as well as schools from California and Nevada, participated in the event.

The contestants were competing for over \$1000 in prizes donated by Tucson merchants with the grand prize being a \$300 saddle.

The men participated in bronco rid-

ing, bull riding, calf roping, and steer wrestling; while the women competed in goat tying, breakaway roping and barrel racing events.

Cal Poly S.L.O. took first place in the men's competition, and the U of A placed first in the women's.

This year's Rodeo Queen, Ruth Smith, was selected for her horsemanship, on the basis of personal interviews and her appearance in western clothes.





**Miss U of A
Who, me?**



The crowning of Jill Vactor as Miss U of A the 19th of November culminated the events of the Miss U of A Pageant.

The twenty contestants competed in the areas of talent, bathing suit appearance, evening gown appearance and poise. Miss Vactor played the piano and twirled a baton to exhibit her talent.

Not too many students were concerned with the evenings events though. Once again the relevancy of such a pageant was questioned. While some believed it to be a useful tradition, others pictured it an unnecessary expenditure of SUAB funds.

Miss Vactor stated that she was only doing what she wanted to do. She will probably be faced with many people asking why in the next year.



The map remembers
the names of all the villages
and writes them across its face
in blue ink

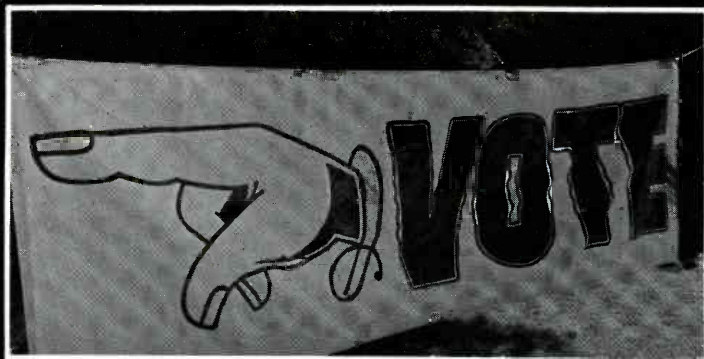
The map will not be silent

I try to smother it
beneath the pillows
but still its scream
comes through

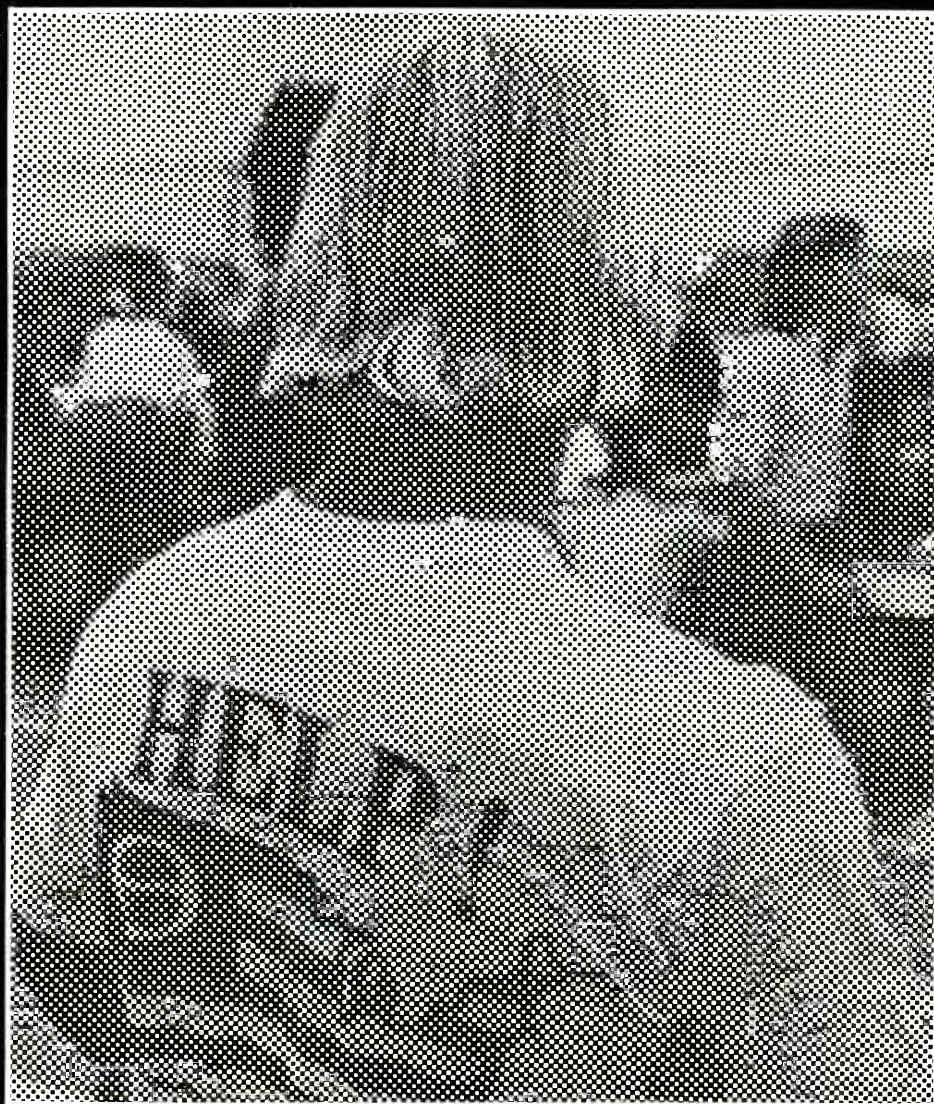
At last I give up
and shut it away
behind my clothes

All night it whimpers
from the closet
Where did they go?
Where did they go?





ENDEAVOR



Striving to understand

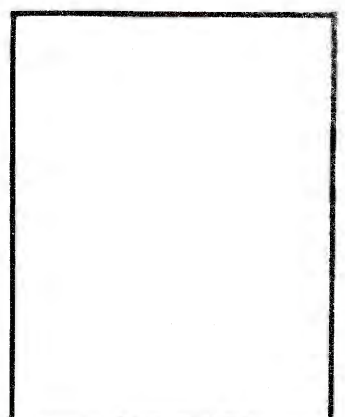
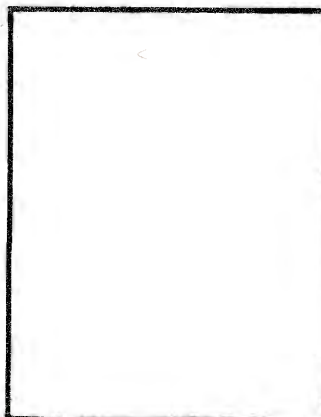
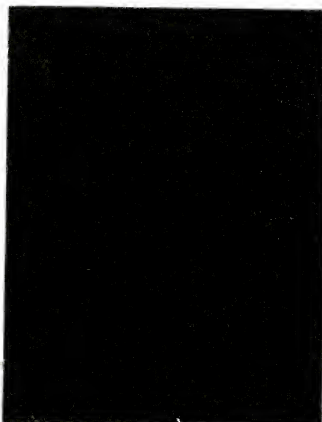
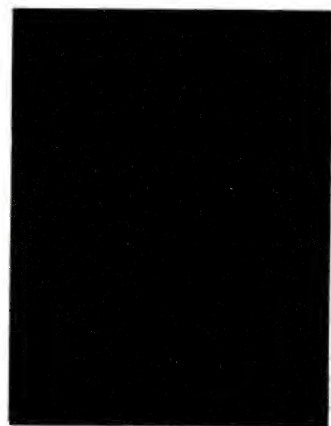
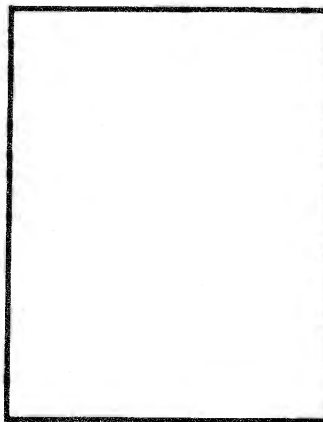
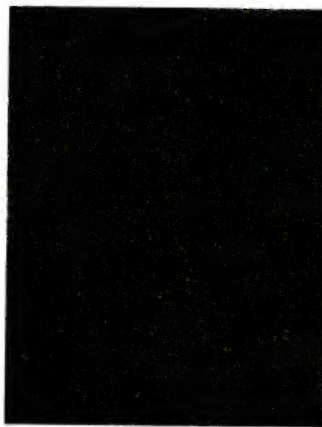
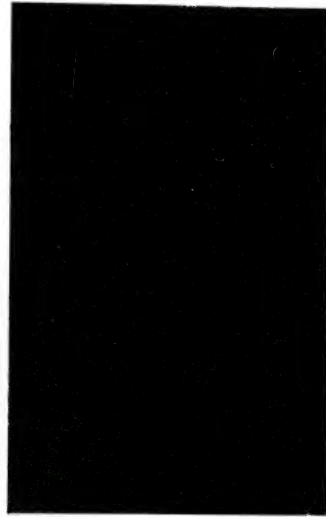




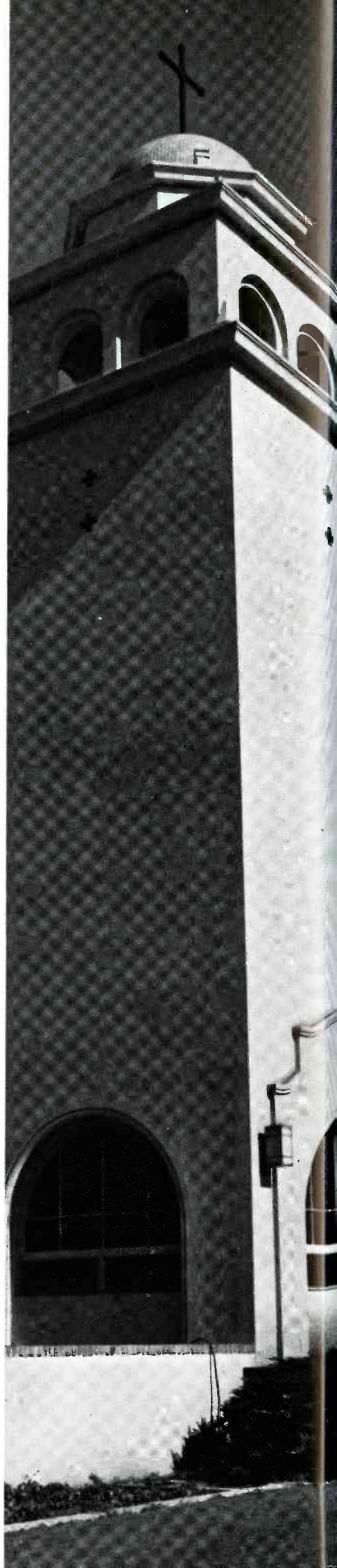
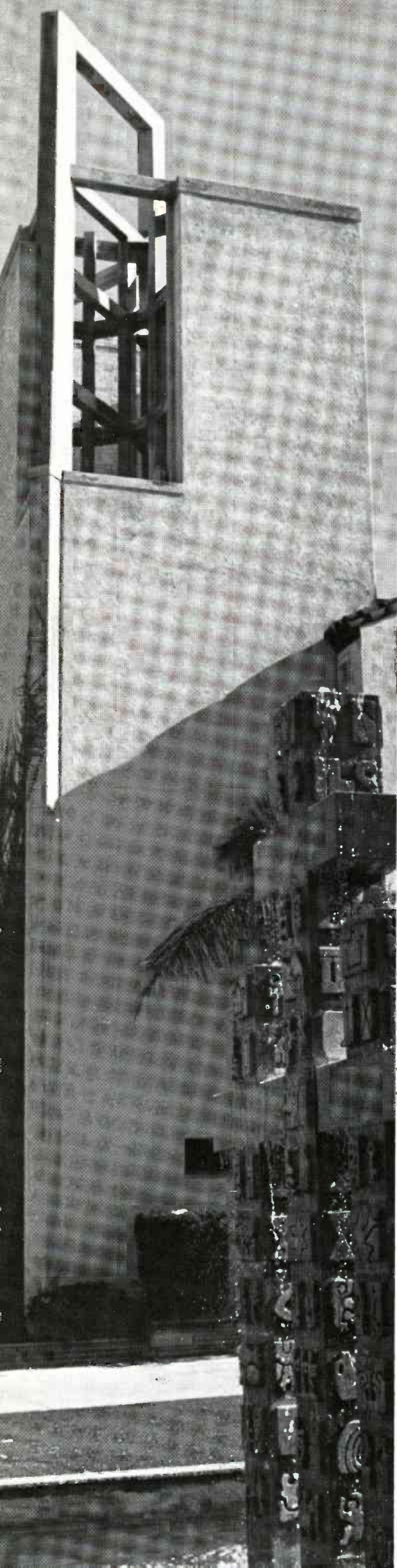


Colloquy

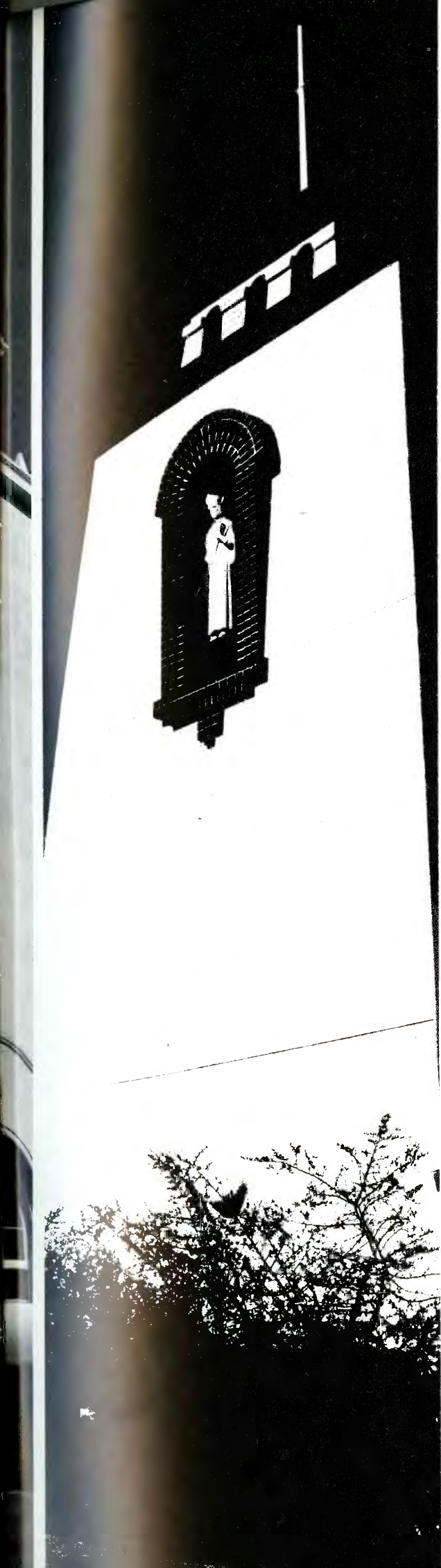
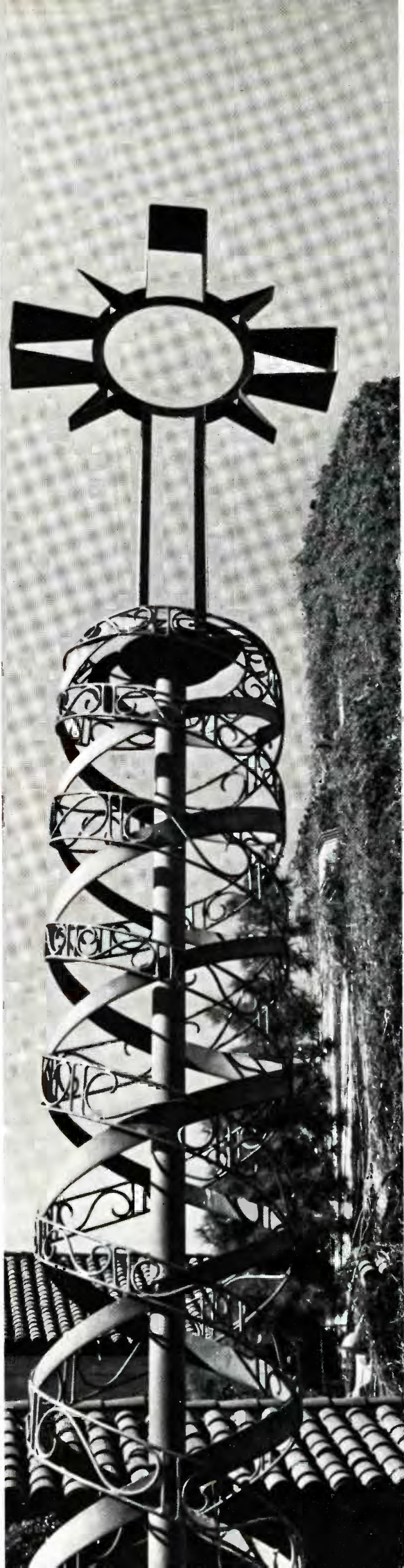
Seven days of creativity . . .
an expression of self
rendered in clay.



love is climbing



INTERACTION: THE RELIGIOUS INFLUENCE



Editorial by
Marcy McNally

I am sitting in the middle of a room painted white. Not off-white, or cream, but a white that is pure, stark, sometimes blinding. Why am I sitting here you ask? I don't know. I only know that I am. The silence encased within the four walls strains my ears. I listen and hear nothing and everything at the same time. Then I hear time and feel space. I close my eyes and try to imagine what it would be like to be somewhere else, but trying only increases my awareness of my presence. I am.

I open my eyes and turn my attention to one white wall. From the blank surface a neon cross with the words "Jesus Saves" appears. The cross and the words are a vivid orange outlined in blue. I guess American commercialism has struck religion too. Then I look above the grotesque sign and see a solitary figure robed in rough, brown cloth. Sandals, a beard. He looks familiar. I have seen him before; around the necks of Mexican children the figure appears painted on muslin ties, from the wallet of a long-haired boy emerges a plasticine portrait of this man, and on the dashboard of a new Cadillac a figurine of the robed man rests. Can these imitations represent the man I see above the neon cross? I look at the face of the man. It must be Jesus. His mouth and eyes are smiling, but there is a hint of tears behind the smiles. He knows. Or maybe he doesn't know, but he seems to understand. Can this tinge of sorrow behind joy be what is known as peace? The more intently I gaze into his gentle face, the less obtrusive the neon cross seems to be. The sign fades but never vanishes. Its stain remains on the white wall. I cry and laugh at the same time, and the sound of my own uneven breathing reawakens my consciousness.

The white wall again produces a picture. I see an old woman sitting alone

in a run-down chapel. Her thin, bony hand clutches desperately to a wooden cross. Above the scant outline of her body, a broken clay sculpture of the Christ hangs from ropes tied to the ceiling. Why does she cling so tightly to the cross? Is there no one left for her to love? Is she loved by no one? Her face is a mirror of hope, futility, and reverence. Does she think Christ is security? Perhaps she is trusting in faith alone. But then why would she clutch the cross with such desperation? My mind turns to my friends. I wonder if religion to them means security or whether they too are acting in faith. They go to



church, hold meetings, and say prayers of supplication. Do they know why? Some do. Some don't. The neon sign of "Jesus Saves" flashes again.

Somehow commercialism and security seem to be related. I don't feel at peace when I am searching for an answer, and then find that answer unattainable. I don't feel at peace settling for second-best either. Religion seems to be the same way. The beauty and mystery of the search is destroyed when I am aware of my search. Becoming aware, I am disillusioned or doubtful of existence. I turn to a source that can provide the security that I lack inside. Can religion be a security? It seems that it would be a false sense of security though. My mind is troubled by all of the illusions I see on the wall. I close my eyes again.

After a brief escape that only makes my head a prison, I open my eyes and

look at the second wall. The center of the white wall is emblazoned with garish reds and blacks, and faint greys. I am lost in the colors. I am scared and alone in the room with four walls. The colors evolve into sounds, and I hear high-pitched screams, wailing, bits of broken swearing, and the hollow echo of a baby's cry. The cry is so distant that I can hardly hear it. The red becomes blood, the black-charred pieces of wood and bone, the grey turns to smoke. Veiling this brilliant mass is a purple shroud. The edges around the mass of color become newspapers. The images within the paper seem so much more clear than the words I read ... "Congress Has Declared War"—The timeliness of the article seems to be irrelevant. Are these new facts? Will readers be surprised to hear of a decision made long ago? I think it all started with the loss of innocence. But such a statement seems to be a value judgement, and criteria for judging good and evil, right and wrong, no longer exists. Moral standards are individual. To the side of the colors, another image appears. It is in the form of a code. Looking closer, I can see that the code is in English. The words says, "How very hard it is to be a Christian—Robert Browning." That seems to be a value judgement too. What about the people who aren't Christians? Is it hard for them to be Christian even if they aren't trying to be? Above the words I see a single bird soaring through the sky. I look more closely at the creature. His beak is distorted, and one eye is gone. His feathers are a strange tint of blue and orchid. He lights on the ground, and is immediately encircled by a flock of sparrows. They inspect him, then ignore his presence. They form a separate group. Then swiftly, the sparrows attack the deformed bird from all directions. I can't look anymore. I can see nothing, hear nothing, feel nothing. I am timeless and invisible. But my thoughts draw me from this reverie. Is love denominational? Is love religion? Is Christ love? Is God love? Are human beings

love? Am I love? All I know is that I am. What then, is love? I have been told that religion teaches love. Education always has been difficult. Aren't we all like the distorted bird in one way or another? Are we to reject one another because we are not all the same? The Bible says no. We must learn to accept. Church groups say this too, but do the members live lives of love and acceptance? Some do. I open my eyes once more and glance furtively at the second wall, hoping that it will be stark, pure white. But, an image—again grows from the wall. A stocky man with a flowing grey beard and hair sits with his hands folded quietly in his lap. His face is serene. I wonder how he can be at peace? The pallet of red, black, purple, and grey is exploding beneath him. The newspaper words are there. Maybe he can't see these things. Maybe he is ignoring the quote on how difficult it is to be a Christian, because maybe he isn't one either. Incense smokes from a small vase behind his bent shoulders. My mind runs to stereotyped transcendentalists. He could be a Buddha, or Lao-Tse, or Krishnamutri. Or he could be a reincarnation of all three. His hands unfold, and one picks up a parchment and feather. He draws the symbol of infinity, an upended eight. For some reason, my mind turns to a quote by Einstein. "My religion consists of a humble admiration of the illimitable superior spirit who reveals himself in the slight details we are able to perceive with our frail and feeble minds. That deeply emotional conviction of the presence of a superior reasoning power, which is revealed in the incomprehensible universe, is my idea of God." I look again at the stereotyped guru. Does he know what God is? Einstein explained his view simply enough, and both of them seem to have found peace. Then, is God a spirit that is infinite? Infinite in what? If I knew then he wouldn't be infinite anymore, if God is a He spirit. Wait ... if God is. I am becoming confused. I close my eyes, but the images on both walls merge into a

collage of visions.

I try not to think, but thinking is like searching. The more you try, the harder it becomes not to. My eyes focus on the third wall. I see only a small flower in the center of the wall. I examine the picture with greater care and discover that the flower is a dogwood blossom. It is such a simple flower, and so beautiful. I am waiting for some force to destroy my flower. I wait and wait. Nothing happens. Then, instead, a rainbow appears and encircles the dogwood. Trees emerge from the wall and shelter the flower. The wall begins to sway gently as though moved by the wind. Is the undefined spirit that Einstein talked about actually nature? Is nature God or religion? I don't know. Once again I am confused.

I finally cast my eyes to the fourth wall. I look for images to appear, but the wall remains blank, Pure. I think about the white wall. It is empty but not void. Then, unexpectedly, my eyes seem to open wider. I begin to see as never before. A truth emerges. My journey of consciousness within the white room has ended. My circle of thought has been complete, and I have returned to the beginning. Is life like that too? And can't religion be equated with life? Webster seems to think so. He says that religion is "a personal set or institutionalized system of attitudes, beliefs, or practices relating to that which is held to be of ultimate importance." And don't human beings hold life to be of ultimate importance? Life is mysterious, and human beings are known to have the desire to question or explain in various ways—what they don't understand. If religion can be life also, is it not mysterious? But life, is. Religion is. They are illusions. They are realities. My white room filled with visions is an illusion; it is a reality. But someone or something provokes life to be defined in some form. Perhaps this is what my white room or life is trying to say. Perhaps whatever we think God to be is God.

Mystery. Why am I still sitting here you ask? I don't know. I only know I am. Simply that.

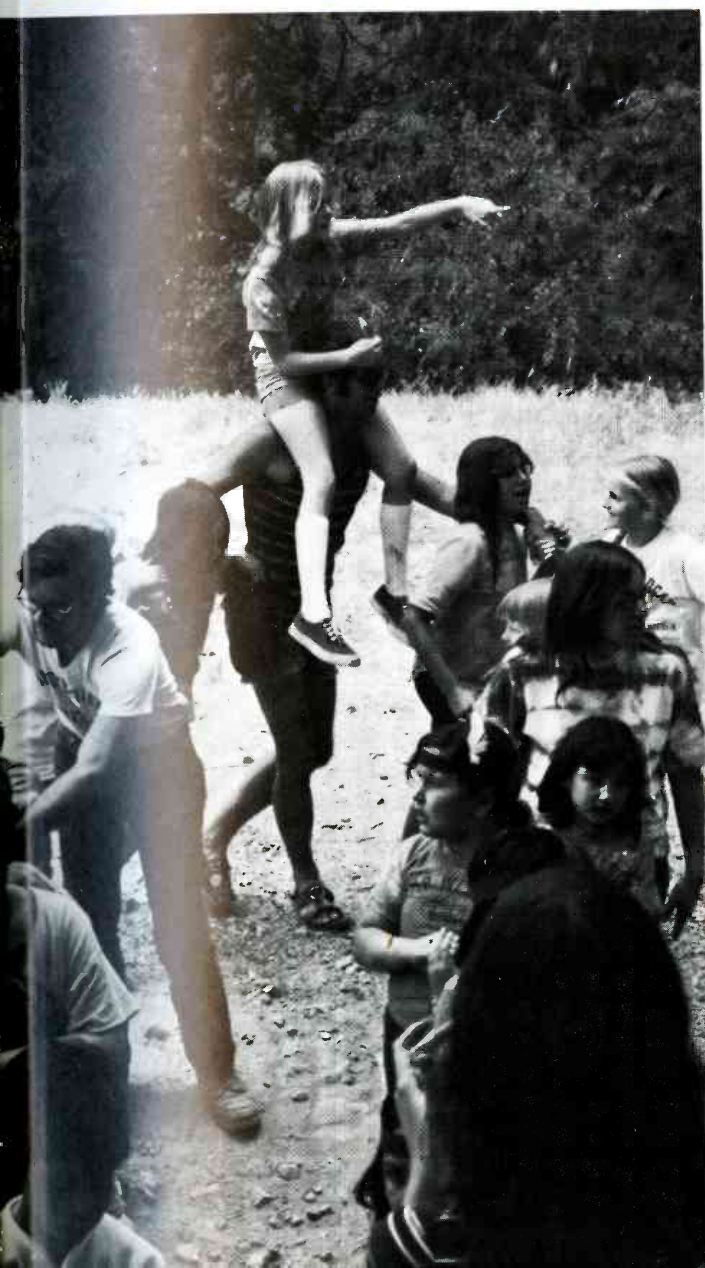




KID STUFF

Camp Wildcat is 60 U of A students with some time and a love for kids—kids from all over Tucson, underprivileged kids—kids with a need to get away, go somewhere, see something . . .

It has meant the Rodeo, Colossal Caves, Old Tucson, the dress rehearsal of "No Time for Sergeants." They've gone on several overnights . . .



Fund-raising goal: money for a downpayment on camp land. Raffles, payment for ushering at concerts and contributions. Hoped-for result: a camp to be called Camp Wildcat.

“Indian power lies within
the people themselves
and cannot come from outsiders.”

-Faithe Seota



The problems faced by today's American Indian are centuries old. What accomplishments, then, can be expected in just seven days... what steps can be initiated to alleviate the mistakes ... what processes can speed the fight for acquisition of the rights and privileges granted other citizens?

Perhaps seven days designated as “American Indian Week” is not enough. At least, though, it is a start, providing opportunities for display, for discussion, for learning.

The week should be regarded as an attempt to open the doors to recognition—doors which have been closed too long.



Indian Week

The Message is Self-Determination





Student Health Center

Those are the breaks

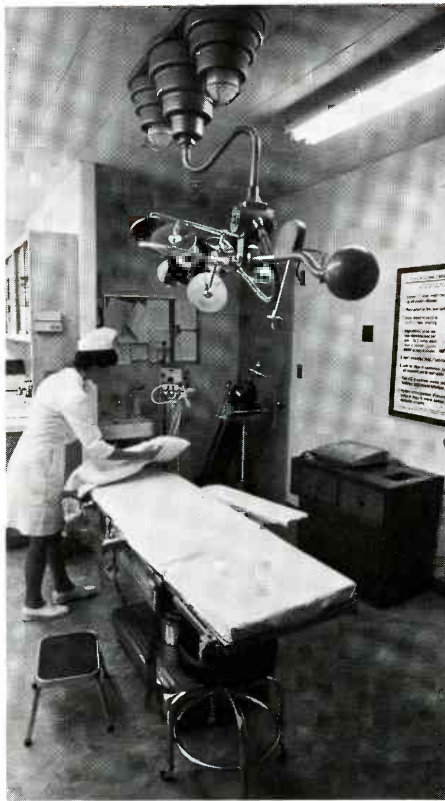


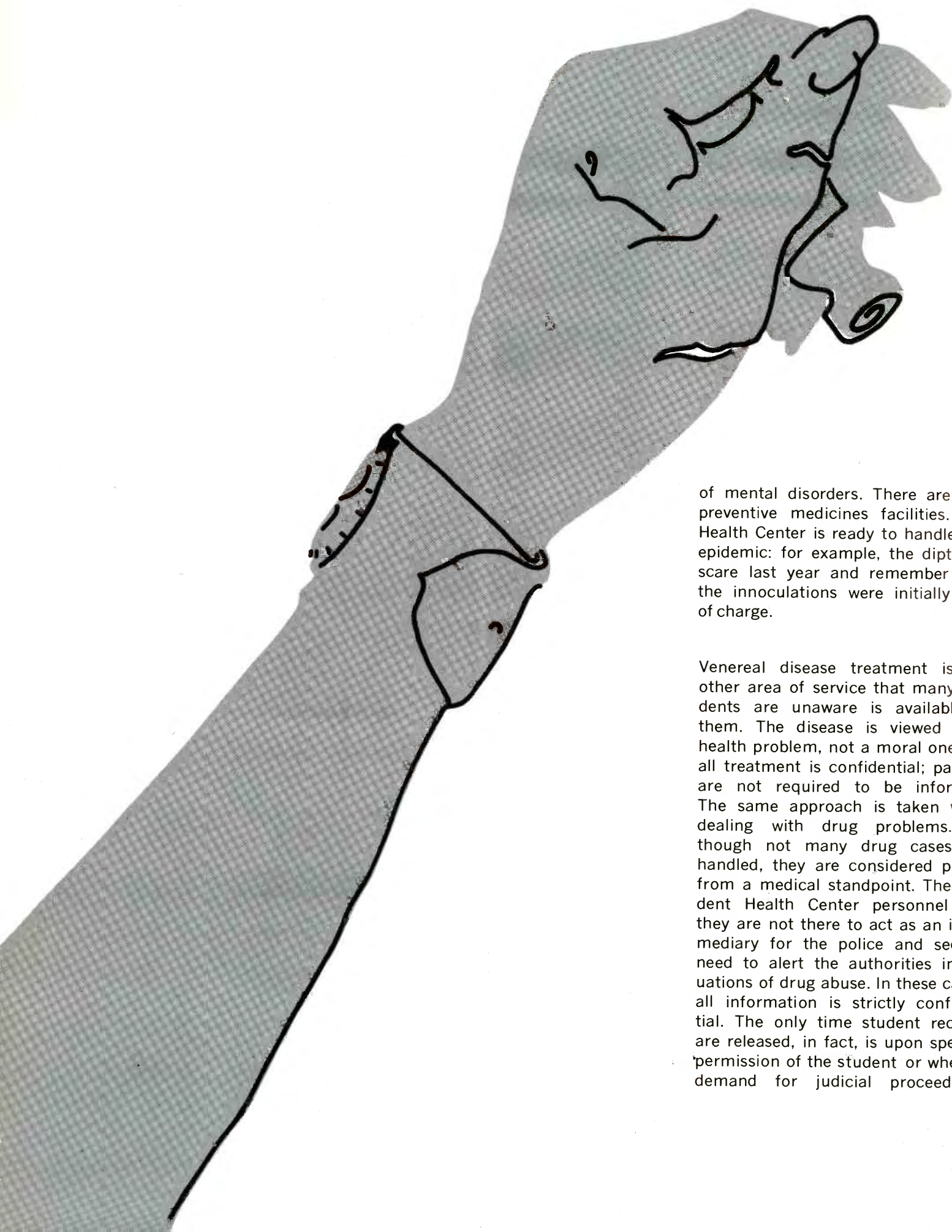
The University Health Center is oftentimes looked upon as a place to avoid, because of the long waiting lines and overcrowding; and this inconvenience to the student is a topic of great concern to the employees. They feel a real devotion to the students and are there because they harbor a sincere desire to meet student needs.

The Student Health Center officials in their efforts to meet the demands of the growing student population, see a need for expansion of the facility. The last addition to the building was made over six years ago. The directors, Dr. Paul Matte and Dr. William Perrin hope that co-ordination and co-operation between the Health Center and the Medical School will improve the existing conditions. At the moment, there is little intimate contact between the two, but the employees have stated that they feel secure knowing that the hospital is there, should they need it.

Directing themselves towards those who don't have time to be sick, the Health Center provides both an in-patient and out-patient clinic with nurses on duty round the clock and doctors continually on call. During an average day, between 350 and 500 students are treated or examined.

Many of the services of the Health Center are not recognized by the students. Besides handling the everyday aches and pains, there are specialists on hand to help students with psycho-biological illnesses as well as mental problems. Some 30 to 50 people daily are treated for varying types





of mental disorders. There are also preventive medicines facilities. The Health Center is ready to handle any epidemic: for example, the diphtheria scare last year and remember how the inoculations were initially free of charge.

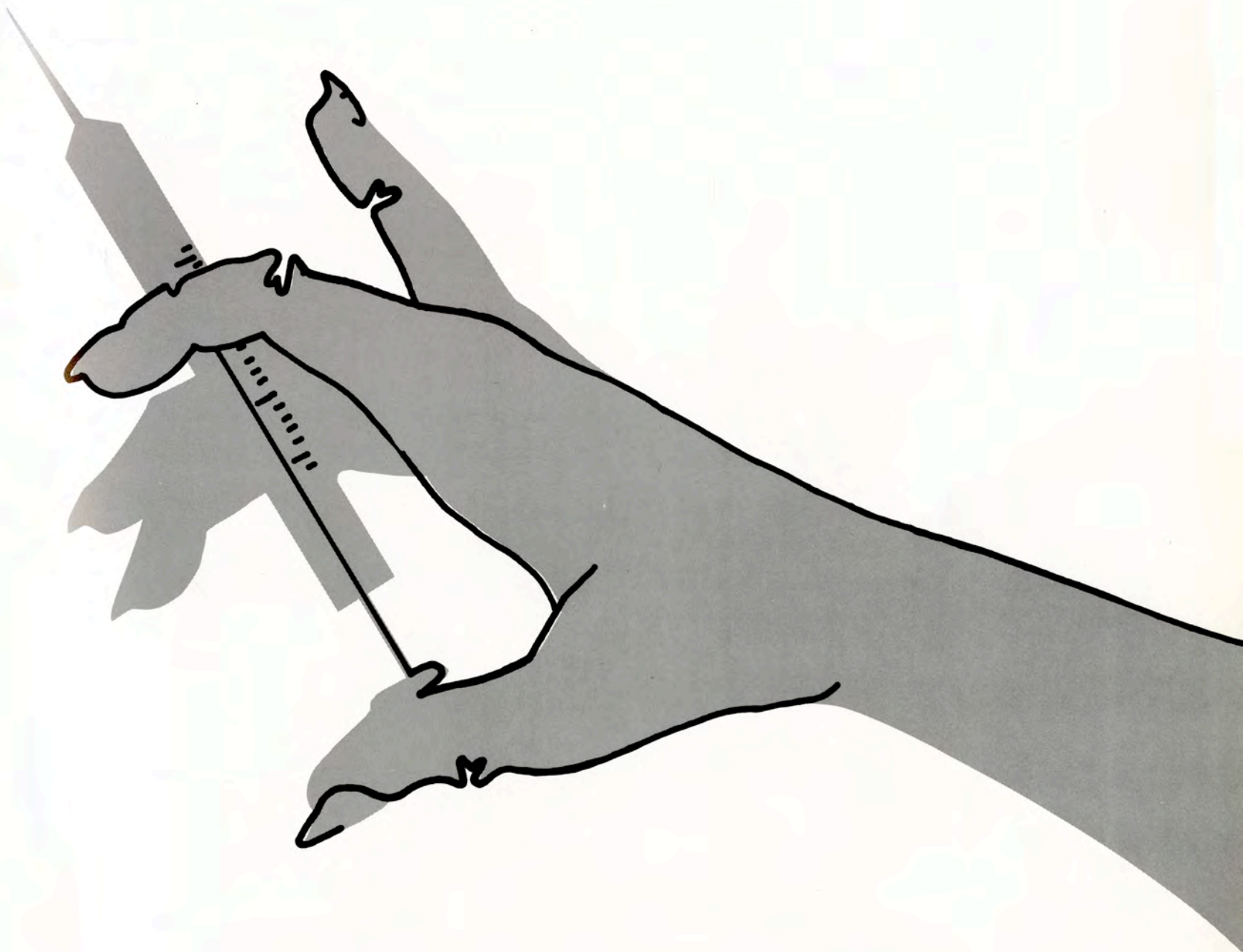
Venereal disease treatment is another area of service that many students are unaware is available to them. The disease is viewed as a health problem, not a moral one and all treatment is confidential; parents are not required to be informed. The same approach is taken when dealing with drug problems. Although not many drug cases are handled, they are considered purely from a medical standpoint. The Student Health Center personnel feel they are not there to act as an intermediary for the police and see no need to alert the authorities in situations of drug abuse. In these cases, all information is strictly confidential. The only time student records are released, in fact, is upon specific permission of the student or when in demand for judicial proceedings.

Because of the cramped conditions, and the increase in medical supply costs, a fee for after hours treatment is charged, as well as for some prescriptions and those being continually refilled. Most conventional types of medications, i.e. cough syrup and aspirin and ordinary consultation and examination are still free of charge. The increase in costs and decrease in available space has, as well, necessitated the limitation of the Health Center facilities during the summer sessions.

In their continuing effort to accommodate the student, Health Center officials have long speculated about the possibility of sponsoring a Growth and Development Center where interested people could find assistance

in their struggles with loneliness, identity, vocations, and sexual relations. The sessions would be co-ed and the topics of discussion would be left to the preference of the group members.

The Health Center personnel are disheartened to sense that many students have negative attitudes in reference to the Health Center even before coming in contact with it. The personnel at the Health Center hope to convey their sincere desire to service the student needs and thus create a workable communication and mutual respect between the two bodies.



**Wars rage, bombs bloom,
Cities and populations destroyed,
Science brings forth the ultimate.**

**Conquest, Plague, War, Famine, Death,
All will become one.
It's the new gift to mankind.**

Richard Louis Curtis







It is October 2, 1971.

The crowd of 2,000 gathers to hear Representative Paul G. Rogers, D-Florida, discuss the role of academic medicine in the country's health crisis.

It is the dedication of Arizona Medical Center, marking the formal completion of the largest public building in the state . . .

and the beginning of a period emphasizing educational, social, and economic development.



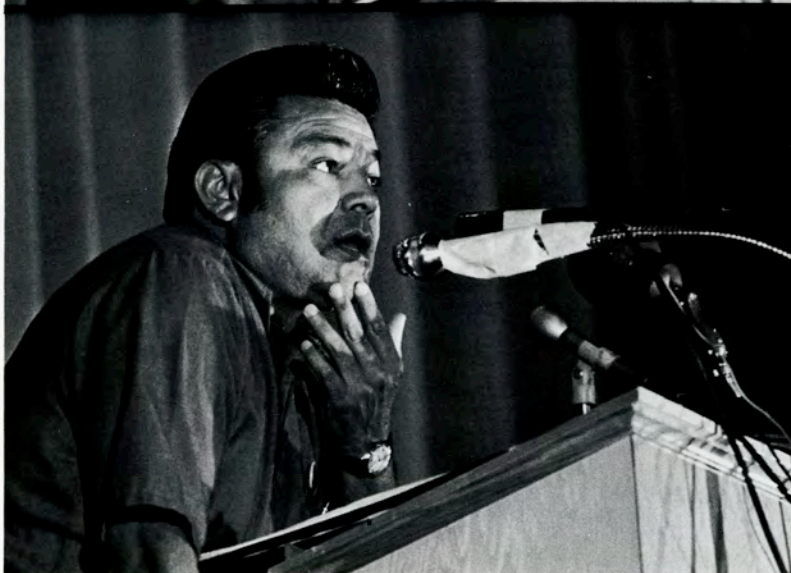
The ribbon is cut. . . left to right Hospital Administrator Daniel W. Kapps, Acting Dean of Medical College Jack M. Layton, Governor Jack Williams, Board of Regents past President Norman G. Sharber, and University of Arizona President John P. Schaefer.

MANUEL CHAVEZ

United Farm Workers

"Since there are no laws providing for the organization of farm workers, the only law we have to follow is the law of the jungle, that is, picketing and boycotting. . .

"Everyone else in the United States has the right to organize, but when the farmers ask for a union we are called Communists. When we ask for better wages, we are called rabble-rousers. And when we ask for better housing, we are called lazy."





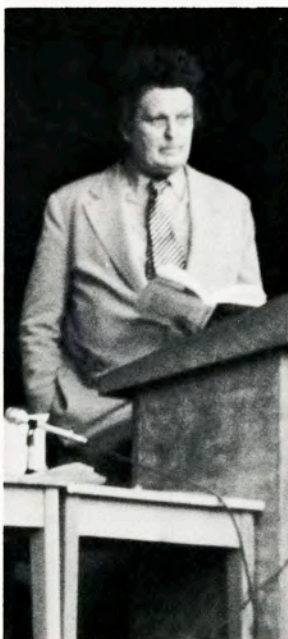
SENATOR MARK HATFIELD

Democrat... Ohio

"We can no longer accurately blame the Pentagon or the political leadership of the White House for those policies which are increasingly disenchanting to America. We bear responsibilities as individuals for this moral issue."



**AWARENESS:
A
BROADENED
WORLD
VIEW**



CLEVELAND AMORY

Columnist

"We want to attract participants to the cause of Wildlife Guard in such numbers that politicians must act in behalf of wildlife during the coming year or be voted out."



SENATOR VANCE HARTKE

Democrat . . . Indiana

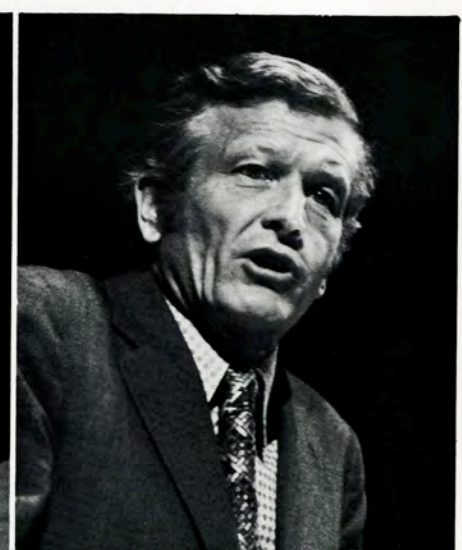
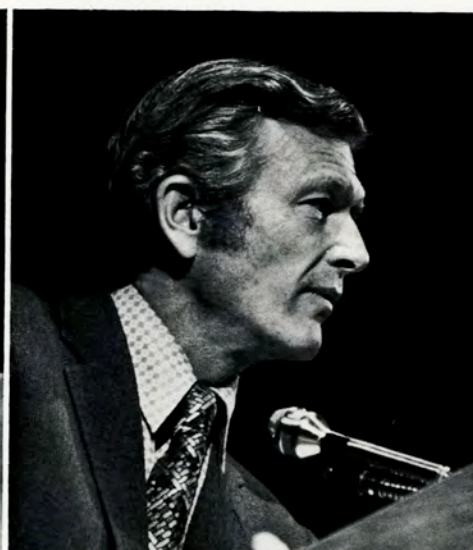
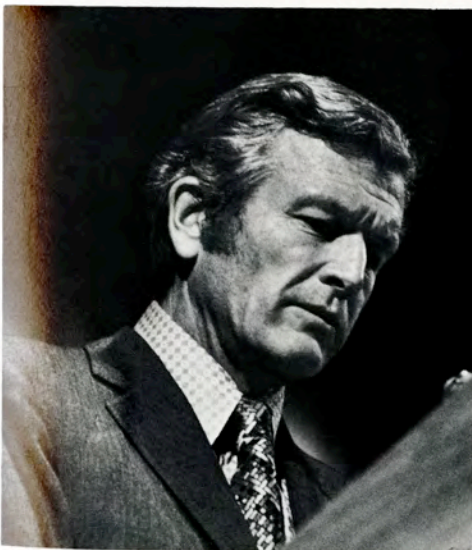
"There is a definite and concerting action by President Nixon to disillusion the young people and the minority members so they won't participate in the vote."

MAYOR JOHN V. LINDSAY

Democrat . . . New York

"In my city of New York I live with the politics of scarcity. The politics of scarcity are corrupting this country . . .

"Our presence in Vietnam has been an unmitigated disaster from the beginning and continues to be."



★ ★ ★ ★ ★ ★ ★ ★

PAT PAULSEN LOOKS AT



★ ★ ★ ★ ★ ★ ★ ★

"The United States has never lost a war
and only tied three."

"WE CANNOT STAND PAT"





"I made some mistakes when I was Secretary of the Interior, but my views are changing because our values are changing. The Secretary of the Interior has got to be a scraper. He has got to take sides."



STEWART UDALL

Former Secretary of the Interior

Republican . . . Arizona
**SENATOR BARRY
GOLDWATER**



"I don't think we'll come out of China with anything concrete but out of Moscow can come knowledge of whether the SALT talks we're engaged in are fruitless. Although I'm called a 'hawk' I can also recognize the foolishness of two great powers spending more and more on weapons."





"I ask our country to come home. Come home, America, from Saigon ... from clandestine CIA operations in Laos ... from the politics of manipulation ... from racism ... from political intimidation and conspiracy trails to the Constitution and the Bill of Rights.



SENATOR GEORGE McGOVERN

Democrat ... South Dakota



F. LEE BAILEY
Defense Attorney

SYBIL LEEK

Witchcraft Expert

"To become a witch, one must study all aspects of witchcraft continuously, not just those that the individual finds interesting. I predict that there will be some scandals exposed during the presidential campaign this year, but I'm not naming "who."



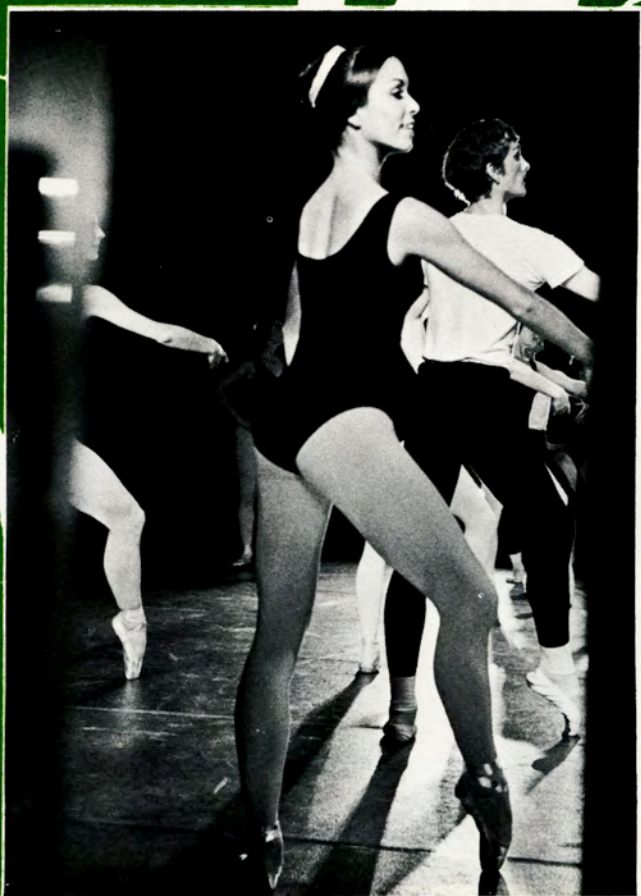
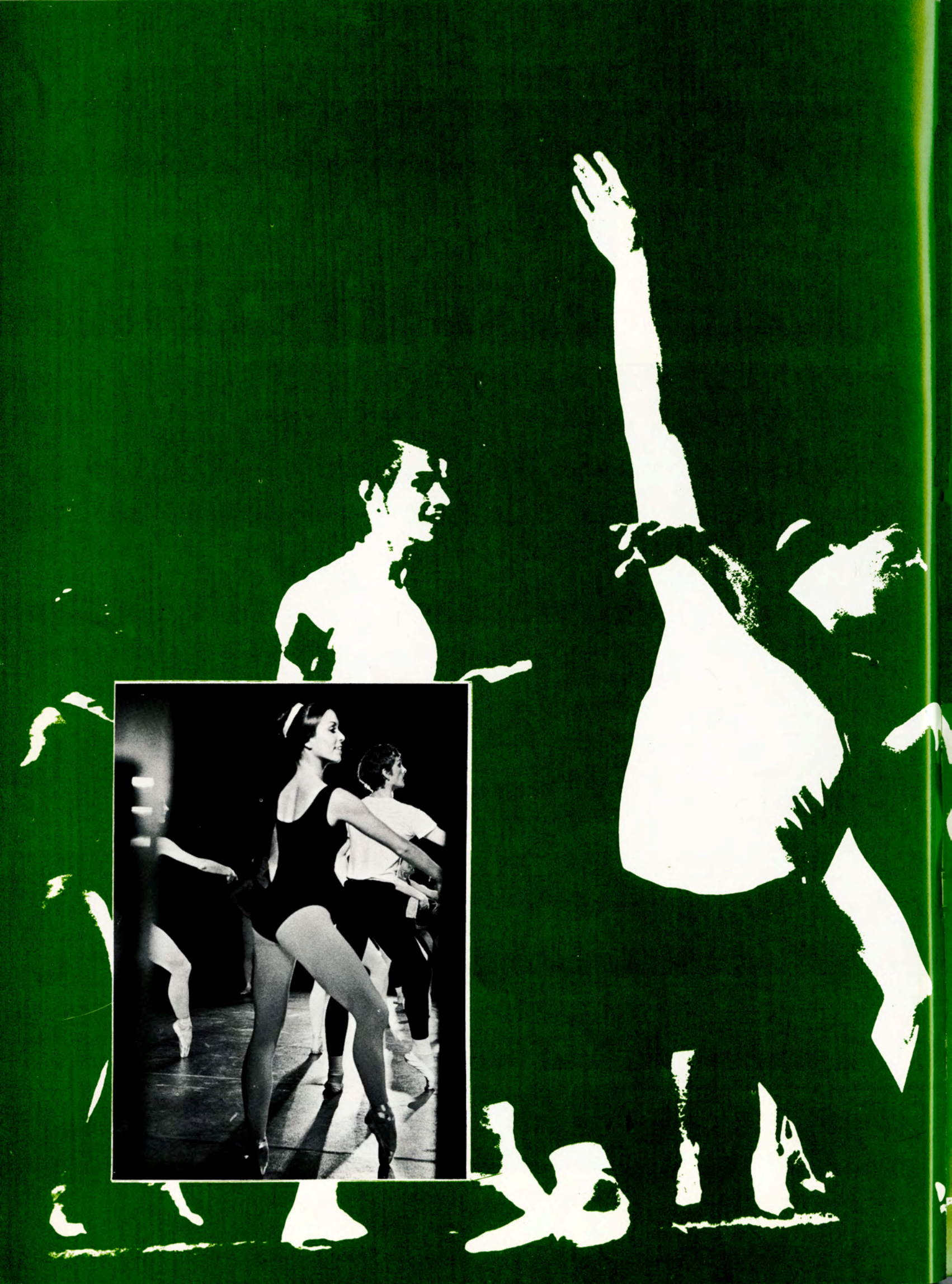


SENSITIVITY



Culture Plays a Role







Royal Winnipeg Ballet



Masuko Ushioda



Susann McDonald





Los Angeles Philharmonic





University Orchestra



with **Mary Burgess**



"Messiah"



Osipov Balalaika Orchestra





London Philharmonic



Marcel Marceau

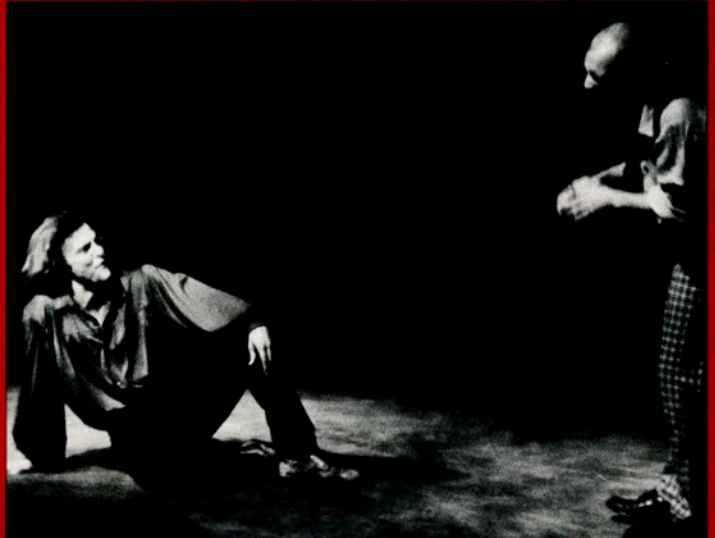


The University of Arizona presents

DRAMA



The Night
Thoreau
Spent in Jail





**Sleeping Beauty
Opera**



The Mandrake
by **Niccolo Machiavelli**

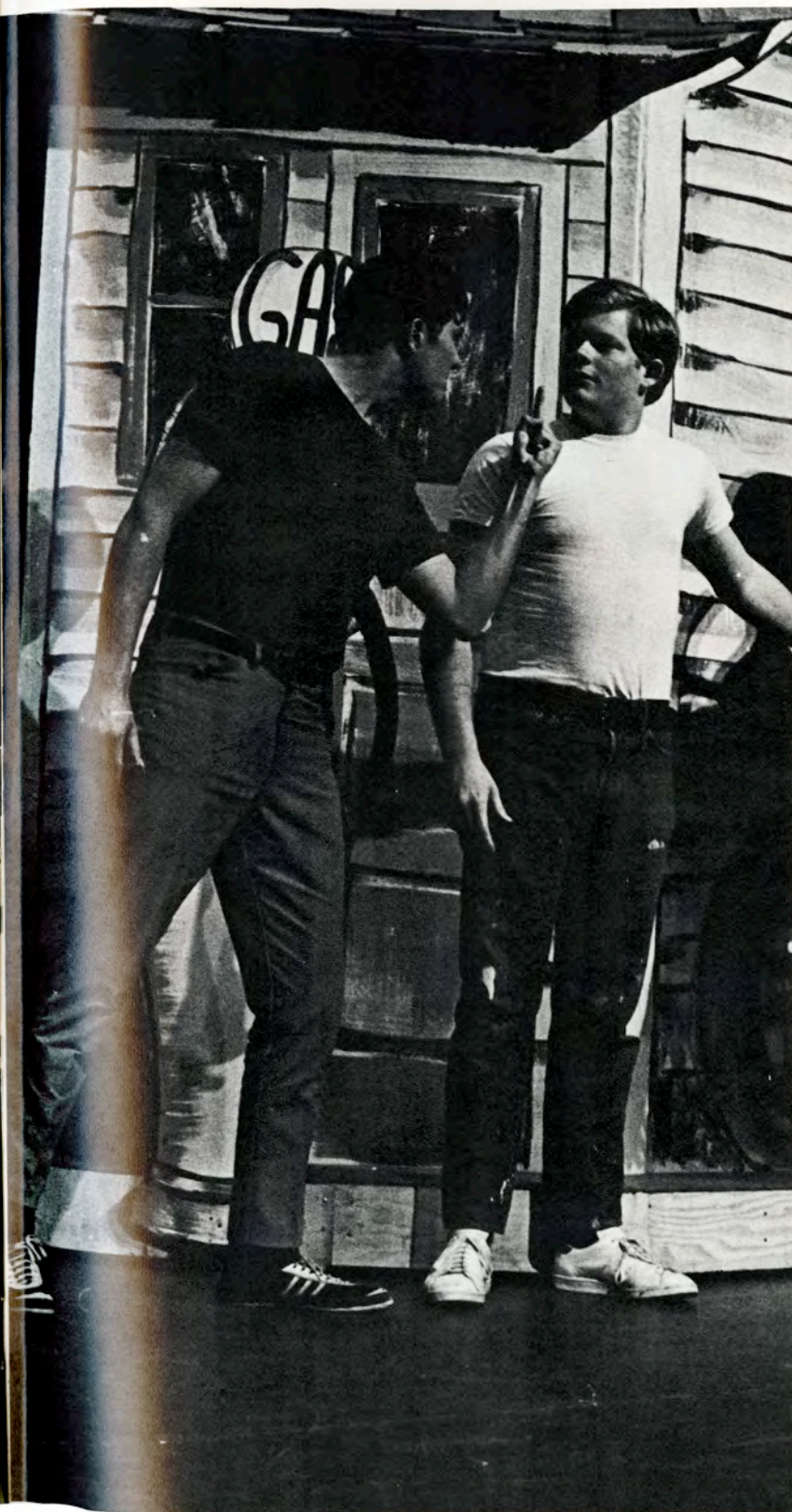




The
Innocents
by William Archibald



No Time
For Sergeants
by Ira Levin





Marco Millions
by Eugene O'Neill



Between Toleration and Enjoyment...

feature by Kathy Kessler, Activities Editor

SPEAKER'S FORUM providing a mike for those who want to be heard...

It can't be disputed—the advantages are here. It's all a part of a seemingly nebulous yet necessary a spect of the DESERT; it's entitled "Activities"—and the question of where does it begin and where does it leave off arises. I wanted people to be able to open to the section and say, "Yes, that **was** a fantastic concert," or "I never realized how much has gone on in the course of the two hundred seventy days of the school calendar."

If you never reach the conclusion that UA is a good home base for broadening your perspectives, you've never looked beyond a surface glance at WILDCAT'S "Campus Today" notices. If you haven't already decided that teaching a kid how to swim at camp might be infinitely more valuable than gluing yourself to reruns of The Dick Van Dyke Show, I think perhaps you've missed an often-ventured message of college campaigns.

Perhaps it is but a question of tolerance. And maybe that tolerance, if acquired or even ingrained, is reason enough for being here. How else better to justify the \$350 (plus \$61 should the increase become effective in spite of controversy) spent for nine months of education than to have learned to demand of yourself understanding of others?

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Claims no doubt will be made that UA does not support the best possible atmosphere for becoming a completely diversified individual. But, I should question, where might one find "the best possible atmosphere"?

What have you to compare it with?

Oh, excuse me, I **can** answer that inquiry. How quickly one forgets... high school. Same opportunities, same attempts at accepting the varied backgrounds and interests of the pupils (you all know they differ from students) who co-existed with me those four integral years of my life.

But who am I kidding? High school meant pep assemblies and Sadie Hawkins day and having "the gang" over (wasn't it really a clique?) for pizza after the last big game. I almost forgot—we did present our own variety of instilling culture, with a "premiere" showing of "Wait Until Dark" (it had only circulated the U.S. circuit five years previous), Americanism assemblies (the same each year, by my Senior year I could have given the speech), and a Spanish Flamenco dancing performance.

But there's a fine line between mandatory assembly attendance and presentations made available to everyone (excepting the "May I see your student ID please?") with the ultimate decision of going or not left up to your own judgement. It's the idea that the occasions just didn't present themselves in high school. When I left, I was no more able to take a look at someone interested only in opera or ballet and focus on them as tolerable—they were merely "different" than me in their outlook for I had chosen to devote myself to the fighters-for-a-cause-group—and, true to good old American characterization—"my" Everybody has one...a "nobody-else-has-one-quite-like-it" life.

It's the different opportunities, some lucky breaks, the hopeless situations that constitute the days that make up the weeks that add up to years that serve to make of each individual life a unique pattern.

25,008 people have brought their own unique pattern to Tucson—they compose the University of Arizona student body, each member (and his own "uniquities") falling somewhere within what has become an extremely broad continuum. Along such a spectrum are placed (somehow) the movie enthusiasts, drama critics, modern-day Beethovens, musical McCartneys, creative artisans, dance virtuosos, speech devotees, and fighters-for-the-cause-of-kids or minority groups. That pits (again, somehow) "Love Story" versus "Marco Millions" versus the London Philharmonic versus Blood Sweat & Tears versus the Royal Winnipeg Ballet versus Barry Goldwater versus Camp Wildcat and/or Indian Week.

What has evolved is a culturally complex college campus. Diversities—differences—distinctions. And they're all necessary.

You've got
SUAB presenting its almost-daily fine flicks
UA DRAMA DEPARTMENT portraying theater masterpieces...
ARTIST SERIES exhibiting sophisticated talent
ASUA and NEWDAY ADVERTISING produc-

ing sure-fire rock and
happy-mood folk..

ideas and interests were more "valu-
able" and "right"—couldn't those
other enthusiasts see things as I did?

Then college.

In particular, the University of
Arizona. The realization came quickly
(yet still had to be learned) that I
had to accept the differences to be-
come the "completely diversified
individual" I envisioned possible
for myself through interactions at
college.

Awareness of your own close-minded-
ness is prerequisite to any change
for the better. And as soon as I dis-
covered it within myself, I started
noticing it in others.

Taking a look around I started to
appreciate the plethora of things at
UA, so convenient to me...things
probably once deemed "different".
And consequently—"I just might
make it to see that violinist."

The task is to list them, to classify
them, and to categorize them all in
summation of the year 1971-1972.
Hence the activities at U of A find
meaning through ENDEAVOR with
continual striving to understand; and
through SENSITIVITY where culture
plays a role.

And I've found it's kind of fun to
talk in casual conversation and con-
tribute even a comment on the "dif-
ferents" I have come not only to
tolerate, but to enjoy.



Let's
look
at the
world
together

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photo by Jake Fishman





Stay Tuned for This Word . . .

U of A Radio-T.V. Bureau

Editorial by
Cyndy Haugeland

How many seniors will leave the university never knowing about the elaborate facilities their alma mater has for radio-TV productions? A majority? The Desert would like to give a brief outline of the activities of the Radio-TV Bureau. This would include the AM radio studios, with

taped national broadcasts and student programming, and the KUAT television station which has over half a million dollars in facilities.

Activities of the Bureau can be broken down into two broad categories. The first would be instructional and academic programs which could be running courses for Radio-TV majors or providing broadcast facilities for other departments in the university.





And second the Bureau supports community oriented public service programs.

Educational programming probably has more of an impact on us than any other single aspect of the Bureau, in fact it reaches 4500 U. of A. students each year. When we're sitting in the Modern Languages building watching the Geology 1 or Chemistry 5002a series it's not part of our focus to think of the cameras, lighting, sets, professional and student skills that have put our professors in those little boxes. But such things go on in the Channel 6 studios every day.

The fall and spring semester the TV Bureau has been redoing the 80 part geology series on color video



tape. The tapes are similar to the magnetic tapes in cassettes, with the picture added. The Bureau stores libraries of them in special temperature controlled rooms for maximum lifetime use. If they ever were to do something farfetched like cancel the geology series for a soap opera with higher ratings, these tapes could be reused.

Along with the well established introductory science courses, the Bureau has now expanded to include programming in the medical school in support of medical education. A staff and facilities are being organized in the Medical Center.

Another important aspect of KUAT TV's programming is the community oriented afternoon and evening viewing. This includes children's shows such as Sesame Street, which is nationally distributed, and Chiquitines a multicultural children's program done entirely here at the University. This series was made possible by a grant from Tucson Model Cities which also wants the University to do considerable research work on further programming for the Chicanos.

Much of the programming comes from a new national network, the Public Broadcasting Services (BPS) which is funded by the Congressionally chartered Corporation for Public Broadcasting. BPS programs are not community oriented but many are minority group oriented, i.e. Soul. The station also handles programs distributed nationally and internationally by NEA and BBC. These are the historical dramas, famous plays, original works, and interview shows that we watch without the benefit of commercial messages. Such well known personalities as William F. Buckley, Jr., Lord Kenneth Clark, Bill Cosby, Marshall Efron, and Angela Davis appear.

The facilities available for University

television productions are large and varied. Sound stages are used in producing movies. Studios are used in TV production. Currently there are two studios and sometime in the future there will be a third, fully three times as large as the biggest sound stage available now. When new sets are needed they are made in a workshop adjacent to the sound studios. Some of the sets made in this workshop have been used in the Chiquitines programs, the geology series, and the Channel 6 news programs. On the floor above is the graphics department whose staff makes the animated films for the Channel 6 productions. The graphics department also does all the art work for station and programs. They do poster designs and received first place in the national competition to create

a trademark for the new national network PBS.

KUAT AM radio is also a growing concern. In the past the station had to tape programs when the station wasn't broadcasting because there was only one studio. Now a second, more modern studio has been added which enables KUAT AM to be on the air at the same time future shows are being taped.

When you tune in you can expect a format which offers a mixture of classical and jazz music, along with short information segments called "Accents." The station is also involved in programs revolving around grants, for example, KUAT AM was one of the four radio stations in the country to receive a \$25,000 award





for the development of an experimental news and public affairs program.

Until July of 1971, students majoring in Radio TV arts were in the Department of Speech and Journalism. Now there is a separate department



of Radio Television in the College of Fine Arts. The Bureau faculty members teach an average of 25 units of classes each year and advise approximately 100 students in the field of Radio TV.

Every spring on Channel 6 you can catch the half hour programs that seniors in broadcast productions must do as their final exam. The shows are broadcast live thus the director, cameraman, stage director, etc., must be well prepared for this exam because directly their "paper" will be on view throughout Tucson.

The University of Arizona has a Radio TV Bureau to be proud of. Their fine work has been recognized by numerous awards and grants from organizations such as the Public Broadcasting Service and the Corporation for Public Broadcasting. Last year nearly \$300,000 in grants, contracts and gifts came into the Bureau for programming and expansion projects. And most of the activity is right here on campus... so stay tuned.



**asua and
community center
spotlight
on concerts**





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blood sweat and tears

october 3









john denver
helen reddy
november 12

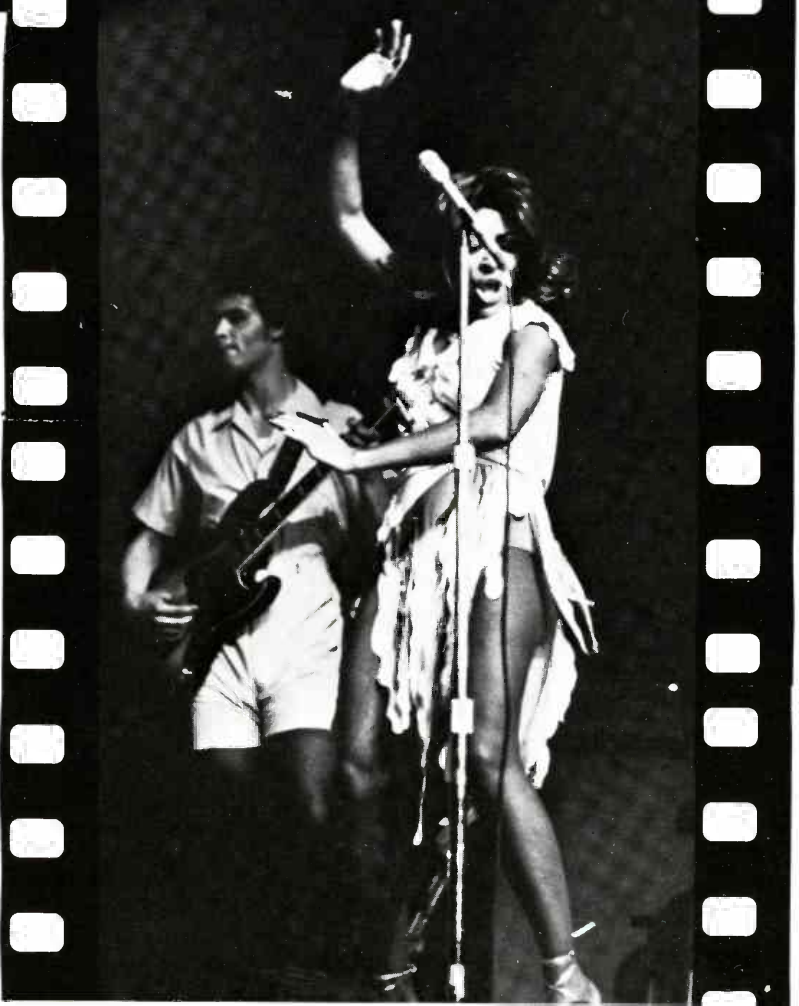




ike & tina turner review

november 15





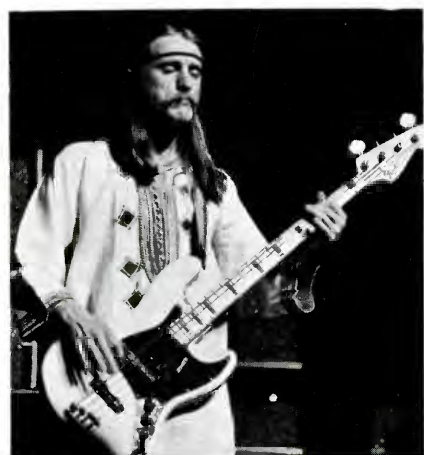
steve miller band december 4



mason proffit

128







paul revere and the raiders

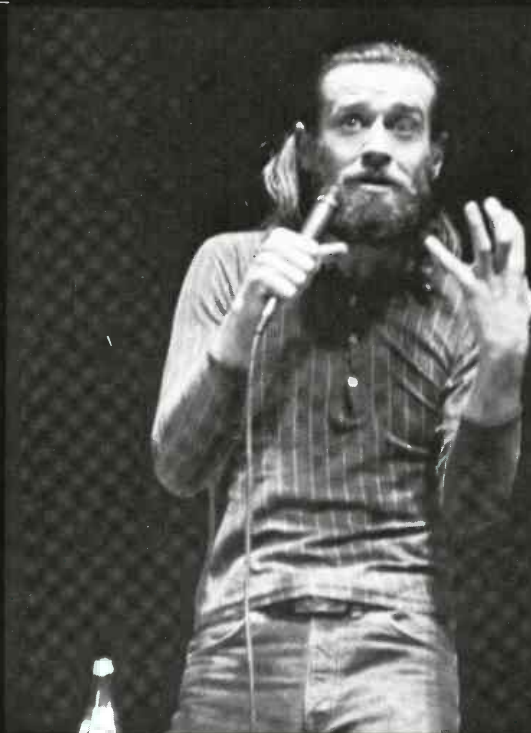
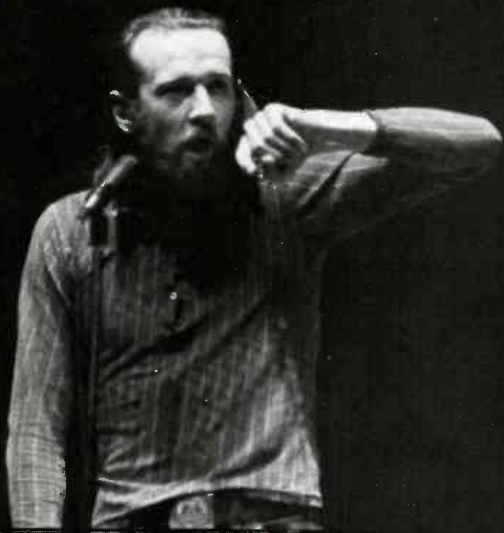
december 12

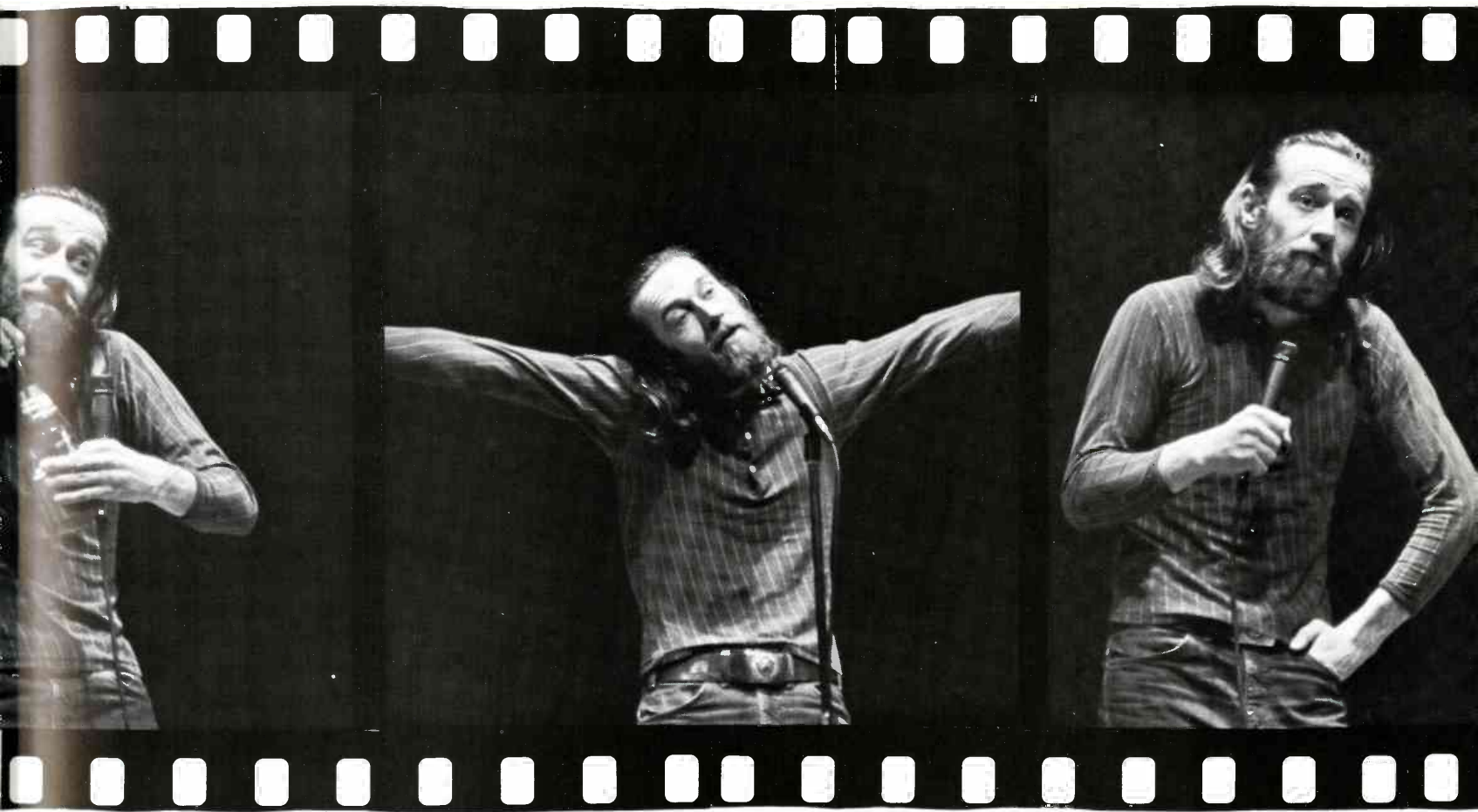






dionne warwicke
january 30





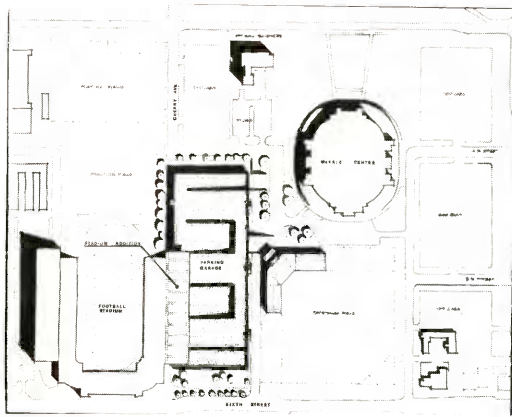
george carlin - john prine
february 18

**jesus christ
superstar
february 27**





A view of \$61 worth of opposition



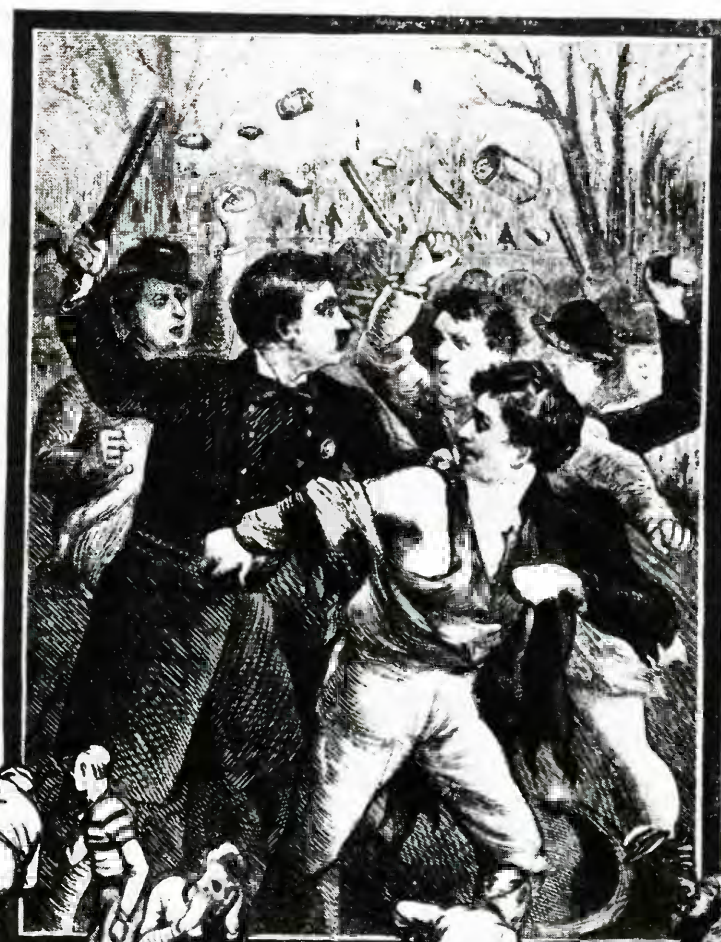




Why Students Riot

by Christian Gaus

Reproduced From Colliers
Magazine, January 31,
1931 Issue.



*Collier
Service*





My roommate and I were quietly studying at our table one autumn night in a Middle Western college town. Suddenly there were shots not far from the campus. We rushed down to the street and stood on the porch for a moment listening. The boys from the next house had done the same thing. There was loud jangling of bells and tooting of horns, a charivari, then another salvo. We rushed in that direction. The boys from the next porch, including a fellow townsman of my roommate, joined us and we gathered numbers as we ran along under the moonlit maples.

The whole college seemed already to have gathered on the spot. Everyone wanted to know what it was all about and no one could tell. We all tried to push up to the center of the excitement. There was razzing, "joshing" we called it in those days, and laughter. Then, suddenly, a stir on the crowded piazza. Someone gave a command, "Fire," and I can still see the little spurts of flame from the raised barrels of a dozen muskets, as they fired a last salute of blanks. There was a shuffling of feet, another unintelligible command and a group of armed men stepped down and tried to force their way through a mass of milling undergraduates.

The leader of the squad ordered the crowd to "open up and fall back." "There was more pushing, but no lane opened and the militiaman-he was evidently one-became abusive. Voices from the crowd asked what it was all about. "None of your X---business; fall back," was the only answer, and one by one the members of the squad, following their leader, started to shoulder their way through the crowd.

They reached the street but the reverberating report of that final salute was now bringing in a further jumble of excited undergraduates who blocked the line of march. They, too, wanted to know what all the shouting was for and their cheerful query met with the same curt rejoinder.

The saluters formed in fours, intending, evidently, to march away in military formation. The street was tightly packed students and some of the militiamen used the stocks of their muskets as clubs and swung wildly upon the crowd.

Once they had started, the pressure of jeering, curious undergraduates from behind, rather than this display of force, brought them back to the town armory.

A laughing classmate from next door came in after the fracas to give us the adventures of himself and his friends. It had been good fun. Once they were caught just in front of the fool soldier's. 'Did anyone know what it was all about anyway?

He told us that my roommate's fellow townsman had been clubbed over the side of the head, but they had helped him home and they guessed he was all right. As a matter of fact it soon became evident that he was not. His skull had been fractured. He died in the university hospital the next morning.

There was a long-drawn-out trial for manslaughter and many details could be added from the court records of that college town and county seat. But, as usual in such cases, it was impossible to fix responsibility except upon the leader of the squad for having taken rifles from the armory without permission. No one



could identify positively the man who had struck the fatal blow.

As I knew the boy who had been killed, I pondered over it for years. He was no more guilty than the rest of us. As I saw it, neither he nor any of us were in any sense to blame. Though feeling ran high and the best legal brains were brought into the case, even the prosecutor could find no one among undergraduates or militiamen who could be proven guilty under the law.

As I see it now, it was, however, clearly a preventable riot. We learned the next morning that a member of the local militia company had been married in the house where the salvo had been fired. A few of his comrades, unwisely but innocently enough, had wished to celebrate the occasion in military fashion and fired three salutes. Had the leader of the squad good-naturedly explained this simple fact to the gathering undergraduates, there would have been no fatality.

A Cherished Tradition

If we are to understand riots at all, to say nothing of preventing them, we must first realize that they belong to that class of social upheavals which can only be explained out of mob psychology. Many of them result merely in a bubbling over of youthful high spirits. Some are thoroughly disastrous and where anything really calamitous occurs, in the cold gray dawn of the morning after most undergraduates themselves wonder how they ever came to participate in the rampage.

First of all, we must remember that the tradition of rioting at universities is an old, if not a venerable one. Even in the Middle Ages in which the mod-

ern type of college originated, rioting was a frequent occurrence.

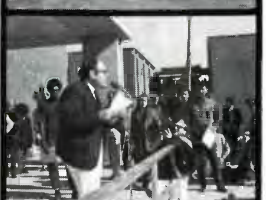
The tendency is deeply rooted in youthful human nature and the assumption on the part of the elderly alumnus that rioting at his own college is of recent origin and just one more mark of contemporary undergraduate depravity is a regrettable fallacy.

It's Just the "College Spirit"

Undergraduates are a group of young men who live in more or less isolation from the outside world under the dominance of an older group, the faculty. They inevitably acquire a class consciousness and, as I have tried to explain on another occasion, develop what may be called a "gang morality," the first principle of which is loyalty to every other member of the group.

When, with this flattering sense of group identity and strength, the undergraduate encounters a squad of policemen, the same phenomenon occurs. Such clashes heighten his gang consciousness. With no intention on any individual's part to do a particular policeman harm, the blind group impulse carries them along. It is, of course, contagious and spreads rapidly until the emotional wave overwhelms even those whom we would least suspect. The most retiring, undemonstrative "greasy grind" will sometimes be found among them.

Even though the results do momentarily flatter an individual's gang consciousness and provide an outlet for pent-up motor and muscular activity, they can never be said to be permanently satisfying.





The incident occurred a number of years ago and the principal was an outstanding young man for whom I had and still have the highest regard. Unfortunately, however, he took to riots quite naturally. He was a man of the world and of the college world as well. After such troubles had occurred he would discuss them with you from both points of view, the really unfortunate damage done and the "fun" which the undergraduates had had. One of these had been quite serious and had occurred in another town after a football game. Goal posts had been carried away in spite of the attempts of the police reserves to protect them. A few days later, to my chagrin, I had received a letter from the commissioner of police. He was willing to let bygones be bygones but he found that at the roll call seven policemen had reported that they had lost their helmets. Each helmet had a police badge attached to it. Although the helmets might be retained he wished to have the badges returned. It was a serious matter to have them bandied about, for any real gangster who chanced to pick one up in some student's room might wear it and hold up a truck or claim admission to an express car. The social consequences might be serious.

I am sure I regretted the matter as much as the commissioner. How to get possession of these policemen's badges which had, of course, a particular value as trophies, was a question. If the university authorities advertised for them it would merely give them a premium value and drive them into deeper hiding. I thought of my young friend, called him in and showed him the commissioner's letter. He agreed that the commissioner

was a good sportsman. He deserved to have those badges returned. I turned the whole matter over to him and three days later he reported with six of the badges and a box of the finest cigars for the commissioner. "I'm sorry," he explained, "that is absolutely all there are on the campus. Some alumnus must have got the other helmet."

Unconscious Motives

They tell us that in a beehive a high temperature is engendered by the closely packed, vibrating, individual bees. Something like this is true of a college campus. Though we may congratulate ourselves that serious riots by undergraduates are really less frequent than in the past, and though in view of their possibly disastrous consequences college officials must have recourse to the most drastic penalties to suppress and prevent them, those who wish to understand them must realize that they are a phase of mob psychology.

I am sure that the alumnus who came to see me and condemned them most bitterly will himself, in a distinctive class uniform, parade through the town with a band at his next commencement reunion. He has no evil intention whatever, but whether he knows it or not, he does so because it strengthens his sense of identity with his classmates, sets him off from the ordinary citizen and the rest of the crowd.

These same unconscious motives which lead him to do this sometimes, alas, still mislead his younger successors into that foolish undergraduate rioting which is only a less attractive illustration of this same group or gang consciousness.



Athletics

"Playground games are so much more fun than college games. The people on the playground are playing primarily for the enjoyment of the physical activity, and that's what athletics should be all about. . . Athletics can be such a beautiful thing. It's a shame to have to keep score. In fact, it's a shame to have to keep score on anything in life."

Will Hetzel, basketball player for the U of Maryland







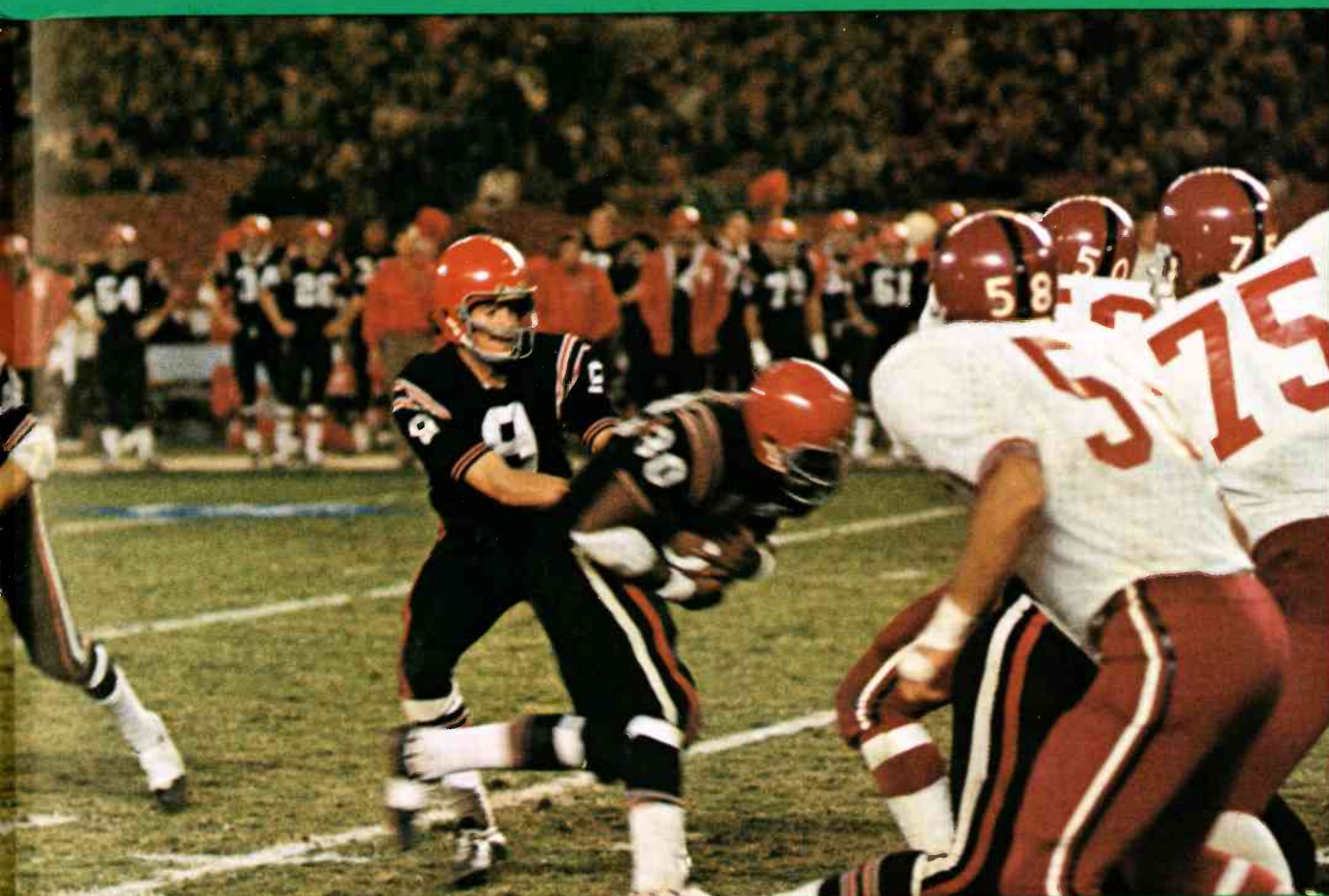
"America will not tolerate a loser."



Jeff, Do you remember when we first began playing organized sports back in third grade? We would get suited up in our football pads and ride our bikes to practice. At the first of the year, the coach would get us together and tell us what a tremendous amount of potential we had. The only thing we had to do to develop this potential was to practice. By practicing, we could become the greatest elementary football team in history. One of the few things I remember about practice was hoping that it would rain, so we could knock someone into the water, or hope that someone would return the favor. The dirtier you were, the better you played. The one thing I remember the most about third, fourth, fifth, and sixth grade football was how enjoyable the sport actually was. Although the coaches and parents emphasized winning, we were young enough to ignore those pressures and just play. We played because we wanted to, it was fun, that's all - just fun. No complications, no publicity, no pressure. It was natural, innocent, and extremely beautiful. Jeff, something we could never have realized at the time was the fact that those four years of football were the most free years of our developing athletic careers. We were young enough that our mistakes were laughed at and the most important aspect to the coaches and parents was our enjoyment. It was our game.

The next step of our athletic careers was junior high basketball. Seventh, eighth, and ninth grades, were an extreme change. What a slap in the face. No longer were we playing for enjoyment, we were now competing for our names in the school paper, all-district honors, city championships, and coaches reputations. Throughout junior high school, I kept having flashbacks of football, wondering why the differences existed.







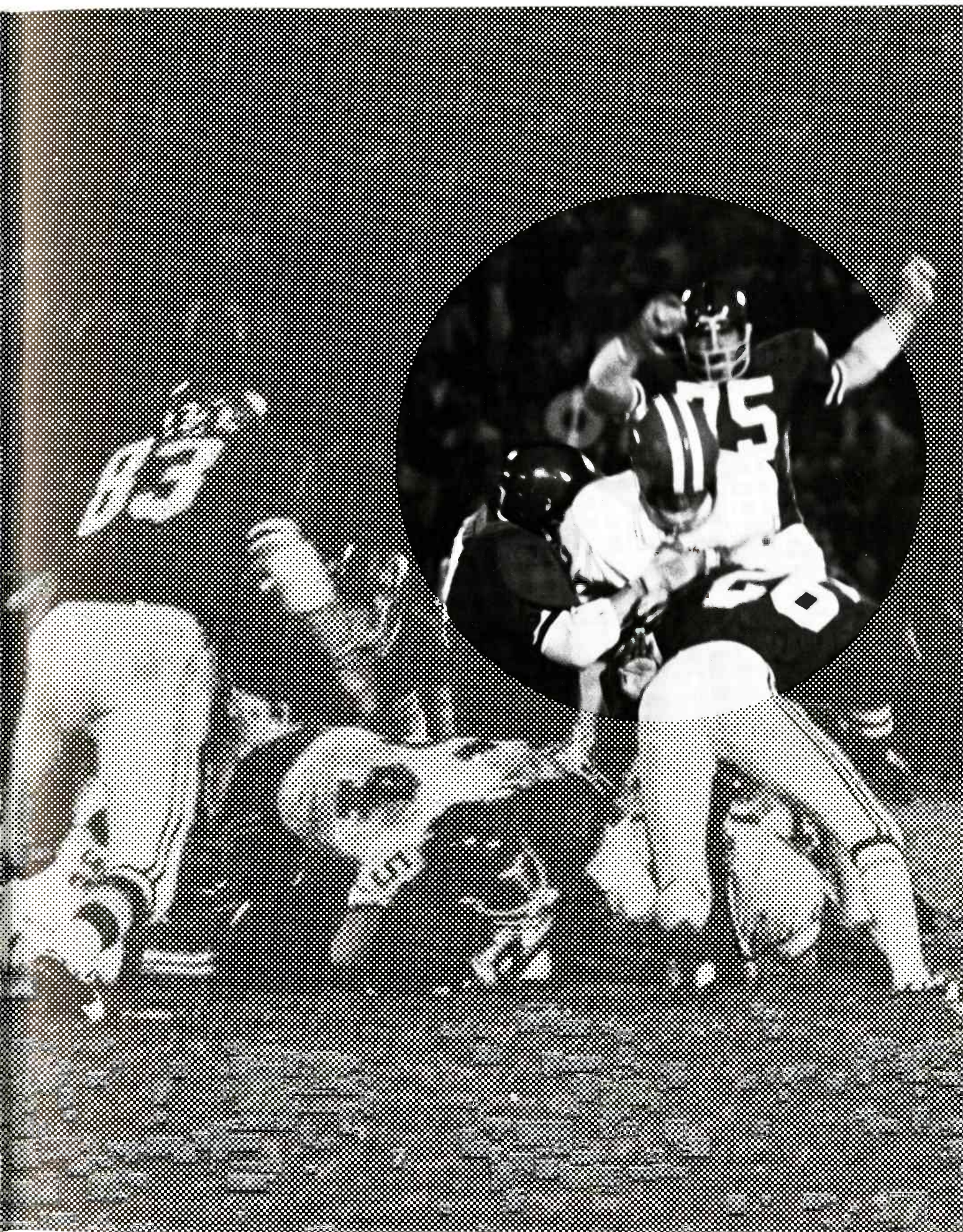
What caused my awareness of pressure? Why were the same mistakes so much more costly? Why?

Unfortunately, high school basketball did not take away from these pressures. I had more questions and less enjoyment. The coach's cry's became louder, the papers became larger, and the city championship stretched into the state. The entire process sped up. By my senior year, the difficulty of playing was sharply emphasized by points. No longer did people care about playing and enjoying, they just cared about playing and receiving. Mistakes were too crucial, no one laughed and few enjoyed.

It is very interesting to examine our two roads to the great university life. I remember applying to various schools, Texas, North Carolina, and Arizona. I also recall that in every instance the coaches' questions were similar. "How many points did you score per game?" Now I understand why everyone was seeking the superficial; because the superficial people wanted to examine your superficial awards. It was just like passing go and landing on income tax. You couldn't escape.

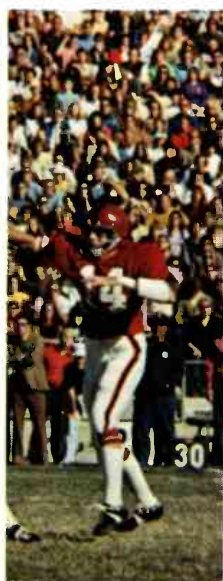
On the other hand, your door was the one that all the coaches were knocking on. You had the credentials and the honors. Up until your first day of school, I can remember being envious of your position. But when you told me how your baseball coach came into your room and told you what courses you would be taking, how you should dress, where you could and couldn't go, at that point, my envy stopped and my pity began. Because at that point I realized that by signing your scholarship, you had signed away, not only your body, but your mind as well. You no longer had any type of freedom, you had been purchased. You were a part of something you couldn't escape from. Only by losing this freedom did we really appreciate elementary school football.





Jeff, do you recall seeing the movie 'Patton'? You remember the line that George C. Scott used concerning winning. "America will not tolerate a loser." Not only will Scott's society not tolerate a military loss, but our great and liberal university society won't even tolerate an athletic loss. Why? Because in both societies, the only method of measuring success

is by the number of victories. You sit in the stands and listen to the fans scream and yell for Jackie Wallace after he intercepts a pass, but ten minutes later when Wallace makes a mistake, the whole world is against him. Why? Because everyone wants a winner. "Yea, I go to the University of Arizona, we were ten-and-0 this year, number one team in the

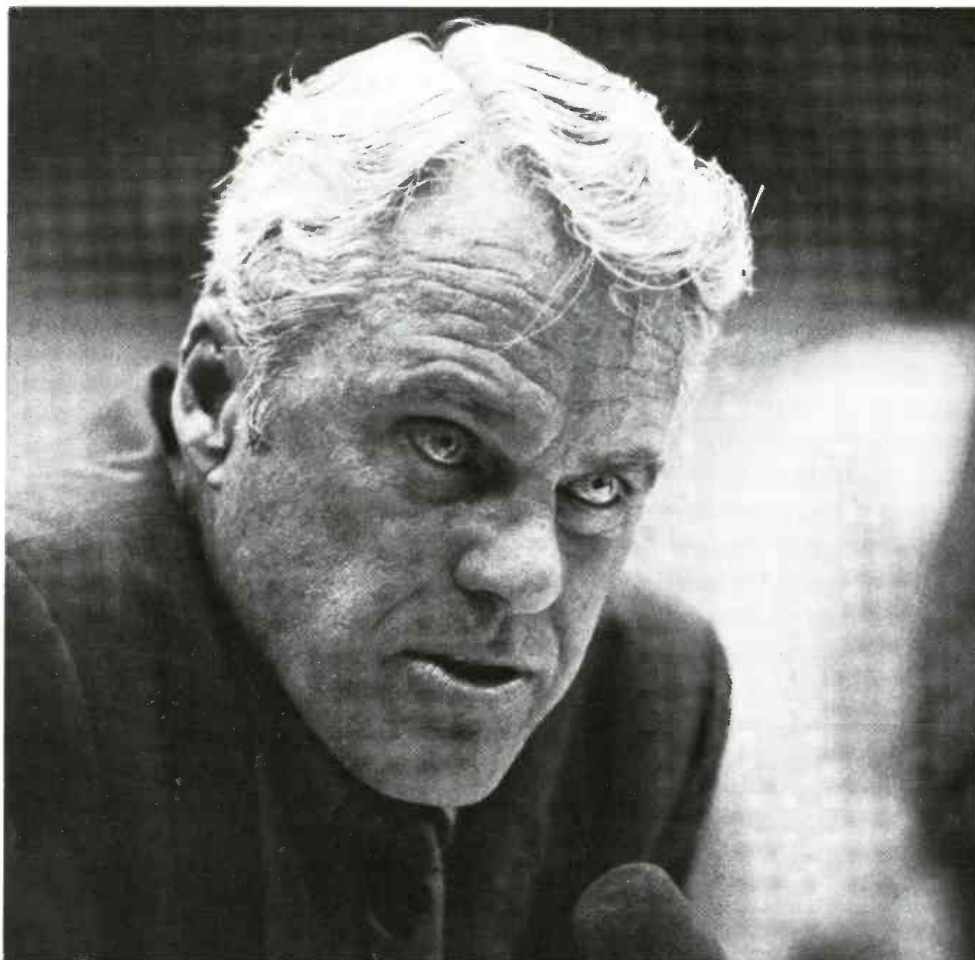


country." This year everyone is extremely critical of Bob Weber, "the worst coach in the W.A.C., wish we had Kush." It matters not that Kush has reportedly beaten several of his players. It matters only that last year Arizona State was 11-0. The fans don't give a hoot in hell for the players from whom they demand

perfection. They don't care about the personal problems of Jackie Wallace and Bob Weber. They just demand winners. They never think that Bob Weber wants to produce as good a team as possible. They never think that Joe Petroschus feels a hundred times worse than they do when he fumbles. You see, Jeff, that in wanting

and demanding a winner, society completely overlooks all else. Do you suppose they care that back in the third grade, I had one of the most influential experiences of my life. I made a friend, a friend worth all of the 10-0 seasons in the world. Take care. Joe.





“The interest is more or less a trickle”

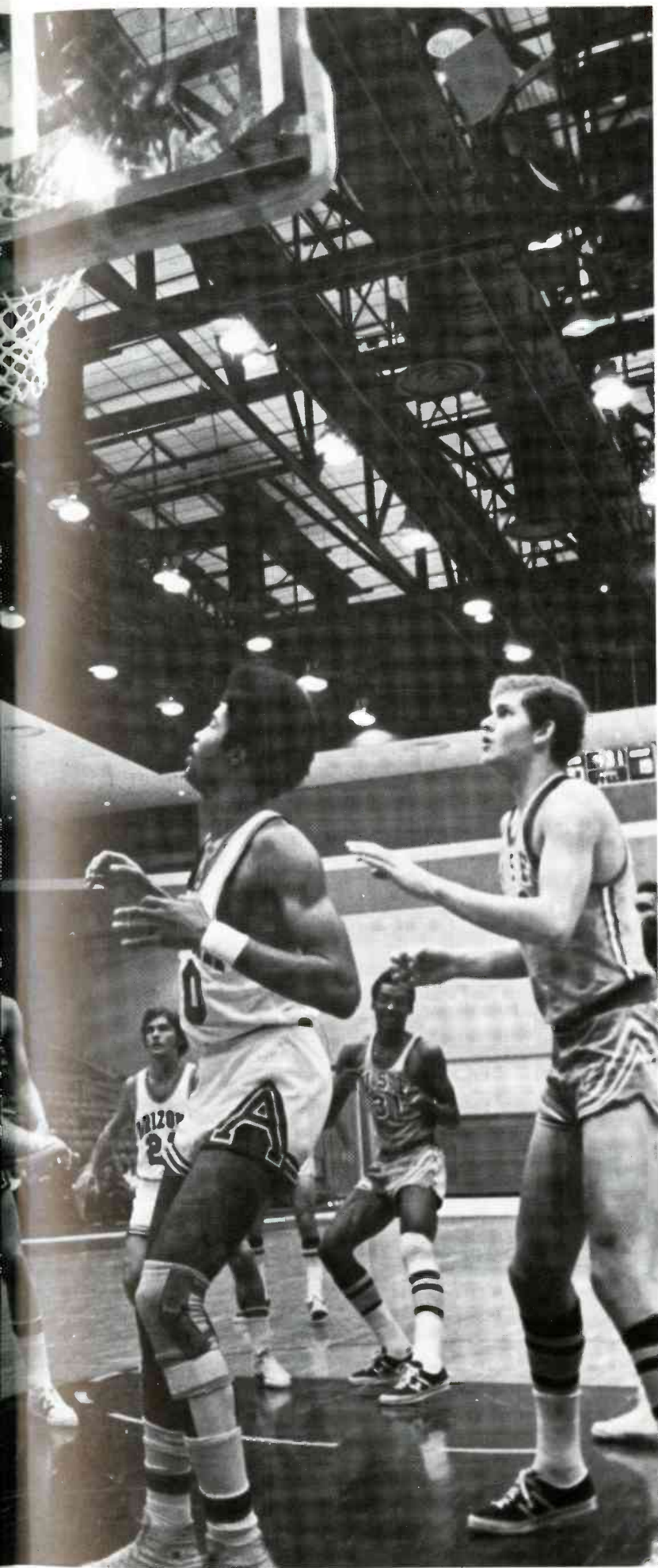
Editorial by
Tricia Preble

It doesn't seem like 7:30 on a weekend night. It doesn't even seem like a night for basketball. A blanket of uneasy quiet seems to have settled over this campus. There is a lot of noise, though, but not exactly that of an anxious crowd of fans ready to tear down the gym over a brilliant play made by the Wildcat Basketball Team.

I look around me and see the half-filled stands as more of socializing, than of avid supporters. The interest is more or less a trickle to the concession stand than of discussing the pre-game warmup session. No one even sees the cheerleaders performing their stunts. I hear someone say that Mayor Lindsay's speech being held presently in the auditorium would probably be more interesting let alone more prosperous.

Now that the stage has been set and the players are in their positions, I have an odd feeling inside of me. Not that of butterflies normally experienced before a game, but something of an inexplicable sort. Something isn't right. This game just isn't going to be like all the rest. Sure we have played pretty poorly this year but things are different now. This just isn't one more game, this is a compiling of many hours of practice; it is years of experience and knowledge; it is the development of skills; it is the training of the body for the ultimate in athletic duress-to go 20 minutes at top speed.









The ball is tossed by the head referee. My nerves tense a little, but not wholeheartedly. The game goes by me in a blur. Two minutes pass and no score, but suddenly we sink one in. The crowd seems to awaken... "Gee, the game has started!"... "Wow, the U of A has actually scored!" The ball passes from one team to the other each scoring higher in a see-saw fashion.

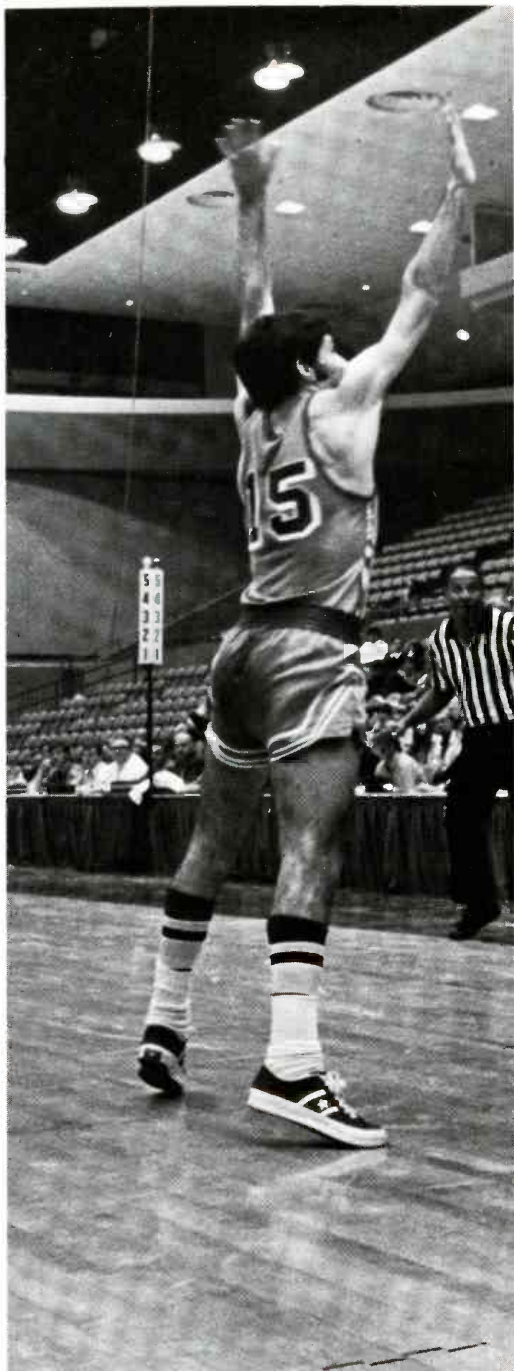
We are obviously unfavored in this game but I still notice that the crowd is present. Maybe they feel the same as I do. Maybe they know that this game has something to offer. But still, who is cheering? The alumni are. Several students have been yelling encouragement to their friends on the court. When



a basket is made, the noise rises but quickly subsides.

The second half already? The time just flew! The crowd seems to show more interest now. The tossup-and the Wildcats have possession once again. The score is tied and the see-saw match continues. Suddenly the bench is in turmoil. Anderson has fouled out. Huckstein is continually being replaced. The crowd is showing signs of disagreement with the coach... "How dare he take out the UA's top scorer when the number two man is benched and the score is so close?"... "well Larson pulls another dumb stunt!"

The crowd is giving up hope as usual but the team seems to have other ideas.



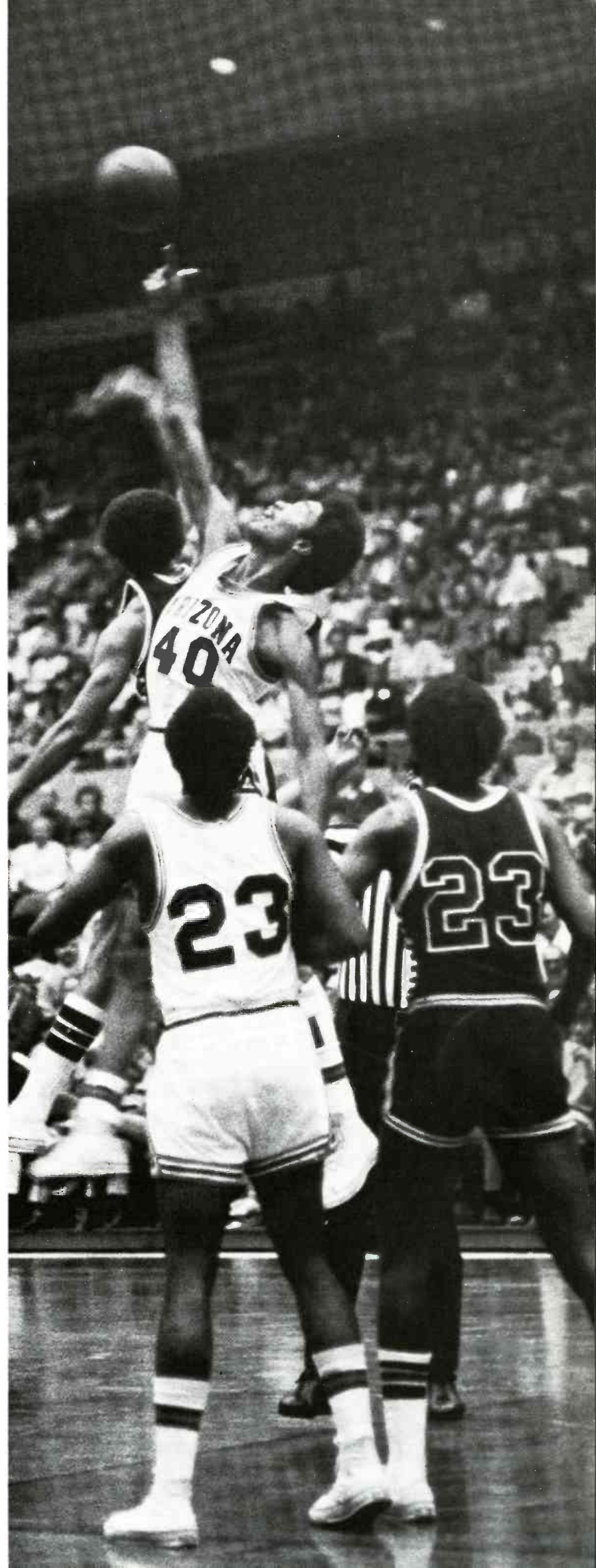
Each man is playing for himself. There is a note of edginess but things are pulling together. We are playing like a team. The opponents are fouling right and left now and Garner sink four more. The Wildcats burst forth with a new found strength only to stop in turmoil again. Norris is replaced by a surprisingly competent Strong.

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An outburst from the opponent's bench afford's their coach with a technical. Time is slipping fast. When Larson signals for his team to stall, the fans become rabid with memories of past losses resultant of this particular tactic. But wait! The Wildcats have suddenly developed the skill to stall, or have they just kept it a secret for the past few games?

As the crowd starts to shuffle out of Bear Down Gym, amid the drone I hear someone ask, "Say, what was the score anyway?"







Sancet Seeks NCAA Title

Six lettermen form the nucleus of Arizona's 1972 baseball squad as Frank Sancet heads into his final season as coach of the Wildcats.

Sancet, who reaches the mandatory retirement age of 65 this year, is entering his 23rd year as head coach of the Wildcats and will be looking for the one major achievement that has eluded him in compiling a 793-263-8 record. The veteran Arizona coach has taken nine teams to the College World Series in Omaha, Neb. but has yet to win a national title.

This year's attempt will see a good blend of experience, JC transfers and promising sophomores in the lineup as Arizona takes out after Western Athletic Conference pre-season favorite Arizona State.

Returning lettermen who are expected to start this weekend include John Glenn in left field, Herb Genung in center, Jim Burnes in right, catcher Dennis Haines, Enrique Cubillas at shortstop, and Rudy Mendo at second base.

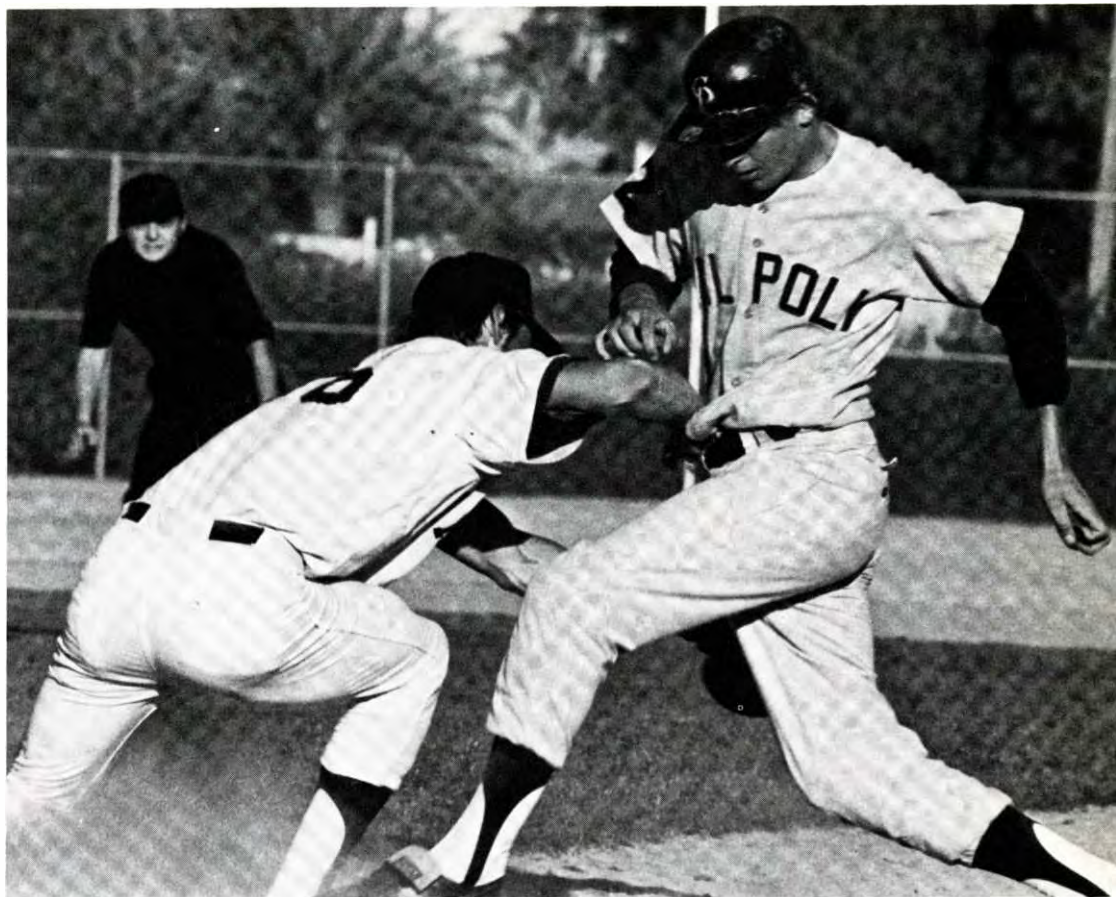
A fourth outfielder expected to see action this season is senior Harry Lodge.

Rich Coleman, a senior who appeared in five games last year at third base, has been switched to first to replace Bob Starke, who is ineligible this season. Backing up Coleman will be sophomore Bill Darling.

The third baseman will be JC transfer Bob Allen, from Arizona Western.

The tentative pitching lineup included Dave Rajsich, Bob Beach and Mike Chitwood.

Returning from last year are relievers Mike Gray and Vern Davis. Promising hurlers from last year's freshman squad include Dave Breuker, Joel Godfrey, Mark Schimpf and John Roslund.







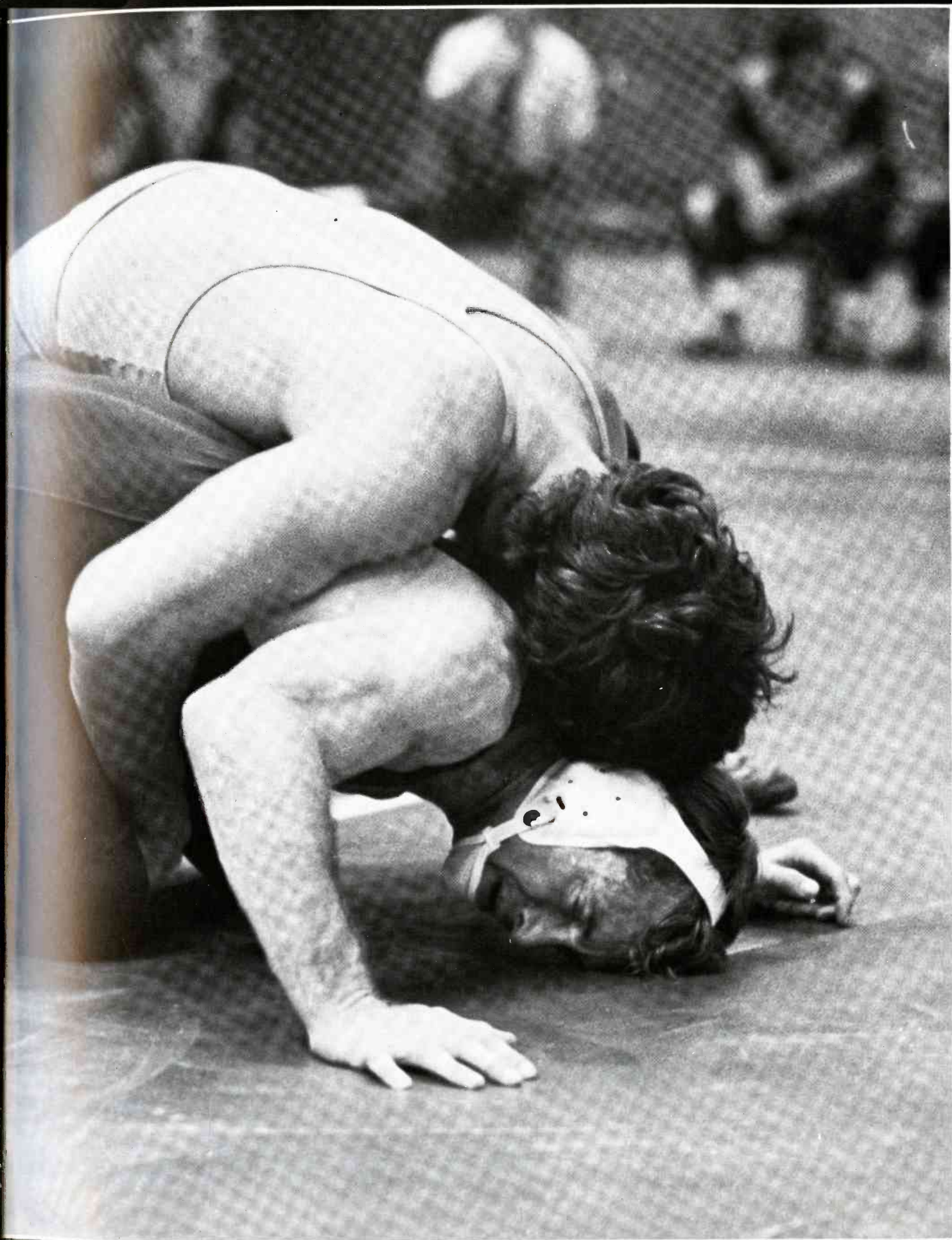




Wrestling is one of the most successful sports at the University of Arizona, but little is known about it. The efforts of its coach and team members has brought it respect and high standing throughout the country. Two of its members are ranked nationally while the others are coming up fast. A wrestling scholarship does not come easy though, because none are full scholarships and there are not enough for all grapplers.

Being on a scholarship is an obligation to ones self, ones team and ones school. A wrestler must be in top condition, both mentally and physically at all times, because wrestling demands not only great strength but a clear thinking mind.



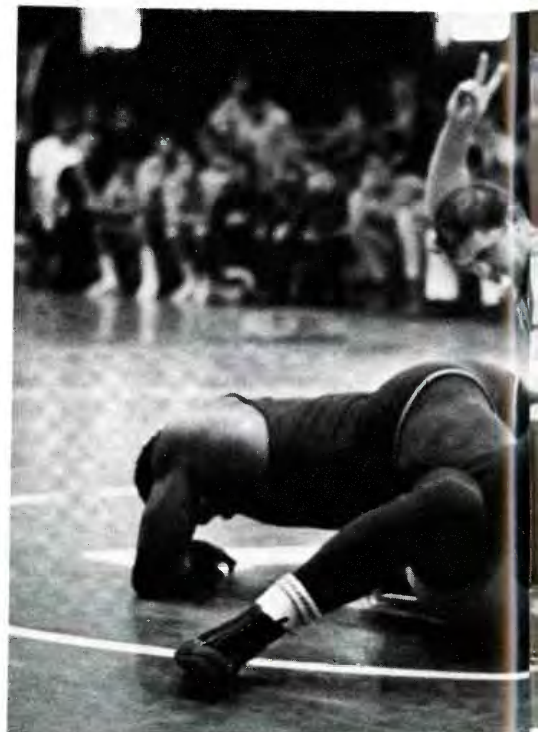
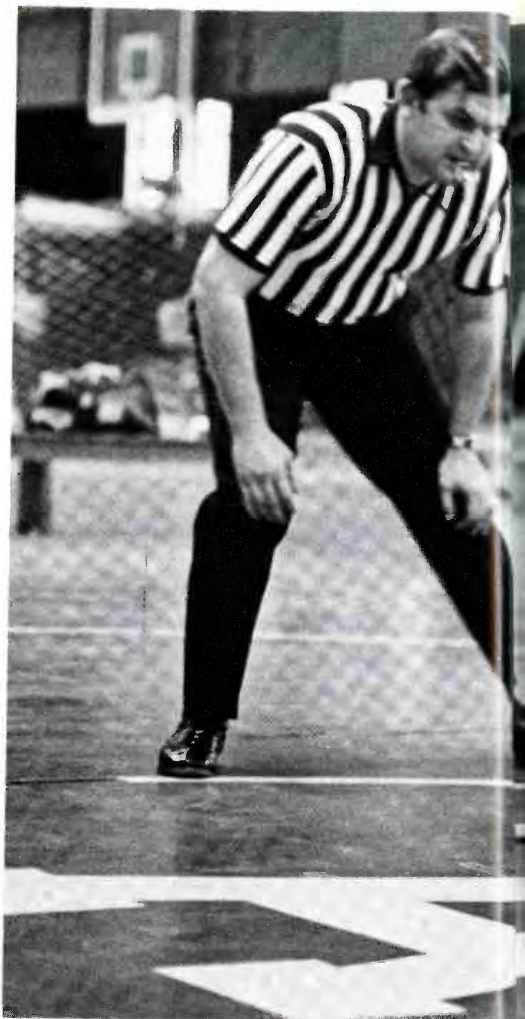
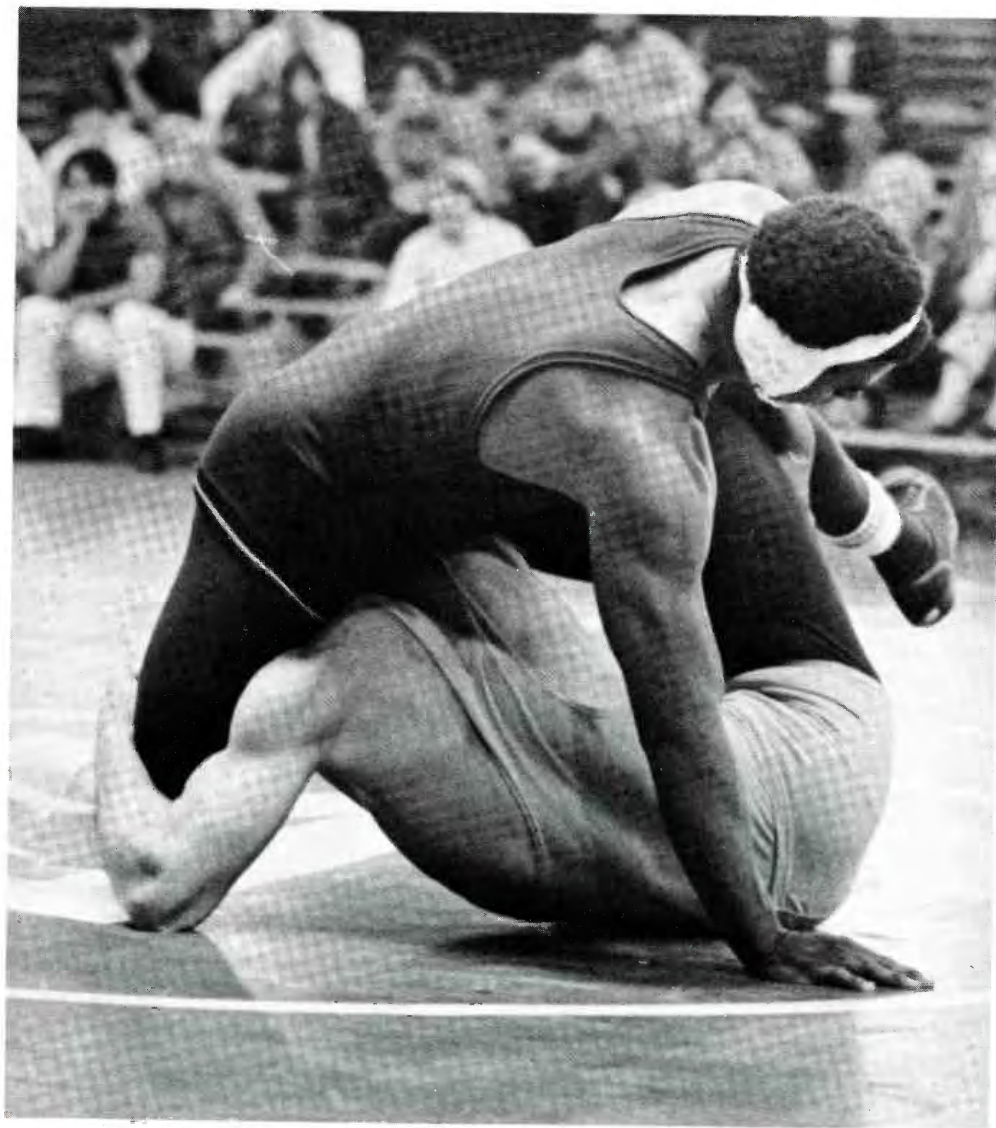


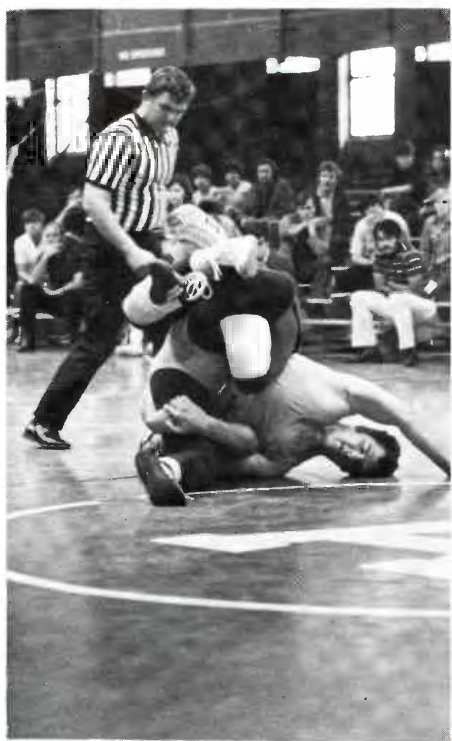
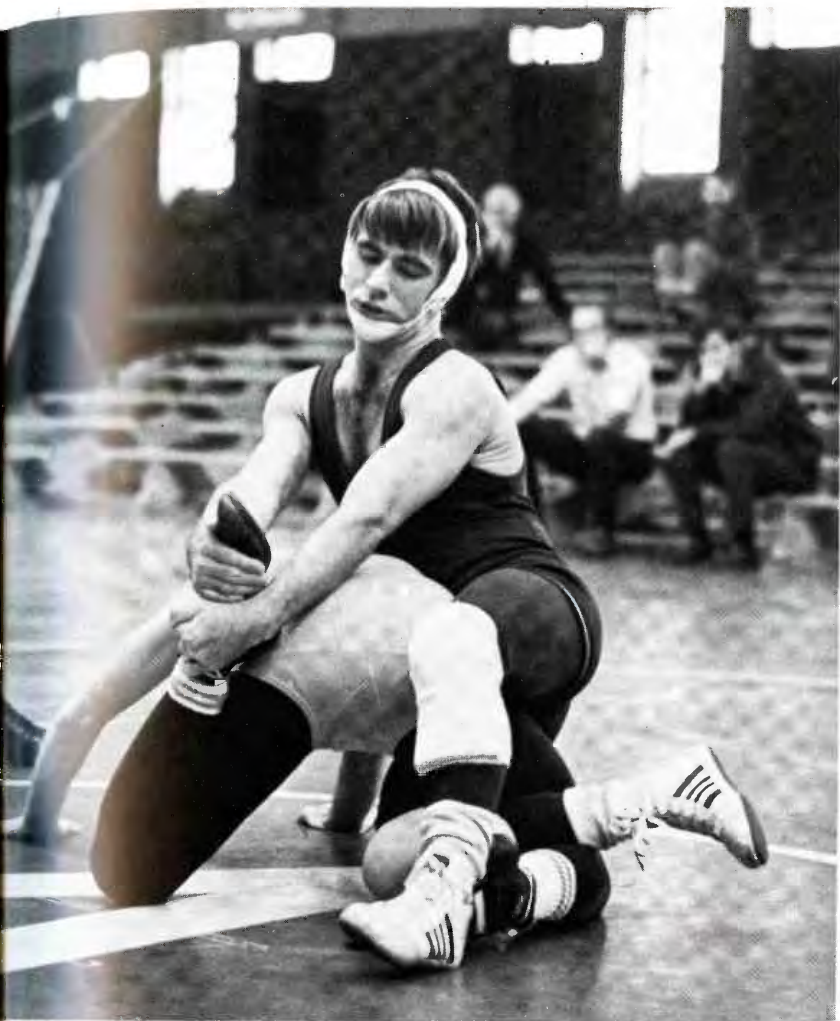
“Not a show of brute force”

The coach is the driving force of the team as he breeds success in his men. He must continually encourage each wrestler to put out 100% and to strive for perfection in his skill. He does not play favorites but is fair and honest with each man. When one does poorly he is there to help the wrestler find his short-coming whether it is physical or mental.

Although wrestling is the encountering of two individuals, each matching skill and endurance against the other, the team is the backbone of the sport. The long road trips throw these men together for days on time. They live, eat and sleep together. They know each other in and out of the wrestling room.

Wrestling is a thinking sport. The wrestler must know his skill well enough that when he faces his opponent he can read his moves and retaliate swiftly and confidently. When two powers clash, one must win. That winner is not lucky. His entire life, long hours of sacrificing and hard work have afforded him a victory. Wrestling on the intercollegiate level is not a show of brute force, but a mastering of the mind and body.





Women's Recreation Association



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In times that have perpetuated phrases such as "getting it together" and "Reaching Out" to characterize a generation searching for peace and understanding, the Women's Recreation Association is way ahead of its time. The great emphasis that W.R.A. has placed on the human element, more than the material, has created an atmosphere for communication and increased under-

standing of oneself as well as others. Thanks to their association with W.R.A., over 2,000 women on this campus have grown to see sport and dance as a world of communication and involvement.

Through its entire span of activities, W.R.A. maintains a sense of unity through people—and within this unity, the individual freely pursues

her own aspirations. The great variety of opportunities is exemplified through clubs—some are of a competitive nature while others, such as dance, provide a different kind of challenge. Over 14 different clubs under W.R.A.'s supervision have managed to maintain similar goals of developing the individual. Each club provides the woman student the challenge of broadening herself, as



**"It's
not
the
Triumph,
but
the
Struggle"**





well as a relief of the turmoil of the campus. Add to this the extensive intramural program as well as the open-gym for everyone on Friday night and one finds a setting in which everyone can find a niche.

The Women's Recreation Association is involved, not just in sport and dance and winning, but in people. Perhaps it is this aspect of the organization that is least comprehended by university students. Women competitors like to win (and the University of Arizona sportswomen have had **more** than their share of victories!) but our main objective is involvement and growth. There are no such things as "cuts" on the women's competitive clubs; everyone who participates is allowed to compete. Certainly distinctions are made for "A" "B" and often "C" teams, but **all** are given the opportunity to participate.

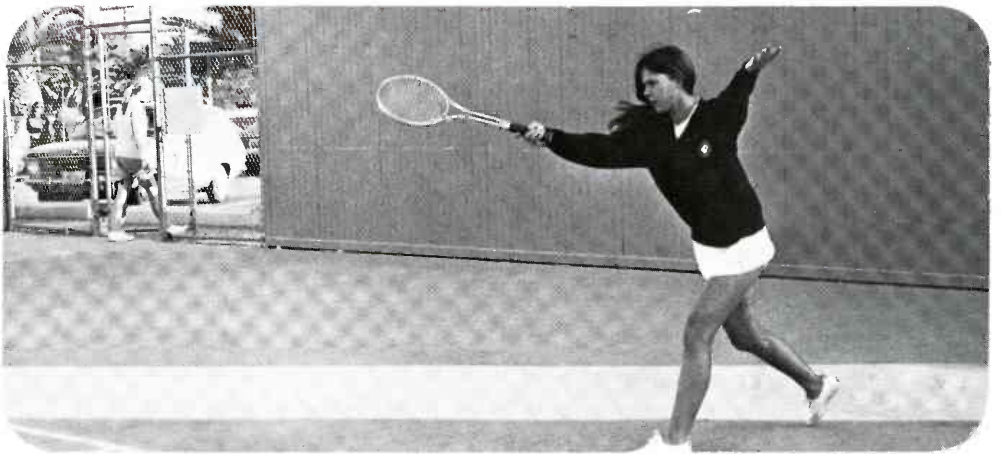
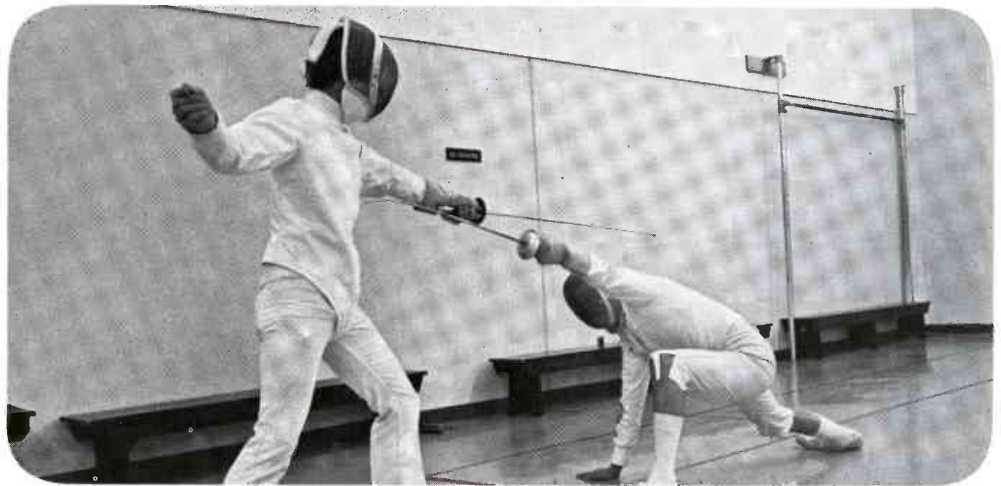
Every Friday night is Co-Rec night and the Women's gym is opened to the entire student body wishing to "PLAY". An extensive Intramural program also provides a slightly more organized means to enjoy, compete, and get acquainted with other people. Intramurals sponsors four major events throughout the year: Volleyball, Tennis, Badminton, and Basketball to bring out those who simply enjoy sport for its recreational value.

Finally, one finds a certain frustration in trying to characterize the thoughts and aspirations of over 2,000 women. The often heartbreaking struggle to simply continue all these programs, with an apathetic campus and an appropriations board often unwilling to provide the financial backing, has many times offered repression for many groups. Yet the spirited atmosphere of the entire organization has managed to continue policies undaunted. The volleyball team which qualified for national competition this year was unable to compete due to lack of funds.

Personal involvement and satisfaction is stressed not only because women's teams often are unable to







continue their competition in commensurate proportions to their skill, (because of the lack of funds) but because in the last analysis, perhaps

it is the greatest of the values.

If it is not the Triumph but the struggle... W.R.A. **has** triumphed!



OUTSTANDING SPORTWOMAN

feature by Professor Mary Roby

Sportswomen over the centuries have been exhalted and decried but this is the year when many Americans "thanked heaven for little girls" who packed their sports equipment and headed for the Winter Olympic Games.

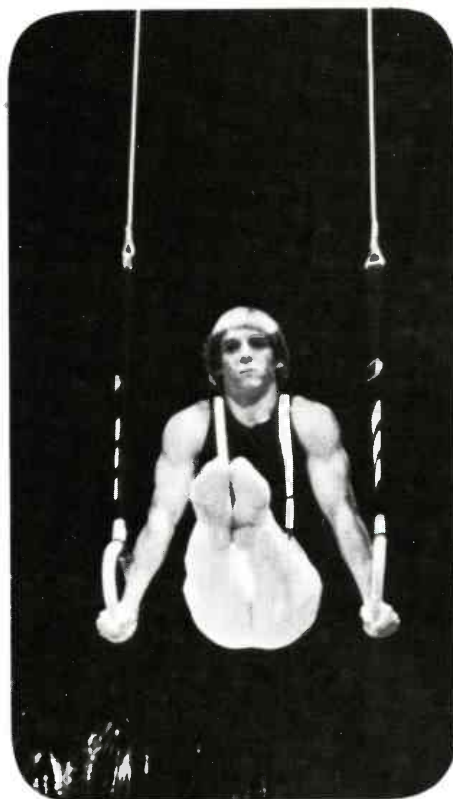
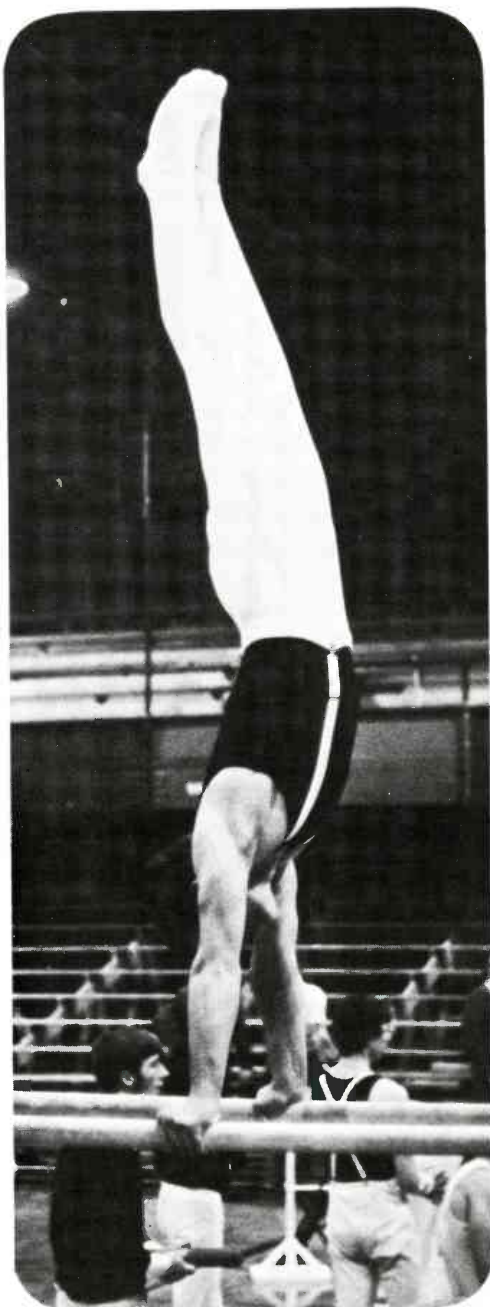
A gold medal won at Sapporo is an enviable victory—being recognized as the OUTSTANDING SPORTWOMAN at the University of Arizona holds the same kind of allure.

Selected by her peers, Kathy Donohue earned the title by being skilled in sport, devoted in service, energetic in participation, and filled with the most desirable qualities of sportsmanship.

A fine student with a curious mind and a zest for living, Kathy brought a happy disposition and an ideal balance to both her Romance Languages major and to sport.



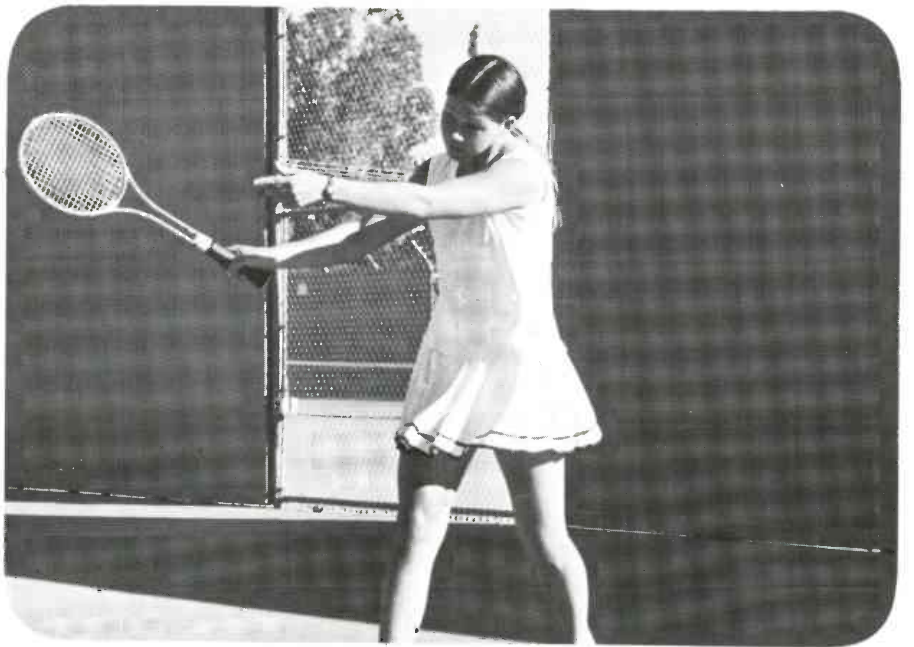
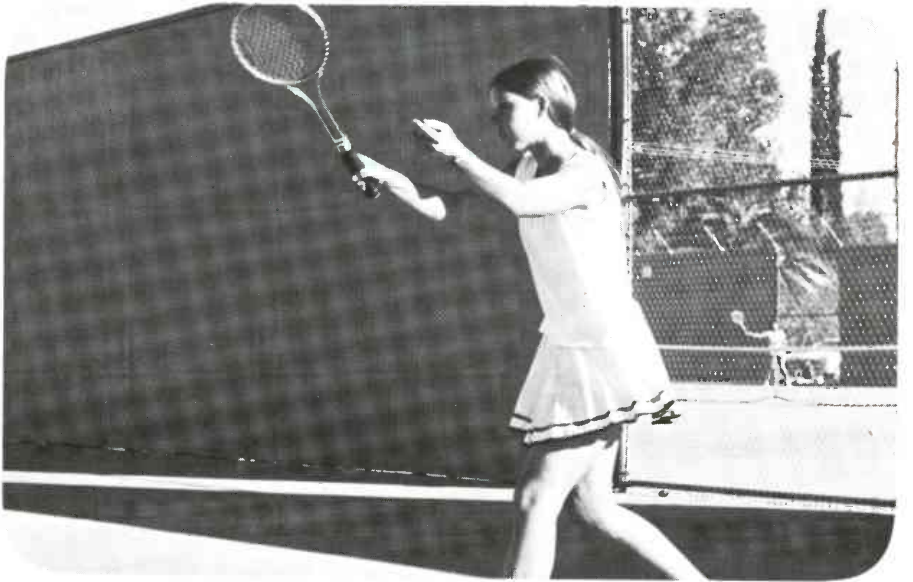
Gymnastics



Golf

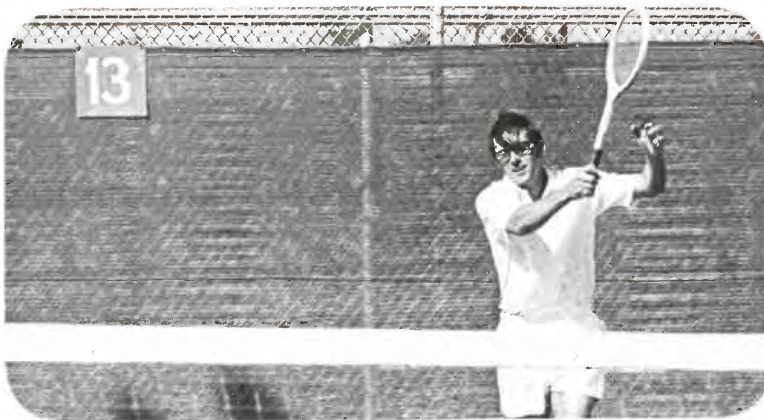




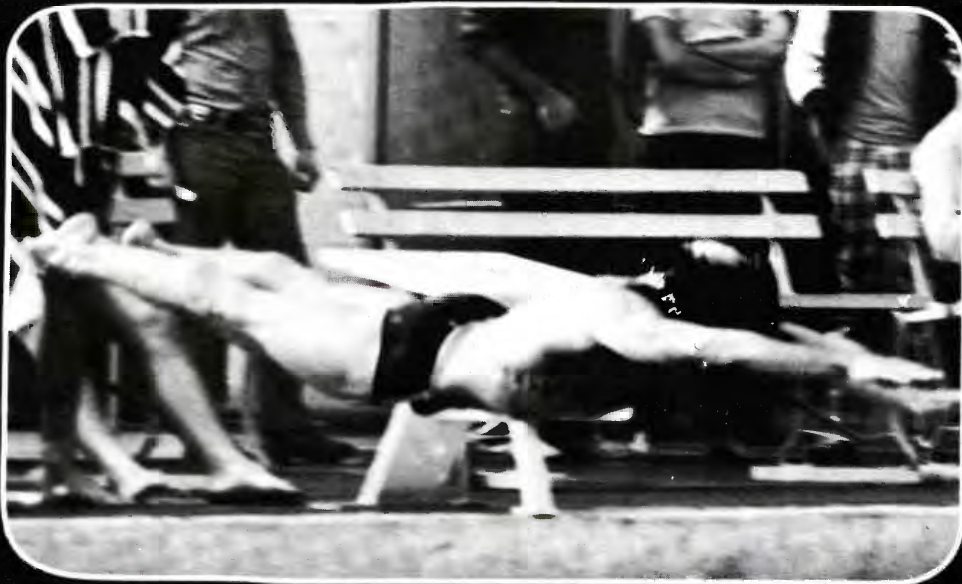




Tennis



Swimming





CROSS COUNTRY



184

At 5:45 A.M. he rolls out of bed and mechanically dons his running clothes, pulls the wrinkles from his socks, and finally laces his multi-colored shoes. Only half-awake he walks outside and the cold morning air sets him into motion. Becoming fully awake, his thoughts may shift to the all-important coordination patterns of running; or he may just contemplate the infinite patterns of frosted breath. As with every day, the Cross Country runner's morning run of six to eight miles begins his day.

When one runs 100 miles or more a week one cannot be driven merely by competitive success or the coaches' encouragement alone, for the ordeal of endless pain, blisters, exhaustion, and personal sacrifices would destroy these motives.

Cross Country presents the opportunity for the participant to discover his own limits by pushing the body to the limit of human endurance. It also sensitizes the individual to the terrain and land as he confronts it

twice daily. The runner's goal, his drives being similar to those of the rustic pioneer, is to meet nature, the competition, and of course, himself in pure athletic endeavor to ultimately overcome them all.

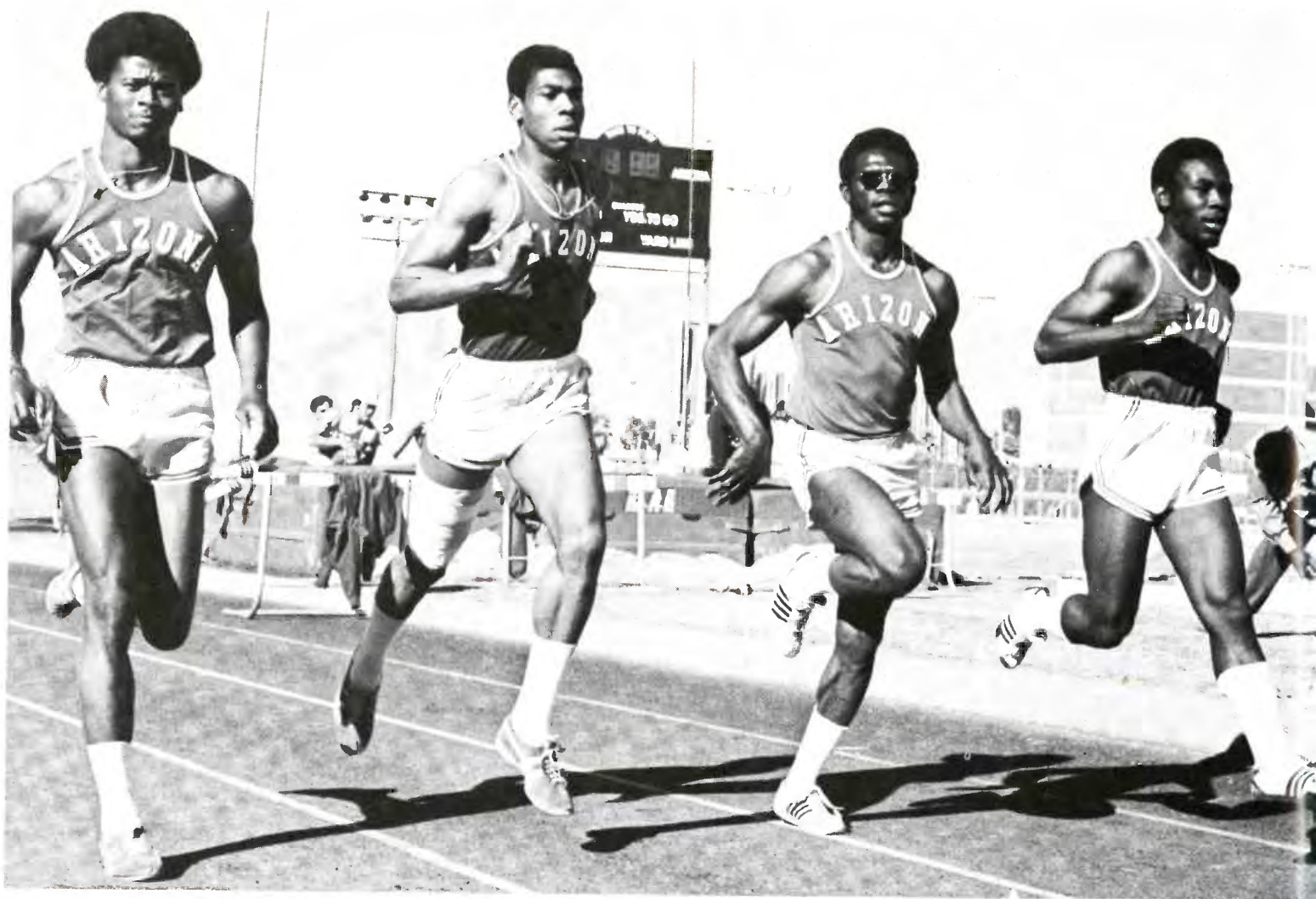
Guided by coach Dave Murray the 1971 Cross Country Team went undefeated in dual and triangular meets for the second straight season. They finished the season by placing 2nd in the WAC Championships at Fort Collins, Colo. to BYU by only two



points.

Leading the Wildcats this season was Junior Ken Gerry who placed second in the WAC Championships and was voted "Most Valuable" member of the team. Also instrumental in the undefeated season were Senior Captain Ralph Ortega; Juniors Steve Davidson, Raul Nido, Bill McGuire, Ron Hall, and Freshman Chuck Walker. Other squad members include Bill Johnson, Roy Rath, Darrell Jorgenson, and Mike O'Callahan.

Team picture, **Left to Right:** Ralph Ortega, Ken Gerry, Raul Nido, Steve Davidson, Chuck Walker, Roy Rath, Bill Johnson.



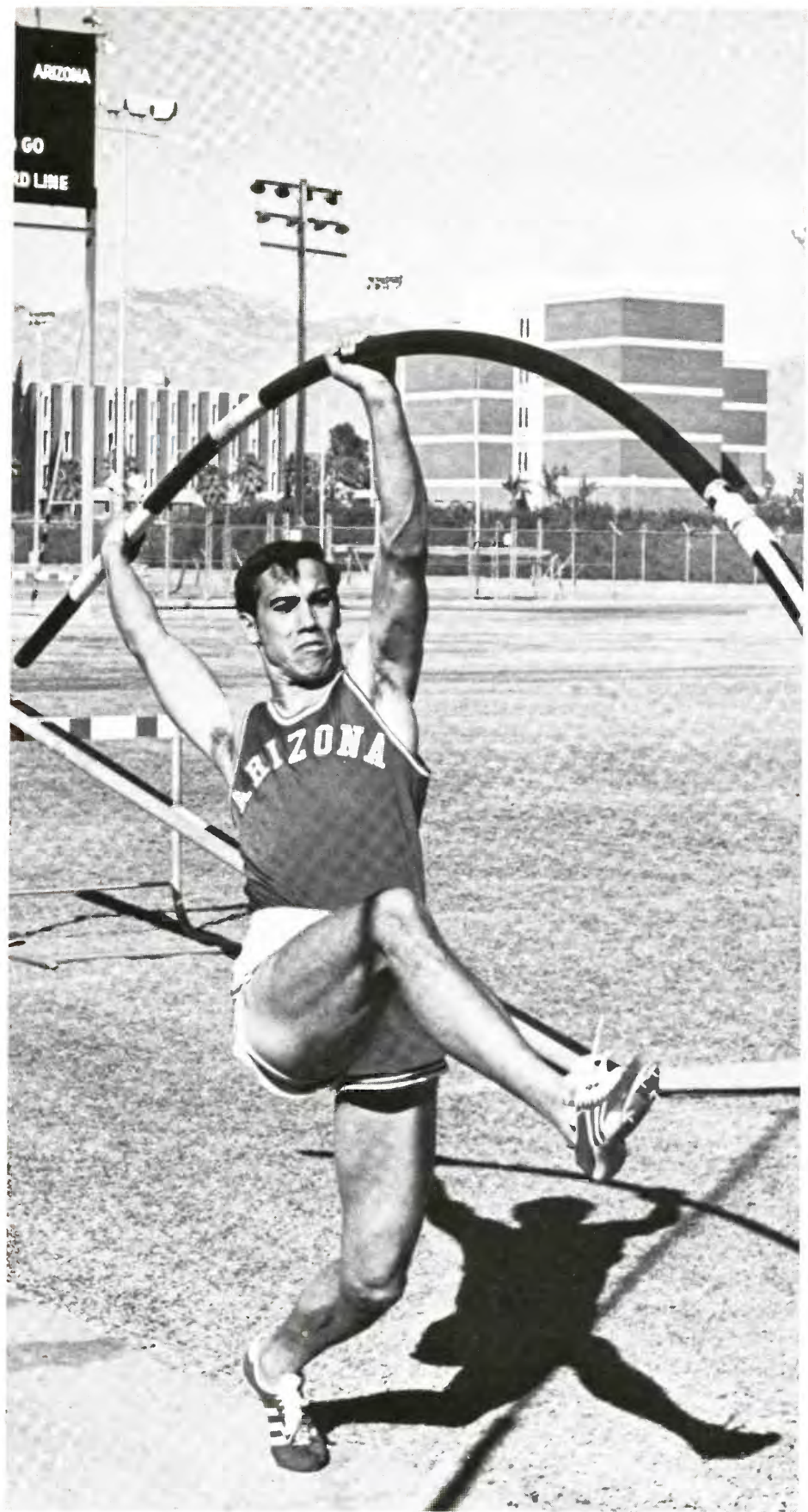
The beauty and nobility of track and field



In recent years there have been aspirations to professionalize Track and Field, while I do not completely agree with the current amateur code, I do agree with the point Jack Scott made concerning the amateur code in his book, **The Athletic Revolution**.

"The cardinal virtue of amateur athletics is that since athletes are not paid for competing, the activity is more likely to maintain a participant orientation rather than spectator orientation. H.A. Harris elaborates on this argument in his authoritative book, **Greek Athletes and Athletics**. 'So long as a sport is true to itself, the only purpose of the organizations of it is the enjoyment of the players; as soon as the interests of the spectators are allowed to become predominant, corruption has set in and the essence of the game has been lost.' The essence of athletics (participation) is more important than the accident (spectator viewing). Once athletes are paid for competing in a country with a private profit economy, the accident will usually become the essence, for the prime concern now is for the owners to make a profit, and this is done by attracting spectators and landing lucrative television and radio contracts. The activity is then no longer conducted primarily for the benefit of the athletes, but for the owners to make a profit. And if past experience with other sports is any indication, owners will do whatever is necessary to make their profits.

If professionalism were introduced into American track and field, and athletes began getting paid for competing, commercialism would become even more rampant than it already is. Meet promoters would start using gimmicks such as the 'Devil-Take-the-Hindmost Mile,' an event popularized at the San Francisco Examiner Indoor Track and





Field Meet. This race is run on a 160 yard, 11 laps to the mile, indoor track. After the first two laps of the race, the athlete in last place as the runners pass by the starting pole is required to drop out. Not surprisingly, in an effort not to be last, the runners start out at a suicidal pace. Normally one of the most rewarding aspects of track and field is that a runner, though finishing fifth or

sixth-or even last for that matter-can still get tremendous satisfaction from having recorded a personal best or a time that was an accomplishment for him given his present level of conditioning. IN the 'Devil-Take-the-Hindmost Mile,' most runners do not even get the chance to finish. And those who do finish, usually run a time much slower than

they are capable of, since they had to run the first part of the race at such an extremely fast pace. Events like this one, and other promoters could dream up, stimulate and amuse unknowledgable fans, thus expanding potential audience size; but, more significantly, they destroy the innate beauty and nobility of track and field.

INTRAMURAL SPORTS

First Semester

Sport

Track & Field

Tennis

Billiards

Golf

Swimming

Cross Country

Rifle

Basketball

Horseshoes

Football

Overall Standings

Sigma Alpha Epsilon

Sigma Nu

Sigma Chi

Broomers

Celtics

Phi Gamma Delta

Cork 'n Cleaver

Mighty Midgets

Papago Lodge

Garden Lidzards

Fraternities

Sigma Alpha Epsilon

Sigma Nu

Sigma Chi

Fiji

Sigma Phi Epsilon

Winner

Sigma Alpha Epsilon

Sigma Nu

Cork 'n Cleaver

Graham Hall

Sigma Chi

Sigma Alpha Epsilon

Freedoms Runners of
America

Fiji

Papago Lodge

Pharmacy

Sigma Nu

Independents

Broomers

Celtics

Cork 'n Cleaver

Mighty Midgets

Garden Lizards

Dorms

Papago Lodge

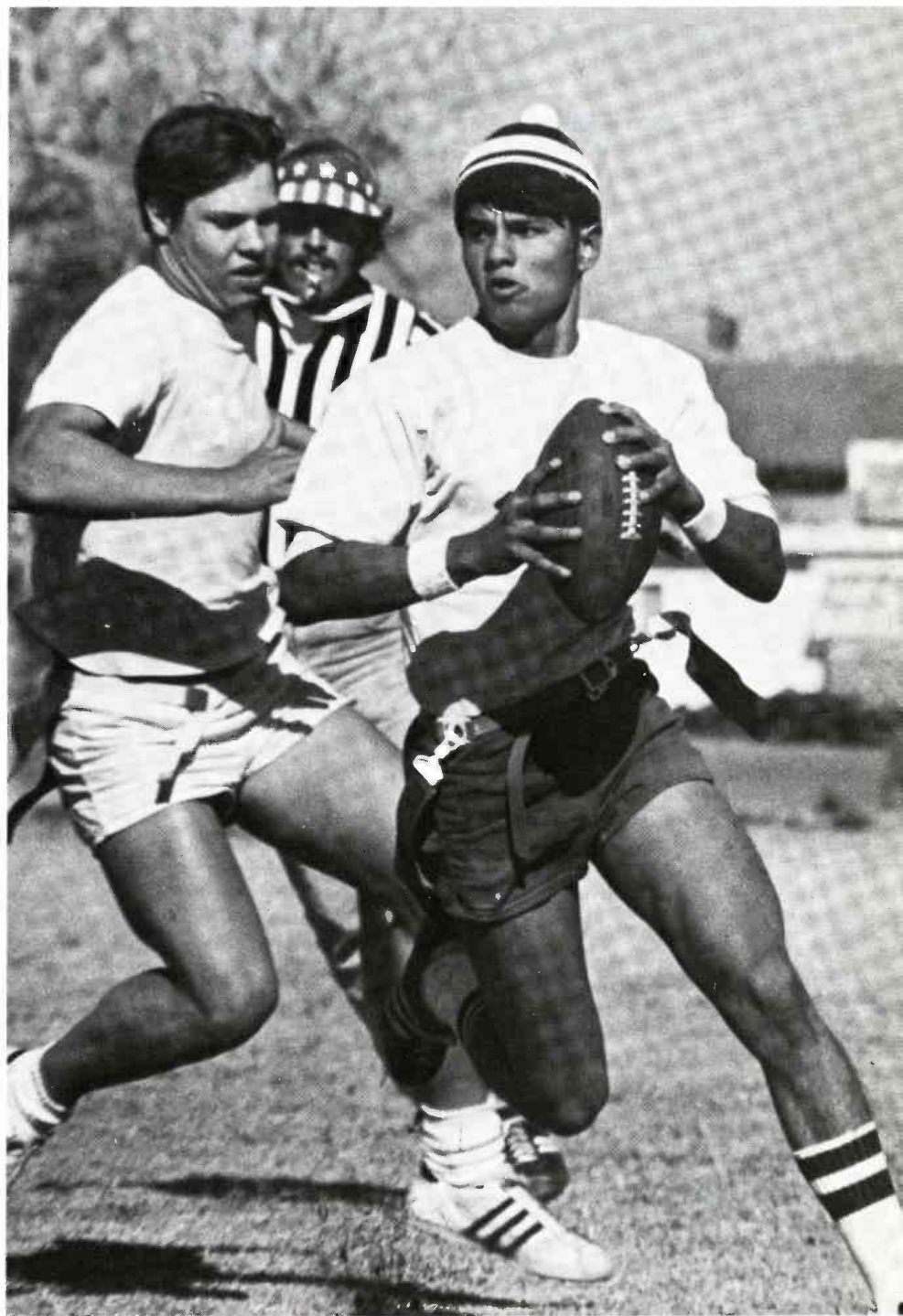
Santa Cruz

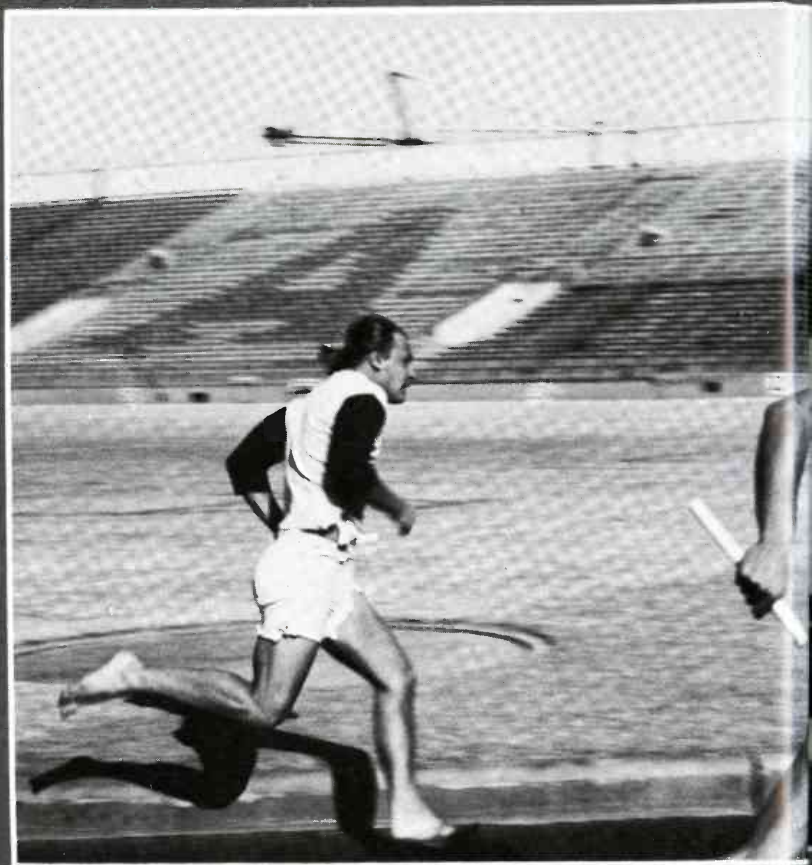
Yavapai

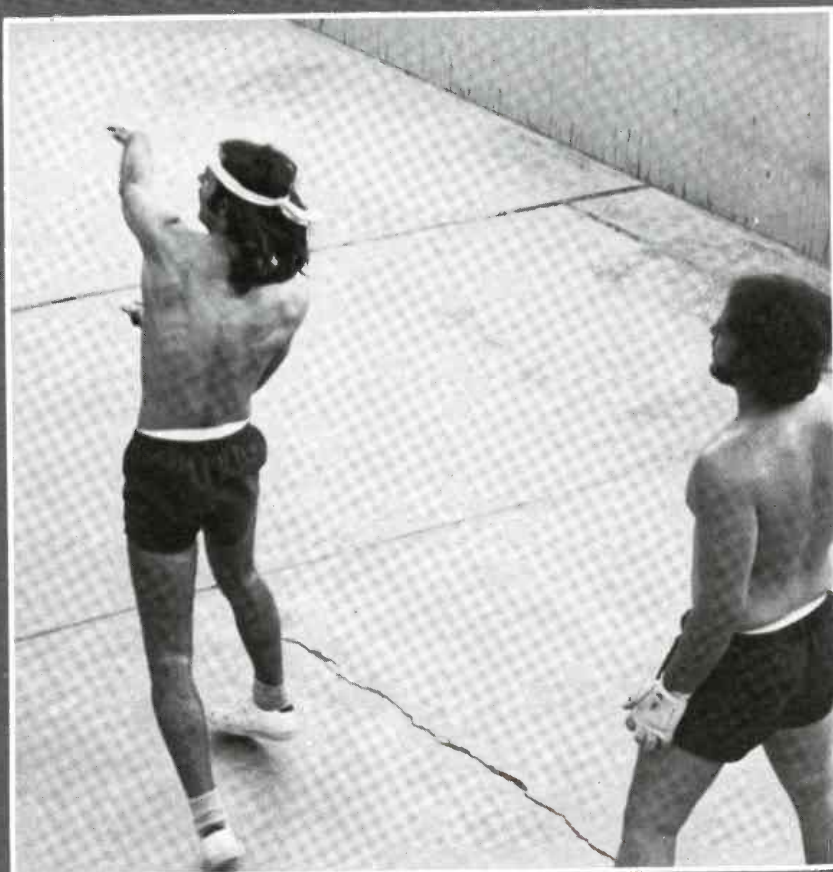
Cochise

Greenlee











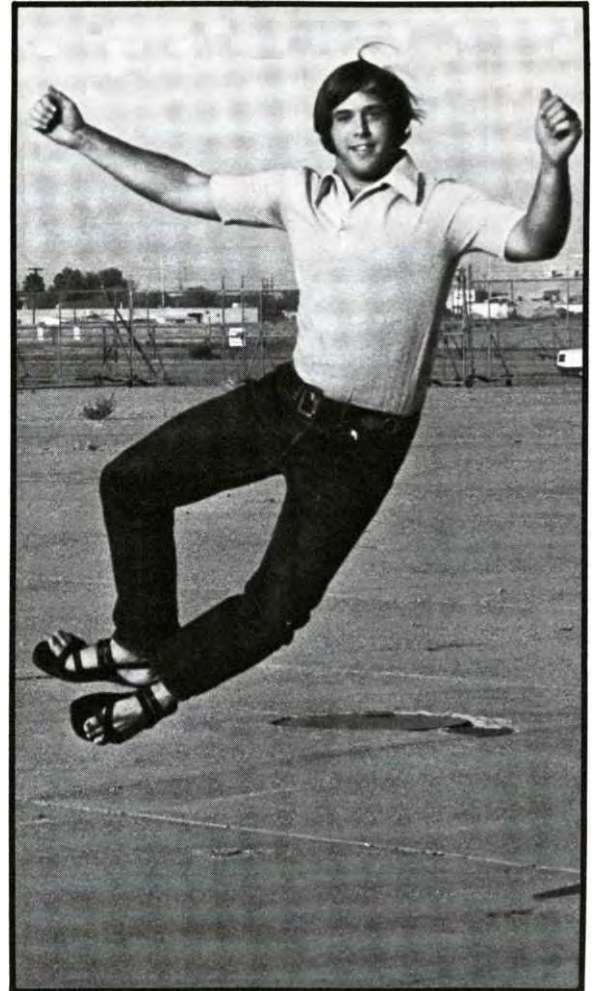




HONORARIES



SOPHOS



SPURS





CHIMES



See club index for members, page 222

CHAIN GANG



MORTAR BOARD

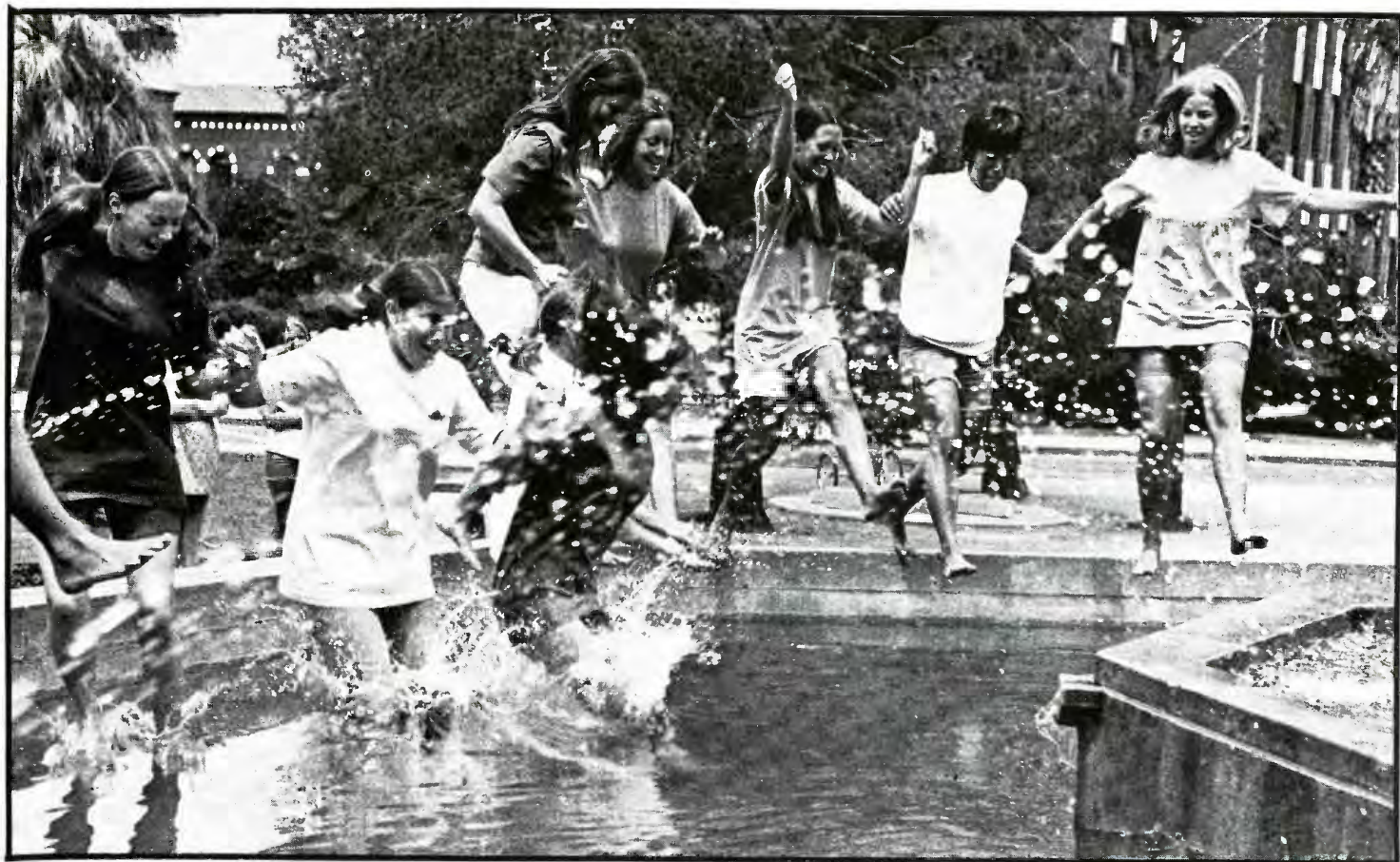




BLUE KEY



SYMPOSIUM





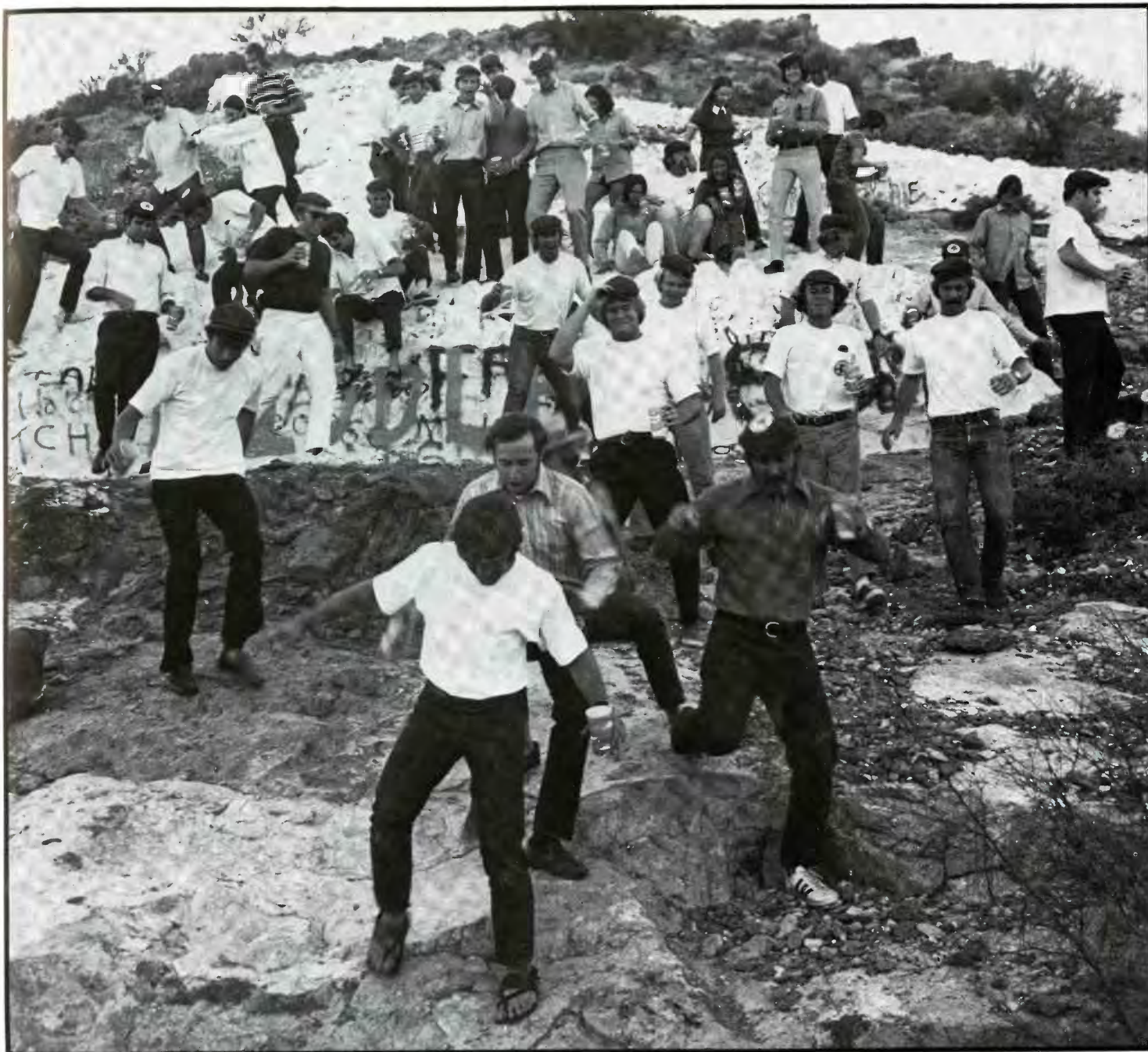
B O B C A T S



UA HOSTESSES

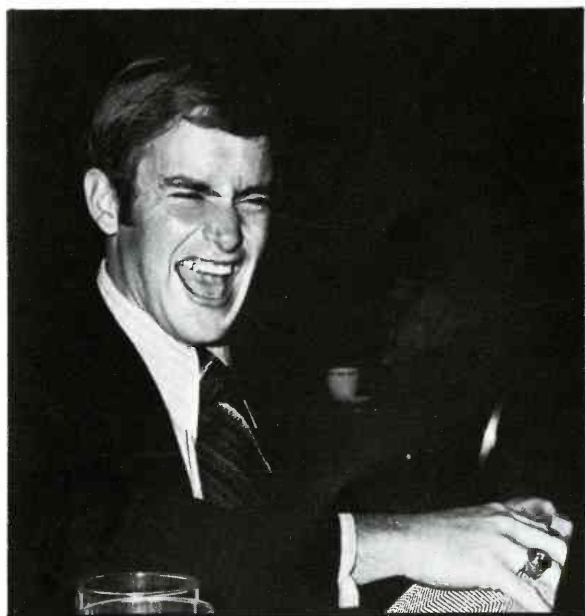


See club index for members, page 222



See club index for members, page 222.

TRADITIONS





HOSTESSES

U
A
B





WRANGLERS



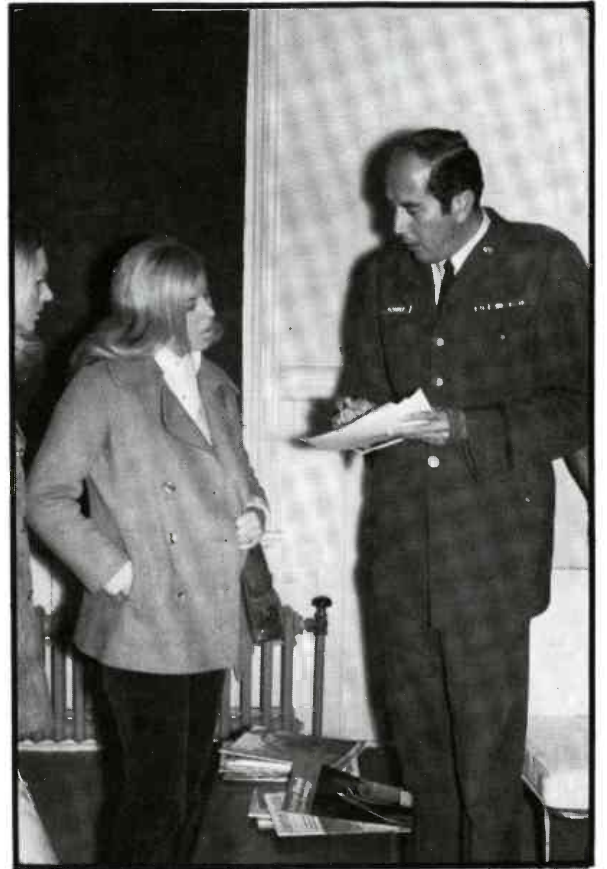


ANGEL FLIGHT





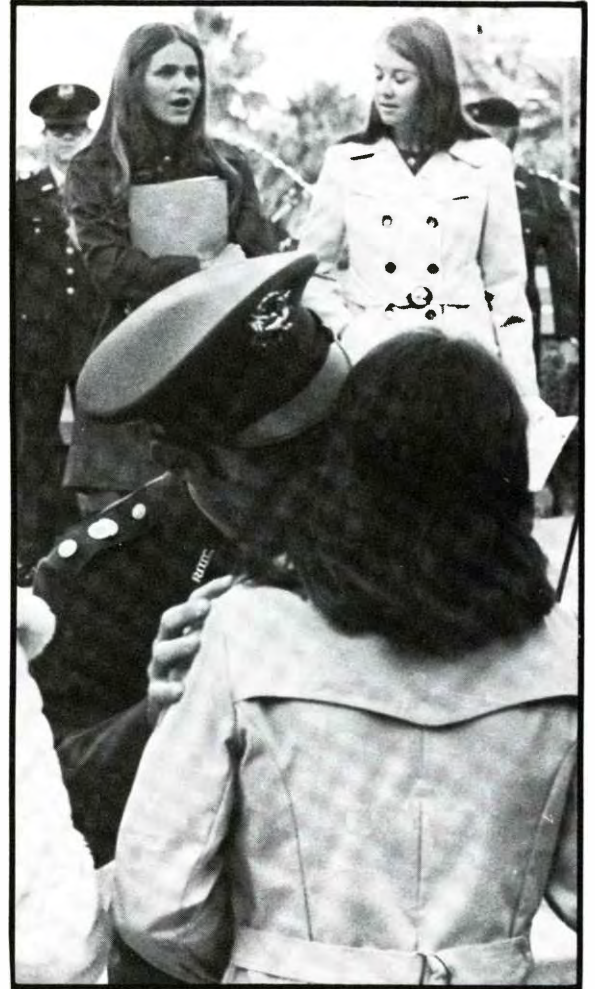
ARNOLD AIR



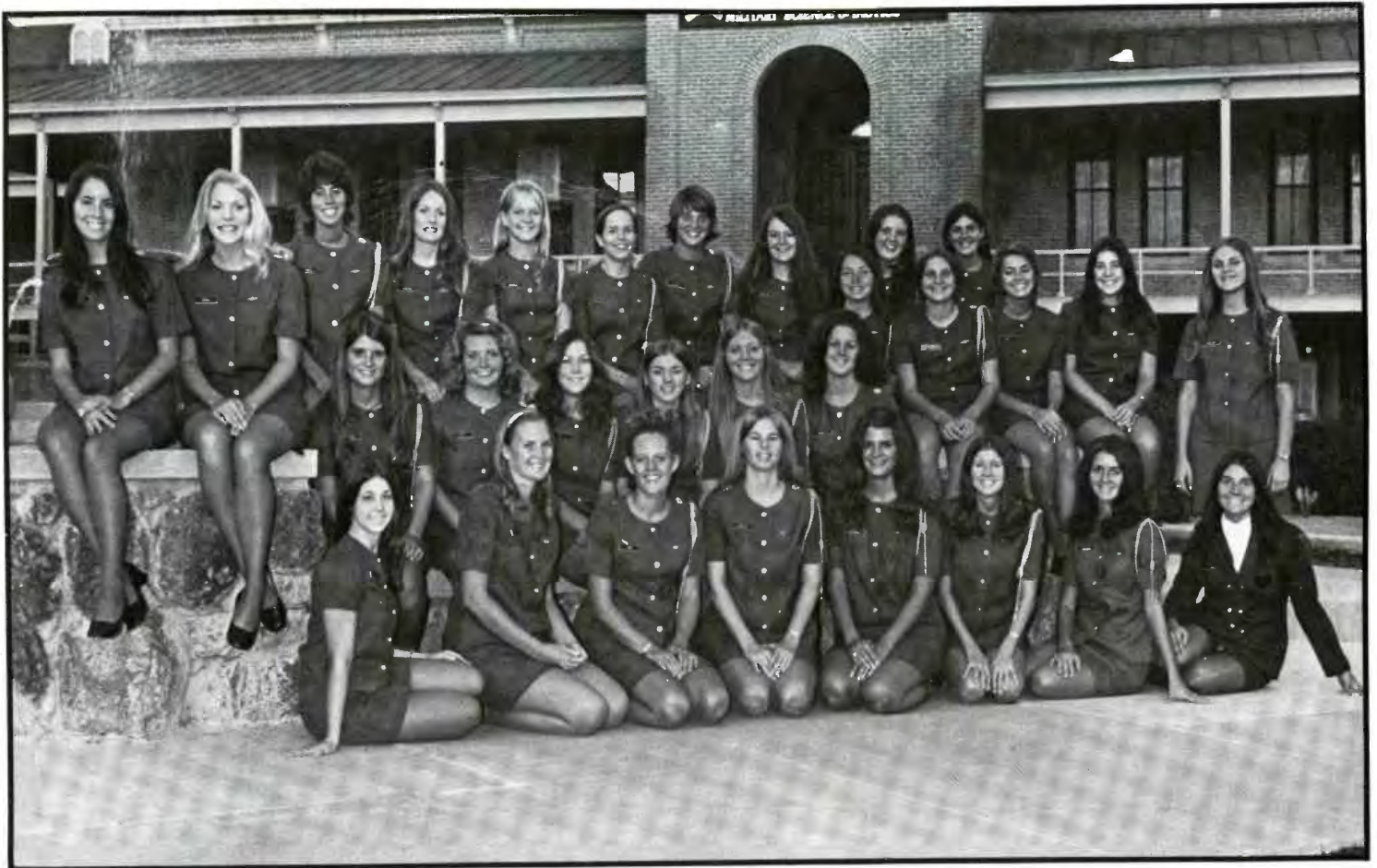
KAYDETTES



See club index for members, page 222.



CROSS SABRE







Who's Who

Among Students in American Colleges and Universities

Paula Aboud
Linda Bachus
Tom Bennett
Steve Brophy
Christy Iverson
Maura Mack
Alan Metcalfe
Steve Pierce
Tim Stahmer
Steve Todd

not pictured:

Marcia Kuhn
William Lanus
Sharon Lesk
Nancy Wing





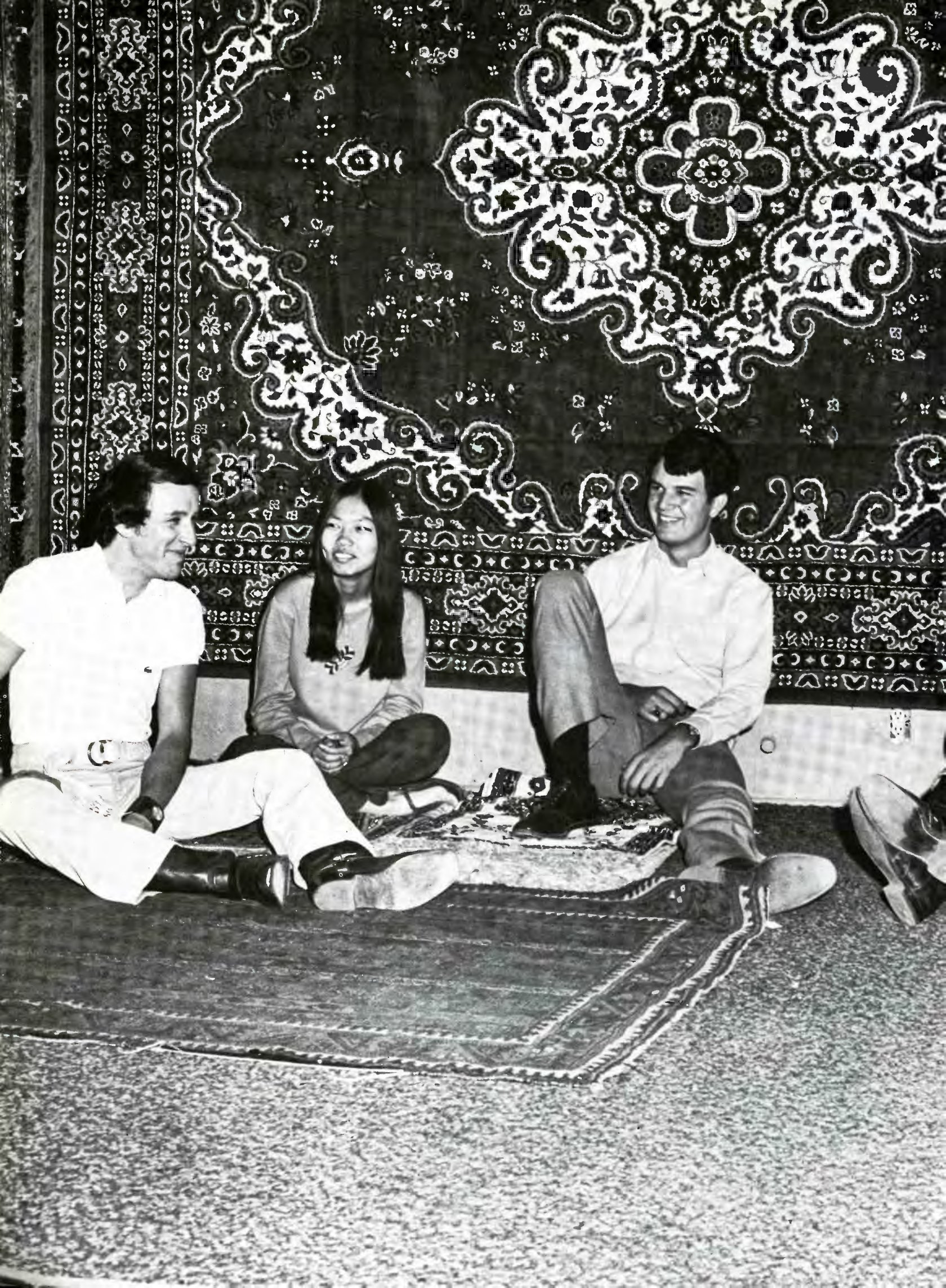
Who's Who

Among Students in American Colleges and Universities

Terry Aron
Celaine Bartow
Toby Burges
Jeff Derickson
Julie Lauber
Steve Paquette
Sandra Rathbun
Angie Wallace
Cheryl Zoback

not pictured:

Ken Gross
Hugh Holub
Judith Jimenez
Kathy Roscoe
Rory Westberg





Who's Who

Among Students in American Colleges and Universities

Blanny Hagenah
Duff Hearon
Frank Metzger
Snow Peabody
Belle Tom

not pictured:

David Hossler
Charles Knight Jr.
Mary Jane Wild
Barbara Wyckoff

WHO'S THAT

Their faces are familiar...maybe you saw them at a Student Senate meeting, in the Coop or at the Green Dolphin. Maybe they just look like someone from back home. Their names you might recognize...a friend mentioned it, it ended a letter to the editor in the Wildcat, you heard it during rush, or at the riots, maybe they were arrested, or sued the University. Now's your chance to identify the people of near fame. Fifty Seniors were chosen for Who's That, the distinguished honorary for unrecognized people.





Andy Bland
Dave Carter
Joe Causey
Mike Chase
Randy Condit
Carol Contes
Marianne Cox
Don Cummings
Bobbie Dunn
Andrea Dutton
Deb Ellig
George Fangman
Tony Fell
Roberta Gerlach
Richard Gilman
Art Goldberg
Bruno Harper
Bruce Harshman
Jaynie Hervey
Steve Inman
Al Kalish
Kathy Kochendorfer
Debbie Krajnak
Cindy Kramer
Eric Lepie
Hall Martin
Paul Metchik
Kevin Miniati
Ashley Morrison
Bob Nation
Jim Neavitt
Larry Novak
Danny Nunez
Tuck Overstreet
Tom Pentz
Patricia Popof
Chip Pusateri
Lynn Reilly
Tony Rosetti
Fran Rothman
Johanna Schrambling
Lillie Ann Shrigley
Steve Smith
Broc Tella
Pam Turbeville
John Turner
Don Urry
Bill Wright
Carol Yeoman

HONORARIES

Spurs

Nancy Rehling
Chris Andrew
B. J. Belfiere
Gale Berkson
Denise Bina
Paige Birnbaum
Pat Blecha
Johanna Caronna
Judy Collings
Mary Beth Carman
Deborah DeRose
Laura Einsteadig
Virginia Franco
Melinda Gates
Karen Ginter
Debbie Graham
Kathy Greer
Linda Gregnois
Gail Hoff
Debi Hyat
Patrice Janoff
Jane Keller
Deborah Kendall
Kathy Kessler
Katherine Lambert
Lucille Lebovitz
Pam Marshall
Nancy Louk
Sarah Martin
Marcy McNally

Bobcats

Tom Bennett
Tom Andersen
Steve Brophy
Andrew Casado
Jeff Derickson
Steve Inman
Jim Johnson
Bill Lanus
Snow Peabody
Steve Pierce
John Shadegg
Steve Smith
Steve Todd
Steve Werner

Robin Meier
Sue Parkinson
Stephanie Raphun
Leslie Ritter
Debbie Roberts
Margaret Robertson
Chris Rowland
Kim Schwalbe
Kerin Schultz
Karen Smith
Sara Spencer
Nancy Sternberger
Shirley Strembel
Debby Taylor
Ellen Turner
Paula Van Ness
Kathy Varney
Bryna Vertlieb
Chris Whitley
Margaret Wing

Kaydettes

Earlene Baum
Deedee Doctor
Carolyn Doran
Andrea Dutton
Karen Ginter
Gail Gercur
Sue Gordon
Nancy Kilbury
Cindy Kramer
Jacque Lovejoy
C.L. Merritt
Ashley Morrison
Kai Naison
Patty Neel
Peggy Palmer
Susie Parkinson
Barb Pebarsib
Phyllis Peterson
Nancy Rafferty
Nancy Rehline
Robin Russell
Teri Smith
Nancy Sternberger
Carol Still
Ellen Turner
Ginny Weaver
Mary Jane Wild
Marion Wilson
Betty Worthington

Chain Gang

Doug Kelly
Dan Brophy
Salvatore Caccavale
Don Crowell
Rodney Drake
Gary Duffy
Albert Dye
Dennis Gray
Jim Glasser
Steve Hazelbaker
John Hutton

Steve Lenihan
Charles Ludden
Hall Martin
Jeff Martin
John McKinney
Craig Ochoa
Chuck Rehling
Brian Scanland
Derek Schull
Robert Semelsberger
Tom Spitzer
Chas Wirken
Mike Wolf

Chimes

Martha Ware
Kay Abramsohn
Pat Bauman
Nikki Chayet
Claudia Cleaver
Cathy Clevon
Nan Franks
Gayle Gormley
Caroline Greene
Nancy Hawke
Susan Hood
Patricia Hughes
Debbie Judson
Pat Kamins
Nancy Kilbury
Lynn Larson
Margaret Lohr
Jane Martindell
Diane McCarthy
Ann Miklofsky
Patty Neel
Rosie Neuman
Karen Osterloh
Elizabeth Pentak

Rebecca Potter
Barbara Rice
Lillian Rich
Sherry Rubin
Christine Rusch
Candi Stadler
Carol Still
Nikki Studer
Nanette Warner
Virginia Weaver
Susan Wells
Erlene Wienstock
Marion Wilson
Anne Withers
Leigh Anne Wood
Suzanne Barrett

Angel Flight

Cindy Ashton
CeCe Bartow
Pat Bauman
Melissa Bramsen
Linda Cole
Marianne Cox
Liz Espil
Gail Gormley
Nancy Hawke
Sue Hood
Diane Jorda
Pam Kircher
Doris Purcell
Margie Robertson
Kathy Varney
Tammy Vukovich
Kathy Williamson
Carol Yeoman

SUAB Hostesses

Tricia Hughes
Sarah Martin
Barb Merritt
Becky Roper
Debbie Taylor
Jenny Tom

Blue Key

Ken Gross
Terry Aron
Anthony Fell
Arthur Goldberg
Duff Hearon

Alan Metcalfe
Steve Paquette
Ernest Pierson
Britt Ripley
Bill Schwark
Michael Tolia
Rory Westberg

Mortar Board

Sharon Lesk
CeCe Bartow
Judy Berge
Suzanne Brunsting
Toby Burges
Margaret Corby
Maureen Donnelly
Elizabeth Grotts
Blanny Hagenah
Judy Huntington
Cristy Iverson
Sue Jordan
Pam Kircher
Nancy Knoerle
Marcia Kuhn
Julie Lauber
Margaret Rauscher
Kathy Roscoe
Gretchen Schroeder
Belle Tom
Barbara Vetterlein
Angela Wallace
Karen Wuertz
Barbara Wyckoff
Carol Yeoman

Symposium

Cheryl Zoback
Virginia Bailey
Erlene Baum
Linda Cole
Carol Contes
Bobbie Dunn
Andrea Dutton
Maureen Eberly
Deb Ellig
Marilyn Frohberg
Robert Gerlach
Judy Jimenez
Debby Krajnak
Cindy Kramer
Kathy Kochendorfer
Joanie Matthews
Ashley Morrison
Chris Moore
Peggy Palmer
Doris Purcell
Sandy Rathbun
Lynn Reilly
Cindy Ricker
Sally Ryan
Lili Ann Shrigley
Kim Stenerson
Vicki Vance
Amy Weber
Mary Jane Wild
Janice Woodson

Hostesses

Carol Yeoman
Elaine Bovitkis
Melissa Bramsen
Marianne Cox
Gayle Decker
Chris DeGregori
Robin Driver
Pam Eoff
Liz Espil
Robert Gerlach
Sue Gordon
Nancy Hawke
Kathy Hawkes
Nancy Herman
Cynthia Hood

Judy Jimenez
Patty Kamins
Cyndy Kramer
Laurie McEdwards
Chris Moore
Patty Neel
Peggy Palmer
Shelly Ramay
Sandy Rathbun
Cindy Ricker
Beth Veazie
Angie Wallace
Martha Ware
Mary Jane Wild
Gail Weaver

Traditions

Andy Bland
Pat Calihan
Bill Clay
Don Crowell
Don Cummings
Ernie Gomez
Bruce Harshman
Chris Kropf
Bill Lanus
John Lotka
Jeff Martin
Danny Nunez
Tuck Overstreet
Steve Paquette
Terry Reeves
Mike Rogers
Flip Rollins
Rolf Schou
Mark Sellers
Steve Smith
Joe Snider
Broc Tella
Doug Vance
Bill Wright

Sophos

Charles Norton
Fred Albright
Tom Atkinson
Hobo Campbell
Mike Casillas
Bill Coleman
Robert Davis
Ron Faeldi
Warner Gabel
David Hancock
Steve Hawley
Carter King
Richard Lincoln
Danny Montgomery
William Morgan
William Paley
Timothy Pierson
David Pollard
Grant Richmond
Louis Saide
James Shultz
Jeffrey Smith
Joseph Sovich
Robert Stephens
William Watkin
John Wild
Jeffrey Yaeger

Wranglers

Debbie Ellig
Raquel Arnold
Judy Baruh
Stephanie Block
Dia Cleaver
Carolyn Coffey
Jean Cusick
Christine DeGregori
Janet DeRosa
Debbie DeRose
Gayle Feldman
Tina Garcia
Ann Glenn
Judy May Higgins
Dorothy Hurst
Chris Iverson
Eva Jarosz
Linda Jennings
Kathy Jessee
Judy Johnison
Sylvia Knouse
Kathy Kochendorfer
Ann Koo
Terri Lewis
Randi Lee Liberman
Pat Lou
Elaine Marcus
Susan Markle
Marilyn Marshall
Mindy Mitchell
Barbara Moore
Marcy McNally
Natalie Niebur
Barbara Nichols
Chris Olson
Shelly Opper
Janice Ovren
Judy Peterson
Pamela Pettijohn
Sherry Phelps
Misty Premovich
Denise Puchi
Peggy Jo Rauscher
Sherry Riggins
Brenda Schrank
Rosie Sherlock
Claire Shortridge
Jean Shortridge
Susie Smith
Teri Smith
Lucy Steele
Bonnie Stockham
Kay Tartt
Jane Tom
Babs Vetterlein
Doreene Ward
Barbara Wuertz

a man

feature by Roland Robles

It is 4 p.m., and the interview with John Schaefer will just have to wait because the second youngest man to ever take helm of the educational Leviathan called the University of Arizona is still in conference with his advisory council, which according to his secretary, "meets once a week and is composed of the vice-presidents, the deans and people like that."

Up on the seventh floor of the Administration building in the center of campus, the waiting is not an exercise in tedium. The waiting room overlooks a swimming pool behind Gallagher Theatre where a troupe of swimmers is trying to make the best of an ended summer, University buildings that can best be described as a big glob of red brick, the city of Tucson, and farther back, a mountain range stretched out like a lazy salamander against a pea soup of smog that borders a sky clear and blue as periwinkles.

Inside, the president's secretary is on the phone talking a blue streak. "All of next week he's extremely tied up with the inauguration. His parents are coming in, you know. And he's having friends flying in from all parts of the country. Oh, no, tomorrow he's going to Phoenix and Friday and Saturday are regents' meetings. Those are here, you know. As I say, he has asked me to keep his calendar clean for all next week. But he might be willing to meet with you. I'll ask him. Bye."

There he is. Seventeen minutes later, John Schaefer bursts in the room, cracks a quick smile, and asks his secretary if there are "any urgent matters that need to be cleared up" before the interview. Treetop tall,

he is wearing a navy-blue suit that looks as though it has gone through a number of conference sittings, a white long-sleeved shirt with a small buttoned-down collar, and a wide, single-knotted tie striped in red, white and blue that gives a splash of the today look to an other wise conservative dresser.

John Schaefer turns around, asks you in to his gold-carpeted, paneled office and---zap!---you know automatically he's gone through too many "news" interviews lately because he immediately sits in a Windsor chair right in front of his unadorned desk, with no time to let his hair down and ready to start the ball rolling.

Admittedly he is a bit frazzled though: It has been a day not unlike any other: busy. There were students raising Cain about controlling student monies to bend an ear to like a heaven-sent Solomon, alumni to explain what funds would go to which organizations from whose orders, plus professors mad as hell about President Nixon's wage freeze which had only cut off some \$200,000 from under their belts. You know, just ordinary, everyday problems.

"This job takes a tremendous deal of time," he sighs, scooping off a shock of blond hair from his forehead. "I used to read voraciously. I'd read three or four books a week. Now I don't think I've read but a couple of books since July. I like athletic activities but there isn't much time to participate in that either. My amount of leisure time has fallen to a minimum."

"I frequently go out in the evenings, too. Here, I like to take my family

along. As it is, they're seeing less of me so I try to compensate by including them in as many things as I can."

His family is made up of three women --- his wife, the former Helen Schwartz of Highland Park, Illinois (who, like her husband, is bent on science and holds a master of science degree in chemistry from the University of Michigan), and his two daughters, Ann, 9, and Susan, 7.

"There's nothing like a closely knit family," he says. And he should know, too. From the description of his childhood ("very happy," "well-rounded", "stable"), he must have grown up in one. John Paul Schaefer was born 37 years ago in New York City. His father, Conrad Schaefer, worked in the steel manufacturing business, and his mother, Meta, stayed home to care for him and sister Anita. He grew up in the New York Suburbs, attended public schools, and recalls his childhood as "very happy".

"I remember I was really very interested in athletics. My first ambition was to be a basketball player. I was always active in sports--basketball, baseball, football-- and always enjoyed that sort of thing." He remembers doing a lot of reading, too. "Ever since I picked up a book I have always been a heavy reader, and remember spending much time in the library reading extensively."

"I was also active in scouting, and I think that was an important influence in my life. It got me interested in bird-watching, which is my life-long avocation and which led into my interest in photography, since most of my photography is on nature."

(He is no Sunday photographer,

either. Some of his work is as good as anything you'll see from Gordon Parks. Seven imposing black-and-white shots taken by Schaefer handsomely spruce up the waiting room, and they are something to behold. One of a sea shell marvelously captures the delicacies of the simple things in life. Even more commanding yet is a photograph taken in Trinidad of an Immortelle tree on a hillside slope enshrouded by city smog.

Schaefer was so hip on science and math that he went to a technical high school, and entered the Polytechnic Institute of Brooklyn in 1952 where "I debated to go into engineering or chemistry, went into chemical engineering, but then made a switch into chemistry." There, he got active in student affairs, became a dyed-in-the-wool jock (lettering in track and cross-country in addition to playing basketball and baseball), and graduated with a bachelor of science degree in chemistry in three-and-a-half years.

In 1958, he earned a doctorate degree at the University of Illinois with a major in chemistry and a minor in math. The same year he won one of six National Science Foundation fellowships offered for a postdoctoral study at the California Institute of Technology.

In 1959, he joined the faculty of the University of California in Berkeley as an assistant professor in chemistry, and a year later came to the University of Arizona, where he joined the UA Chemistry Dept. Eight years later, he was named head of the department, and in February, 1970, became dean of the College of Liberal Arts.

In the summer of 1970 Richard A. Harvill announced he would step down from his twenty-year reign as President of the University, and to say he caused a public brouhaha would be an understatement. Harvill had guided the University from a pint-sized pit with 6,000 students to a ripe apple of his eye with almost 26,000 students. And---voila!---had seen the state's first College of Medicine open its doors. His term had been the second longest of a current American state university president, and besides, it was time "to take it easy and just relax from all the activities."

Immediately, speculation as to who his successor would be became the talk of the town. Students questioned what effect it would have on them; administrators wondered how much longer they had a job. On April 24, 1971, after grueling months of search and re-search for The Man, the speculation was over. The 36 year old dean of Liberal Arts had been unanimously named to take the helm.

Kenneth G. Bentson, chairman of the Arizona Board of Regents' Presidential Selection Committee, tells why: "He is young and relates well to students. The age gap between Dean Schaefer and the students is not large. Through interviews we found him to be interested in motivating an efficient operation with fiscal responsibility. He recognizes the necessity for research with primary emphasis on teaching. He is forthright and has demonstrated his administrative ability. His philosophy is sound, practical, and objective."

"With my age I think the regents felt I was in a better position to relate to students and talk with them than someone 20 years older." Schaefer told an Arizona Daily Wildcat reporter hours after he was officially named President. "I also think my great love and respect for this University figured in. I work very hard for the University and some of this may have come across in the decision.

On Friday, October 29, John Paul Schaefer will be inaugurated as the 17th President of the University of Arizona, and the man whose first ambition was to be a hoopster will enter a new era.

"Sometimes I felt a real pang of regret of not being in the classroom," Schaefer is saying this autumnal afternoon. "Of course, I've been able to compensate by taking such an extraordinary job that has to be done well if education is to prosper in this state. So I've sacrificed one set of satisfaction for another.

"I think I've always been very adaptable. I'm capable of enjoying life in different situations. Maybe tomorrow I may go back to teaching chemistry—maybe I'll go back to teaching humanities—without any regret. One thing though: I get enthusiasm about most of the things I decided to get involved in."

Later, as you walk to the door and shake a firm and spanking hand, you think: John Paul Schaefer will be around till the cows come home. And the cool of the evening makes you kick up your heels.

Arizona
Daily

Wildcat

Arizona's Fifth
Largest Daily
Newspaper

Vol. 63, No. 85

University of Arizona, Tucson

Thursday, February 10, 1972

from the editor's desk...

"The press, most of its members will agree, is the savior of the United States form of government. To call upon the bromide: It is the one institution designed to transmit information, ideas and opinion among all literate elements of society. To assure the performance of this function, the Constitution guarantees a free press unimpeded by direct control or censorship from any level of government or society."

-Don Carson, 1972

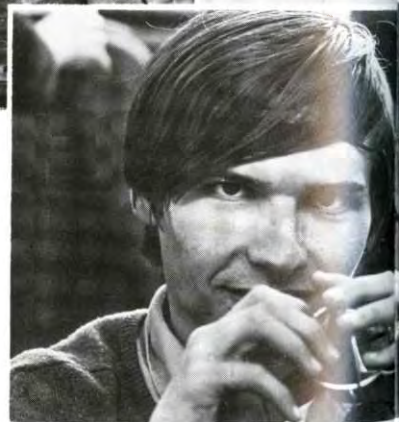
The Arizona Daily Wildcat, in order to perform the duties of the press, must remain independent of University controls or restrictions. While many persons on this campus consider the Wildcat an official arm of the University with the goal of furthering its good public relations, the true loyalty of the Wildcat must remain with the responsibilities of the press. Its freedom from censorship and its true

responsibility to the public must be maintained as its basic foundations. Without these foundations, the University (indeed a public institution) would be without the important questioning, informing and often unpopular watchdog.

This year the Wildcat has often gone beyond the goals and wishes of the University's public relations concerns. Through sincere questioning of University and Board of Regents policy, the Wildcat has hoped to bring many problems into perspective and to keep a critical eye on this University's leaders, both student and administrative. In doing so, it has become unpopular with many persons dedicated to the public relations of this institution.

But only through responsibility and freedom from censorship can the Wildcat continue to perform its real duties. At all times, the Wildcat must continue to serve the public: the students, the faculty, the administration and the state's taxpayers involved in this community.

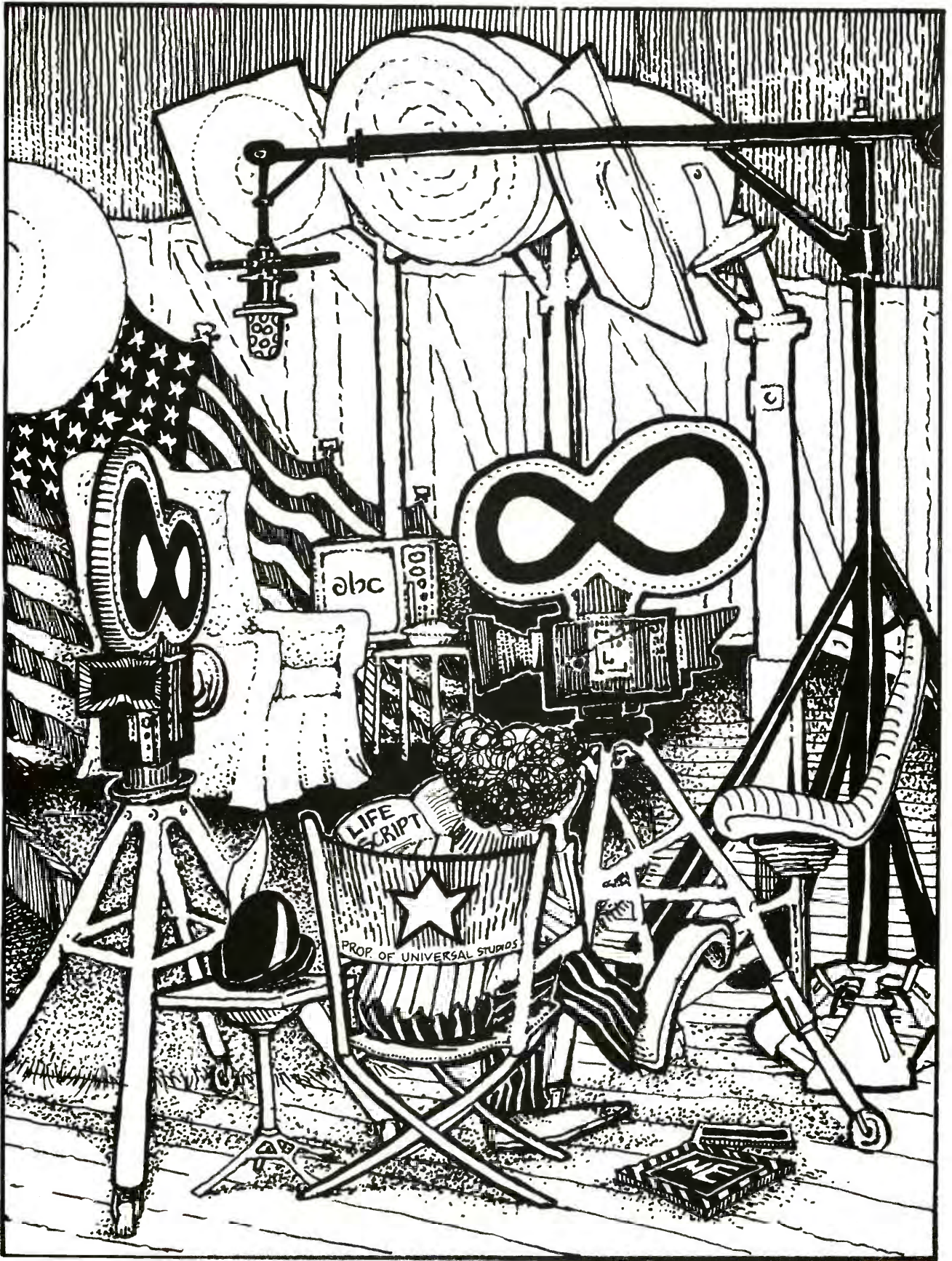
Toby Burges





Toby Burges Editor
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 Debby Krajnak Managing Editor
 Johanna Schrambling Special Projects
 Jay Parker City Editor
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 Merl Reagle Copy Editor
 Mark Kimble Sports Editor
 Bob Hartnack Photo Editor
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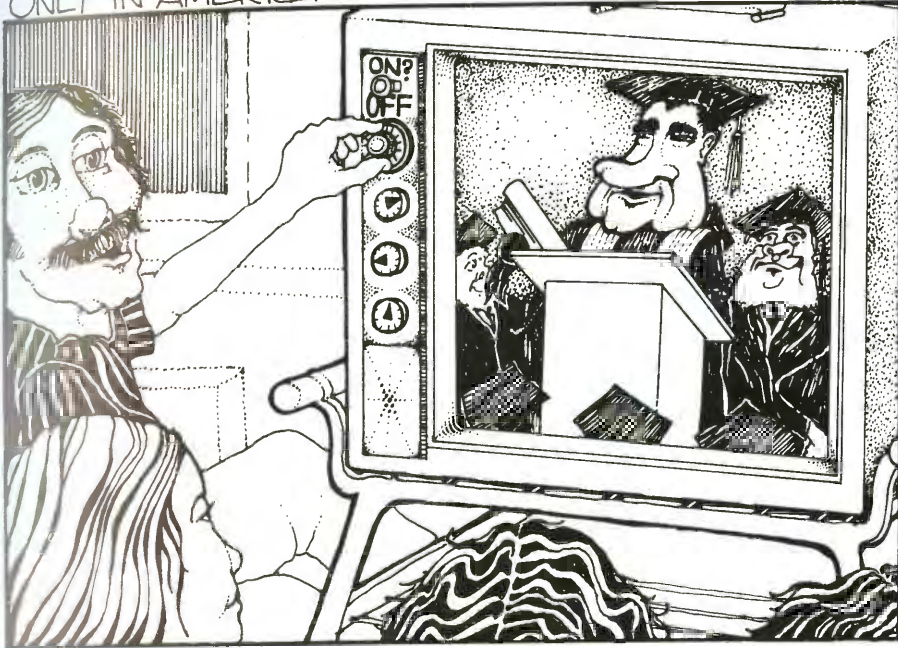
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TAKE TIME OUT FROM YOUR MOVIE FOR AN INNER MISSION.

ONLY IN AMERICA

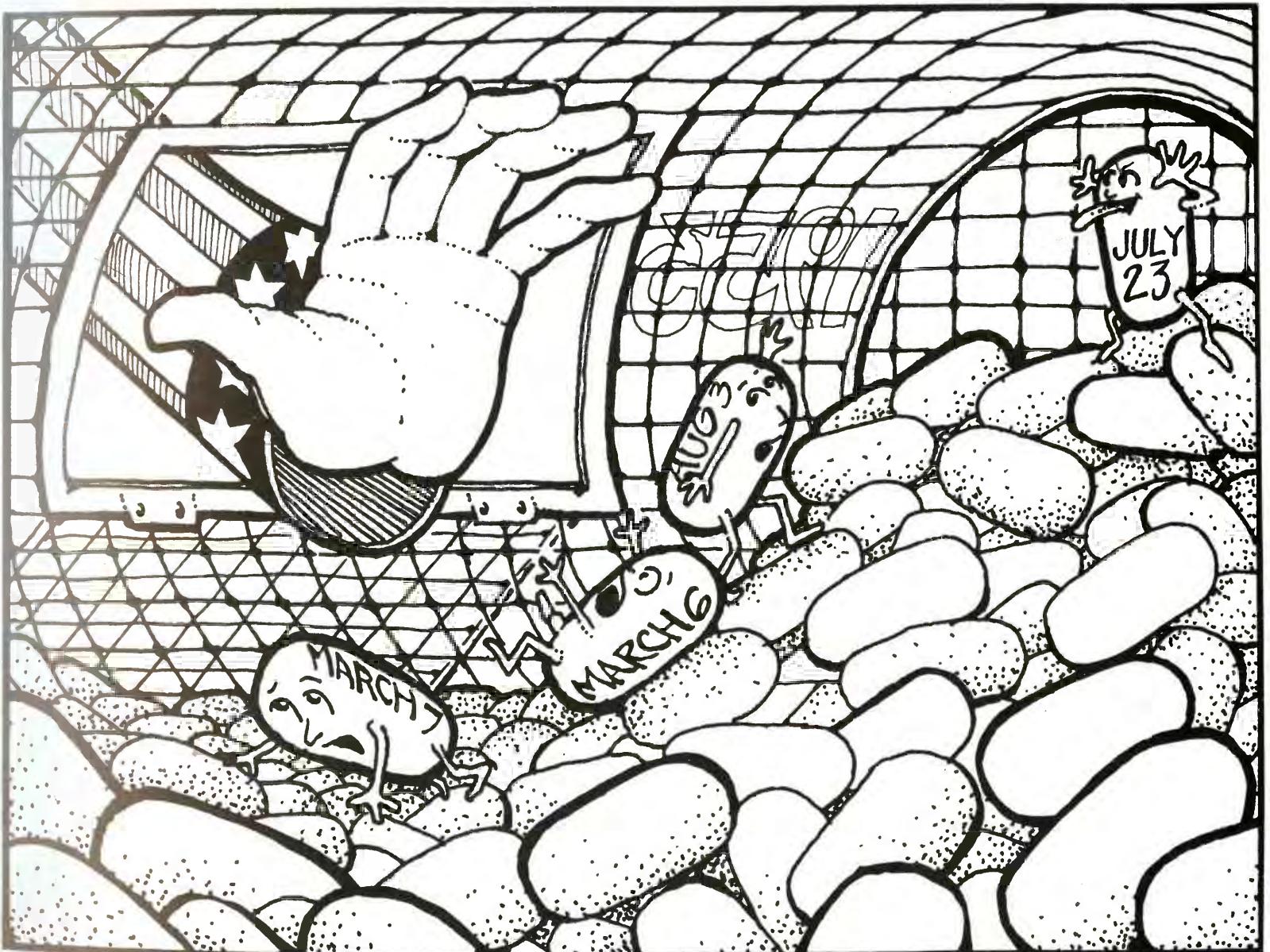
R. CARLSON



"WELL, LOOK WHO GOT AN HONORARY BS DEGREE!"

New addition to Wildcat

Rand Carlson, creator of these cartoons and many more published in the Arizona Daily Wildcat, is a junior at the University of Arizona, presently in the College of Architecture. Previously he attended California College of Arts and Crafts and published graphic art while in California.



Student Union Activities Board

Rory Westberg
Carol Contes
Lorenzo Cotton
Andrea Dutton
Calvin Fuchs
Art Goldberg
Jeff Martin

Sarah Martin
Ron Nomura
Preston Pearson
Barbara Rice
Cindy Ricker
Mary Jane Wild
Barbara Wyckoff

Emphasis on student.

Working more towards actual 'student interest' rather than merely traditional activities has been the Student Union Activities Board's aim for the 1971-72 year.

You could be walking through the Union some day and pass by one of the lounges while a demonstration on 'taking care of your bike' is going on—that is what SUAB calls a "**POP-UP**", and these Pop-ups are again geared for the students' everyday interests. Another new program that SUAB initiated this year is the "Camping Equipment Rental". This program would, of course, enable students, especially out of state, to rent camping equipment at a very minimal rate and have a camping weekend or just go for an afternoon hike around Redington or Finger

Rock Canyon. To compliment the camping program, the new idea of "G.A.F.I.A." (get away from it all) was instituted. The first GAFIA jaunt was to Holy Jo Falls, and subsequent trips were to just as beautiful and obscure places. For the students that are more likely to channel their interest in the home, SUAB has provided the bi-weekly "Crafts Fairs" at Speakers' Corner. Anyone and everyone is invited to these colorful, informal Fairs that illustrate the unlimited talents to be found here on campus—besides, these craftsmen and women are extremely generous in pricing their crafts.

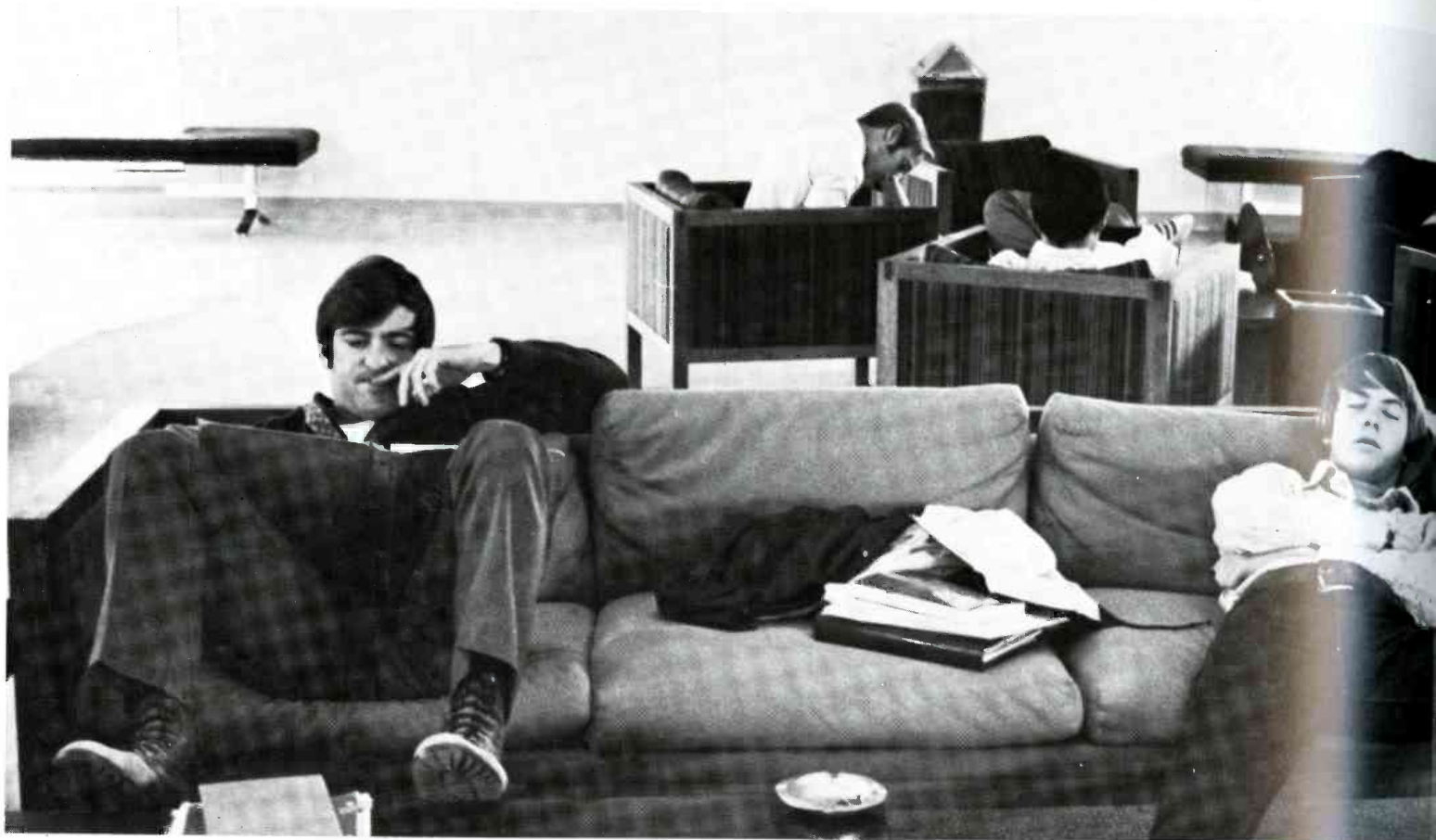
One traditional event that will never be fazed out is the spectacular International Forum. This year the International Forum brought India to

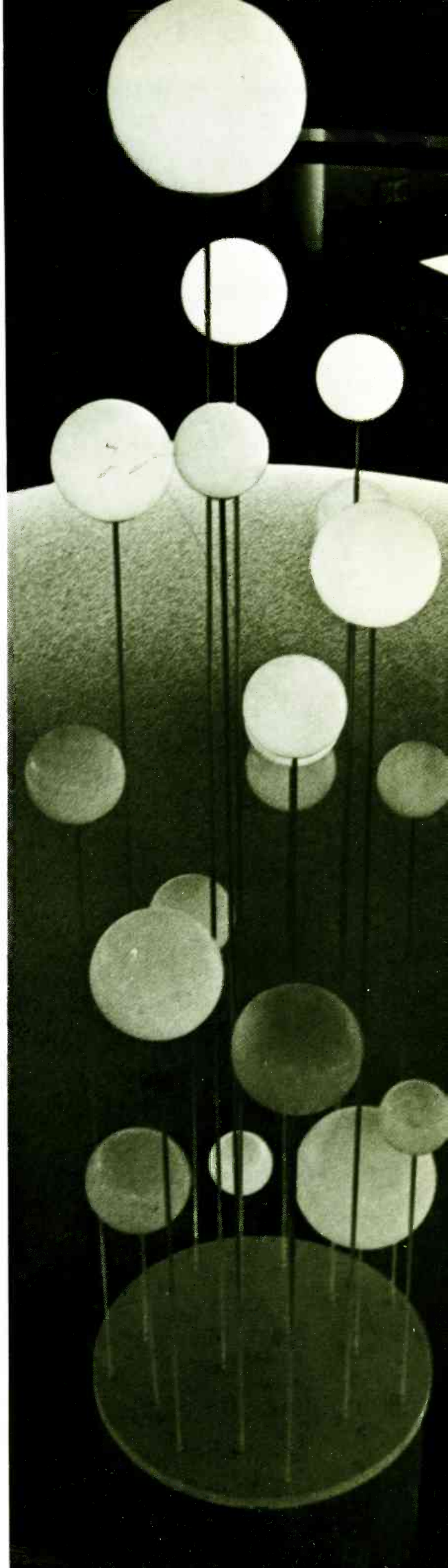
the University of Arizona. Practically every aspect of the cultural life of India was portrayed through such activities as the sale of traditional Indian foods each day at Speakers' Corner, to the elaborate exhibit in the Exhibit Hall, displaying musical and artistic feelings of the Indian Continent.

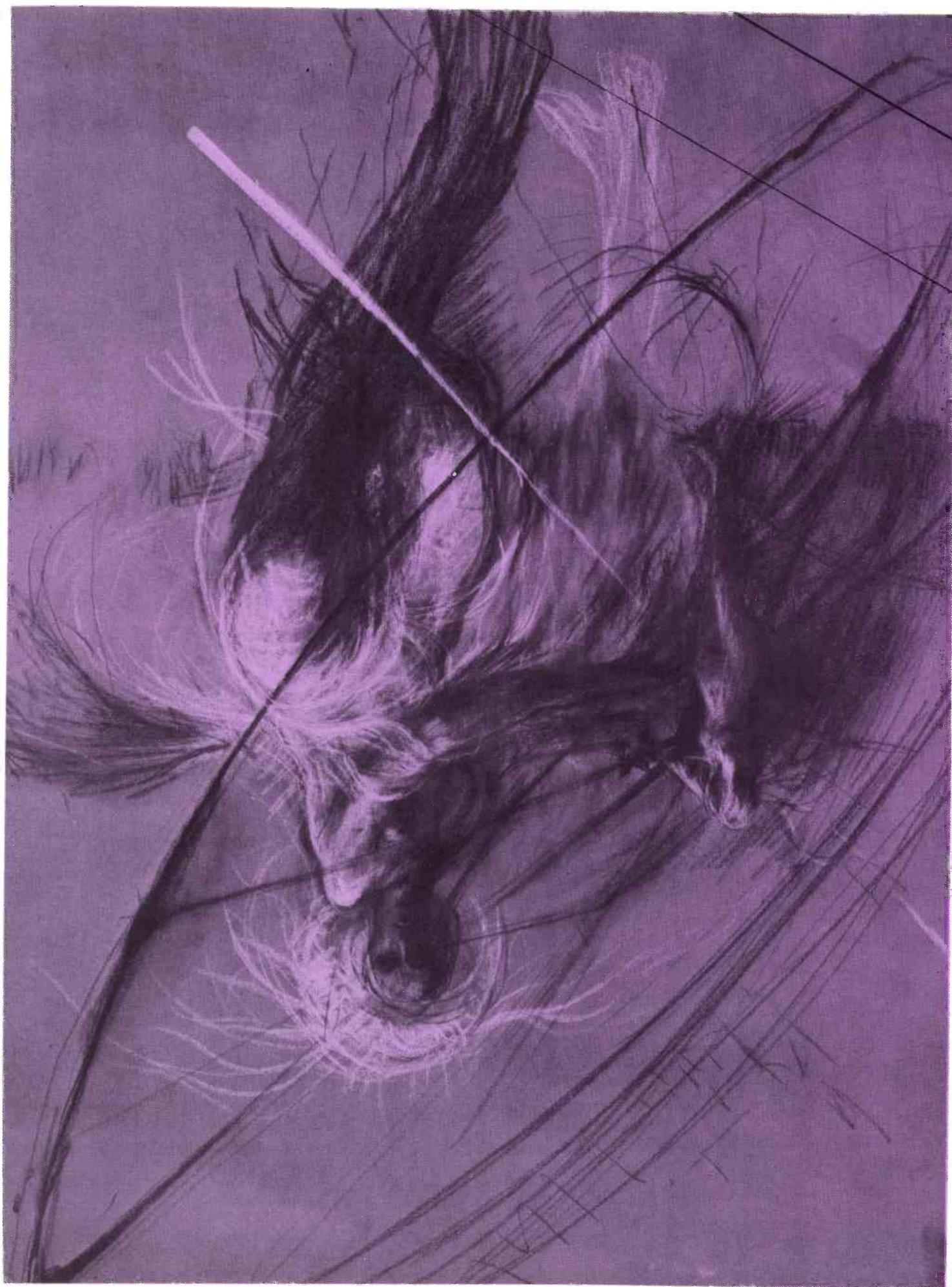
SUAB has also enlarged the capacity of the film selection for the students. Instead of the sole Wednesday Night Flicks, SUAB has added the Thursday Night Thrillers, the Friday Night Classics, the Saturday Night Theatre, the Sunday Night Oldies and the Saturday Morning Matinee (for the kiddies). All films are shown in the new Gallagher Theatre at discounted rates for U. of A. students.



STUDENT UNION: Expansion for diverse purposes







Retinue

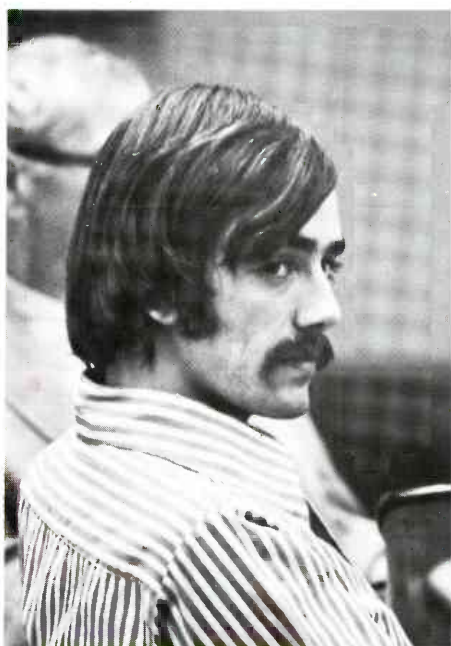
My voice always finds me.
Even after years,
after I have crossed the continent,
the words come back, scarcely audible
whispers, wild with loss.

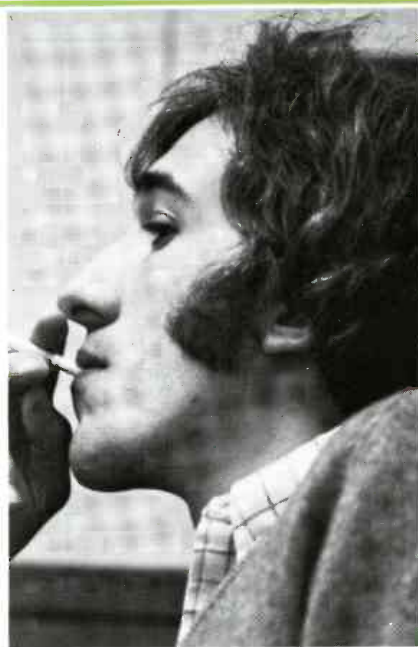
They enter my body
and, one by one,
silently explode behind my eyes,
a small orchestra
of dying stars.

Bob Buehler

obsidian

John Bothe
John Burlinson
Mark Doty
Mark Underwood





Do publications have policy control?

Publications Board

feature by Roger Armstrong

Board of Publications as found in that Board's Statement of Policies. It is the official publisher and policy making body of the student publications. Perhaps the most important function of the Board is the selection of editors and business managers who are the keys to successful student publications.

Other regular functions of the Board include approval of the publications' budgets, and recommending these budgets to the ASUA Appropriations Board, approving specifications for printing bids, accepting printing bids, setting the salary rates for editors and business managers, and considering complaints lodged against the various publications.

During the 1971-72 academic year, the Board of Publications did make progress in several areas. Among these accomplishments were the establishment of a committee for studying the feasibility of obtaining typesetting equipment, changing the format of the Student Handbook, billing university offices for hundreds of Wildcat subscriptions, restructuring Desert and Wildcat photography methods, and approving a raise in Wildcat advertising rates. These fairly substantial items were accomplished in the midst of constant budget changes,

policy problems, Desert photographic problems, funding problems and discussion over whether or not to hire a publications coordinator, as well as a number of ad hoc items.

The major problem the Board has run into, on a number of occasions, has been one concerning funding and policy making. If it is the Appropriations Board that decides whether or not to fund a publication, and if so, to what extent, does the Board of Publications have, in fact, policy control? A committee was established to seek a solution to the problem, but at the date of this writing, no concrete accomplishment has been attained.

It is the goal of the Board of Publications to provide the students of the University of Arizona with student publications that are pertinent, relevant and of value to the students, produced as economically as possible consonant with high quality, and produced by students themselves. For, while the Board's Statement of Policies states that the Board is the official publisher of all ASUA publications, it also states that it "expects students to assume to the fullest extent possible, the responsibilities for student publications."

"The Board of Publications, as established by the University of Arizona and the Associated Students, University of Arizona, is the official policy-governing body of the several student publications which have been, or may be, approved by the Student Senate of the University of Arizona."

"The Board of Publications is the official publisher of all ASUA publications,..."

Above is the definition of the

Members:
Richard Gilman
Craig McAllaster
Randy Tufts
Carol Still
David Hossler
Toby Burgess

Terry Aron
John Bothe
Wade Leahy
Tony Rosetti
Michael Wolf
Marhsall Townsend

Dr. Billie Jo Inman
Dr. John Wieland
Louis Ennis
Charles Tribolet
Roger Armstrong
James Lamb

Moral and legal considerations

Appropriations Board

featured by Renee Calderon

Throughout the past year the Appropriations Board has been one of the most attacked and misunderstood groups on campus.

The Board spends the money collected from students as part of the University registration fee. For the past year this totaled more than \$300,000. Students and student groups requesting funds from the board are required to present a written breakdown of expenses and then usually meet with the board for questioning. It was at some of these sessions that students came away complaining of rudeness and harassment from the board.

The Board's main defense to those charges probably lies in the fact

that the typical campus group seeking board funding did not realize the total situation surrounding the refusal or agreement of the board to allocate the money requested. The board claimed that tightness of funds and the necessity of dipping into the reserves caused them to cut many club sports budgets at the beginning of the year, as well as reduce other groups' budgets.

During the past fall, the Arizona Student Services Corporation (ASSC) was created to act in a manner parallel to the Appropriations Board. The new vehicle was incorporated by the board in order to fund student projects without administration approval or control. The purposes of the corporation



are to provide clinics, community, legal and other services for students; to establish an economic base in the community so students can act as a coherent power group and to allow choices to be made by students.

The ASSC's immediate needs are capital, a professional staff, and community awareness and support, all interacting to guarantee

the corporation will endure, Student Body President Randy Tufts said.

In January, ASUA filed a lawsuit against the Arizona Board of Regents over the question of who controls profits from the ASUA Bookstore. A 1937 statement of transfer of ownership of the bookstore from the regents to ASUA

was cited as exhibit "A". The lawsuit was precipitated from Appropriations Board request in December for \$10,000 of the bookstore profits to be turned over to them. The regents denied this to the board, instead choosing to exert control over funds. In answering the lawsuit over a month later, the regents stated that, in effect, ASUA did not exist.



Members:
John Kramoko
John McKinney
Brad Barber

Cathy Clevon
Randy Tufts
Julie Lauber
Dr. Andrew Wilson

Dr. Donald Myers
John Hutton
Doug Kelly
Charles Tribolet

Desert '72 Staff

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Kay Abramsohn	Assistant Editor
Alicia Legg	Copy Editor
Cyndy Ogden	Layout Editor
Melanie Jacobsen	Assistant Layout Editor
Mike Wolf	Business Manager
Sue Iazzetta	Academics Editor
Kathy Kessler	Activities Editor
Cyndy Haugeland	Activity features
Joe Ballantyne	Sports editor
Tricia Preble	Women's sports
Debi Mickey	Greek, Organizations editor
Debbie Graham	Assistant Greek editor

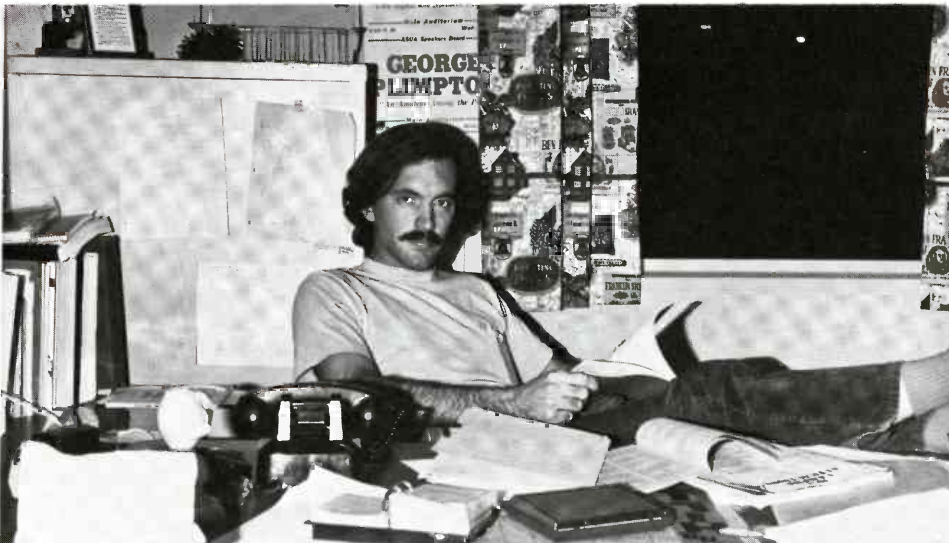
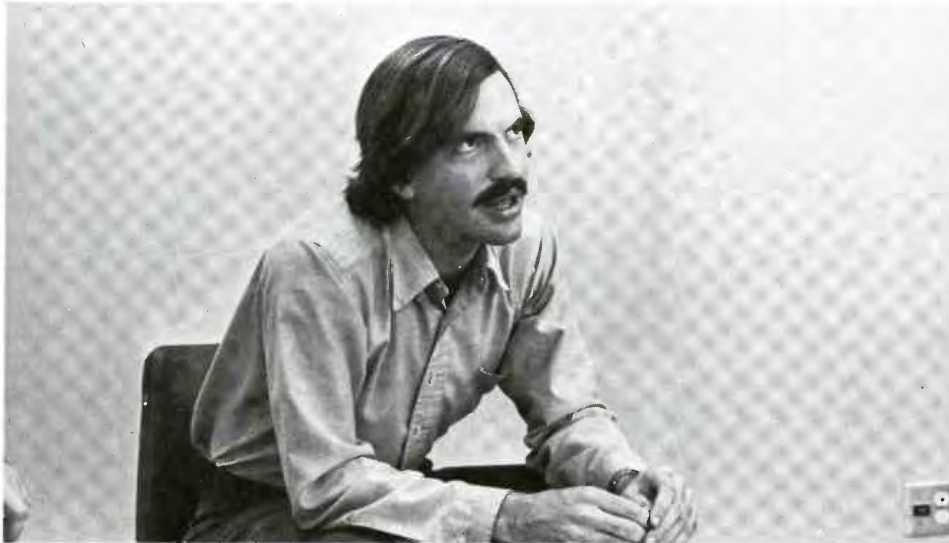
DESERT



ASUA

A Capsule Review

by Randy Tufts, ASUA president



ASUA has this year begun to give the student body the tools it needs to assume its rightful role in the governance of the campus, the provision of services and the nurture of the educational process. We sought the financial independence necessary for the development of projects prohibited by the university but needed by the students ... birth control clinics, cooperatives, public interest organizations. So we created the Arizona Student Service Corporation and we filed over the issue of bookstore profits, a lawsuit which should settle once and for all the old controversy surrounding control of student funds.

We sought involvement in campus decision-making on the broadest

possible base. So we began to radically decentralize ASUA through the creation and support of student-faculty college councils.

With the eighteen-year-old vote, came greater potential for student influence in local, state, and national politics. So we developed ties with the City of Tucson which resulted in the closure of Park Avenue and we created the Arizona Student Federation which spearheaded successful statewide voter registration drives. We helped generate high levels of student participation in the January 29 Presidential primary which saw the "student candidates", McGovern and Lindsay, carry 44 percent of the statewide vote.

Some thoughts provided a setting for our activity through the year:

"I am running to give student's control over their own lives..." (Excerpt from campaign speech-Hopi Lodge-March, 1971.)

The death of our friend Carol Gregg brings into focus the larger realities of human potential

Human potential that can only be realized by those who know what was lost;
Human potential that was amongst us and is now within us;



human potential that lives as we die;

Human potential that involves all men as part of a greater experience;

Human potential that stands alone in the sands, a monument for the pilgrim and the lost.

We see the reality of staring ever into the mirror darkly.

(Written following the death of former ASUA Senator Carol Gregg in a tragic plane crash, May 1971.)

... "The University, in its rejection of our efforts towards a family planning service stated that the role of higher education is the pursuit of Truth, and that to enter any area such as a pregnancy counseling would be to take a stand on a social issue from which the University must remain aloof. But colleges must realize that they bring together people who would not otherwise interact, that the University itself is a social entity, that it alters the social structure by its mere existence and, that it must in some way account for these efforts. It needn't play a direct role, but it certainly can provide encouragement for groups that are doing so.

With these actions, the Board of Regents is trying to affirm a strict chain of command structure and has made a mockery of the democratic process. But if our educational system is to develop persons capable of responsive activity with a democratic community, would it not be better for schools themselves to set a democratic standard? Is it too much to ask of our colleges and universities that they instill in students the participatory inclination that is necessary for the vitality of American society? Is not responsibility best encouraged when the decisions to be made are final and binding? Isn't growth best enhanced when responsibility is granted rather than when it is withheld? It is time for universities to place their faith in the democratic exercise of authority and in so doing, to set an example for persons and institutions everywhere... (Portion of the response to Dr. Schaefer's unprecedented overruling of the ASUA budget, Sept. 71.)

"Today, at this moment of inauguration, of beginning, our ceremonies are prefaced by the educational tradition of recent decades. There is, in American colleges today, a theme ... and an ever growing counterpoint.

Our heritage is one from which education emerged as a sharply toned tool of the society. By directing students to objectively observe external phenomena by instilling in them the subject matter of the professions; by channelling them through a maze of compulsory experiences, and by selling itself to economic interest groups in order to support expanding research and administrative facilities ... education has become an agent of the status quo, preserving a society in which profit and consumption are taken to be good; where persons are considered objects to be used; and where individuals are insulated from each other and from their natural roots. But is this satisfactory? Can we continue in the same direction? Should we be content to confine ourselves to the narrow ruts that our individual acquiescences and collective actions have carved? can we not travel new roads and seek new guideposts?

It is no longer sufficient merely to preserve society as it is. We must recreate society as it should be.

It is no longer sufficient to maintain the aloofness of objective observa-





tion. Instead we must take the risks of subjective involvement.

It is no longer sufficient to tolerate being forced into predetermined social roles. We must seize the right to grow and develop as our potential will allow.

For education is not a place to a degree, but a process.

It is a process that can be stifled by authoritarian decree and nurtured by democratic interplay.

A process that does not depend upon coercion and channelling but upon choice and consequence.

Universities cannot merely attempt to outline truth but must go beyond and seek after justice..." (Speech delivered by ASUA President Tufts at the Inauguration of UA President Shaefer.)

By existing the University alters society. It is responsible for this alteration and here it must exercise moral judgement.

It is better to draw out the best in others than to play upon the worst.

For too long we have witnessed the dehumanizing politics of power: Let us choose now the politics of example.

(November 1971)

"...We do not seek power in order to dominate, but to enable us to set a worthy example..."

(January 1972)

To break your mind free from the machine. To take part, if you choose, while maintaining your direction.

(February 1972)

ORGANIZATIONS

Alpha Kappa Psi	Phi Chi Theta
Alpha Lambda Delta	Phi Eta Sigma
Amerind Club	Phi Lambda Phrateres
BPA Council	Pom Pon Twirlers
Delta Sigma Pi	Radio Club
Drum Majors	Rodeo Club



Carol Caskey	Gerry Gradillas	Rossana Ochoa	Bonnie Stockham	Cyndee Bourbouse
Julie Castle	Jeanie Harning	Chris Olson	Kay Tartt	Risa Bowen
Nikki Chayet	Vicki Lynn Jones	Janice Overn	Babs Vetterlein	Patricia Gilmore
Kathleen Cook	Diane Kelly	Gloria Perotti	Sue Wells	Anna Gomez
Evie Coronado	Kathy Kochendorfer	Judy Peterson	Donna Zollman	Elizabeth Gotkin
Ann Devere	Pat Linkenbach	Peggy Jo Rauscher	Laurita Araiza	Margi Harning
Jacque Evenson	Cathy Malisewski	Carol Ray	Cheryl Aubeny	Ann Marie Heisman
Tina Garcia	Marilyn Marshall	Nancy Schaefer	Galen Aubeny	Mary Grace Horley
Diane Grabow	Nancy McCutchin	Kay Smith	Debbie Barben	Laura Huerta

Phrateres



Radio

Carl Blum
 Dave DeForest
 Joe Gaudio
 Ralph Kestler
 Earl Kirchner
 Bob Lundstrum
 Mike Murphy
 Stan Peskin
 Art Phillips
 Art Rogers
 Ed Saggus
 Daniel Saz
 Barbara Shaw
 Jerry Weinstock
 Brian Wood

BPA College Promotes

Council, Business Fraternities, Honoraries

The national business fraternitiy was established to encourage scholarship social activity and association between students for their mutual advancement through research and practice. Professional speakers from the business community are sponsored by the group. During the year, the group is also involved in social activities such as formals. The members also assist in registration of new members for the college.

Delta Sigma Pi



Marc Brauer	Harris Goodman	Dave Kipnis	Steve Paquette
Steve Delateur	Tom Harrington	Bob Maheis	Gil Sparks
Craig Dick	Duff Hearon	Frank Nagle	Tim Taylor
Jim Gjergavich	Gary Kimmel	Stewart Palmer	

The purpose of AKP is to create an opportunity for contact with the business community for its members and to foster scientific research in the fields of commerce, accounting and finance. Education of the community to expect high standards in business fields is also important to this fraternity. Admissions is limited to 25 and qualifications insist upon a 2.5 GPA and be in the BPA college.

Alpha Kappa Psi



Dave Davanzati	Mark Krasne	Gary Roberts	Dave Timmerman
Paul Gleiverman	Frederic Layne	Sheldon Rubin	Dave Wadell
Dave Hammond	Tony Orlich	Dave Schwimmer	Murray Wartsky
Bob Harbour	Dan Osterman	Lance Stalker	Gene Wilson



Phi Chi Theta

The women's honorary of the BPA College has many important functions. They are associated with many local businesses and as a service to these businessmen and the college, Phi Chi Theta runs the Tucson contest for Miss Arizona Industry. Each year, Phi Chi Theta sponsors a scholastic award for an outstanding graduating senior; also they assist faculty members during registration.

Susan Allen	Jo-Anne Farrow	Nancy Mills	Marion Slavin
Marti Arner	Kahty Hawkes	Carol Oestrich	Carol Spencer
Judy Berge	Jeanne Headley	Margaret Ornsby	Barb Steckel
Connie Cigliana	Nancy McCuthchin	Bernice Polonik	Cathy Stubbin
Jeniece Ehré	Jane Melton	Jan Rapoport	Joyce Williams



BPA Council

The BPA council, a central coordinating committee composed of student leaders, is an organization which attempts to maintain open channels of communication between students, faculty and administration. The council set up a grievance committee whereby students could voice their complaints and expect reliable and efficient action. The council also assists in such things as registration, Parents Day, and high school visitation days.

Doug Alan	Randy Erbach	Ed Mall	Marc Sklar
Mitchell Baxt	David Hammond	Jeff Marks	Marion Slavin
Jerry Cooper	Jim Horne	Max McCauslin	Gil Sparks
Cindy Cramer	Dave Kimmerman	Dan Osterman	Carol Spencer
Craig Dick	Grace Mary Kunkel	Steve Paquette	Barb Steckel
Dave Dovanvati	Rick Lamb	Arthur Perlman	
Kenneth Doyle	Fred Layne	Chris Reece	



Pom Pons, Twirlers, Drum Majors

Janice Bodycomb
Sue Cox
Daryl Finley
Judy Lee
Debbie Ray
Pam Scott
Marie Weiss
Sharon Williams





Gayle Abell
Kathy Allen
Earlene Baum
Jackie Gale
Karen Ginter
Robin Gordon
Ava Jones
Laurie Larson
Dede Neville
Carol Nielson
Kay O'Conner
Kathy Stanley
Shirley Stremble
Angie Wallace

Eddie Sotomayor
Mike Tagg

Amerind Club

Alex Francisco, President
Lawrence Issac, Vice-Pres.

Elaine Lopez, Secretary
Caleb Roanhorse, Treasurer





The Phi Eta Sigma fraternity promotes a high standard of learning and scholastic achievement among freshman men. Established in 1959, Phi Eta Sigma provides a first step for scholastic achievement for University men. It is open to all men who have a least a 1.5 or better grade point average for the first semester of their freshman year. Selections of the 73 members are made in the spring. The fraternity serves the university in two main capacities. They provide a tutoring service for freshman men and help them to adjust to university life. The group is also very active in investigating the academic policies at the different colleges in the university.

Gus Aragon
Dave Ashcraft
Mark Brand
Lou Bretzke
David Bruning
Mark Caldwell
Yu-Chee Chih
Chi Chiu
Robert Clark

Steve Cox
James Craft
Brent Davis
Bryan Davis
Tim Dianico
Charles Eger
Jay Elston
Mark Ethridge
Calvin Fuchs

Art Fuller
Mike Guana
Doug Gillam
Tom Gradolph
Gordon Haynes
Gerald Kelly
Carter King
Kennith Lui
Curtis Lybeck

Dan Neff
Steve Owens
Doug Perkins
Tom Puckett
Bob Ramsey
George Radda
Chris Reece
Steve Ross
Dave Shaul

Brian Sheets
Robin Silver
Bob Smith
John Tam
Edwin Taylor
John Thomas
Tim Tolson
Joe Toscano
Dwight Waidel

Phi Eta Sigma



Alpha Lambda Delta, the freshman women's honorary is based on scholastic merit. To be eligible for membership, the student must have a 1.5 average for the first semester of the freshman year. The members become active in their sophomore year; there are about 60 members. The organizations is active in women's day, they host speakers, mostly concerning womens role in society, and they hostessed for the Model U.N. Their goal is to hold a career assembly for all freshman women, whereby they can have represented many careers and professions in the hope of helping the women choose a direction.

Sally Bronken
Lauretta Budd
Joyce Dill
Julie Erwin
Cathy Geisert
Linda Gregonis
Pamela Higgins
Peggy Noms
Judy Johnson

Meg Johnson
Kandy Kramer
Janet Larson
Peggy Larson
Leigh Liming
Carol Lubman
Katie Manciet
Deborah Miller
Linda Pratt

Denise Puchi
Diane Rapalay
Shirley Rees
Mary Jo Rezin
Anne Romano
Ruth Smith
Rebecca Staup
Linda Thomas
Paula Van Ness

Claire Wake
Chris Wood
Laura Young
Diane Andrade
Cheryl Aubeny
Patricia Clark
Judy Furst
Kathy Greer
Maureen Jones

Teresa Lewis
Kristine Maish
Helen Perry
Nanncy Rehling
Sherry Riggins
Vivian Schecter
Vicki Stone
Debbie Taylor
Margo Walter

Alpha Lambda Delta



Top Right: Men's Bull Riding. **Top Center:** Steer Wrestling. **Top Left:** Men's Team Roping. **Left Center:** Women's Goat tying. **Bottom Left:** Men's Bareback Riding. **Bottom Right:** Women's Barrel Race.



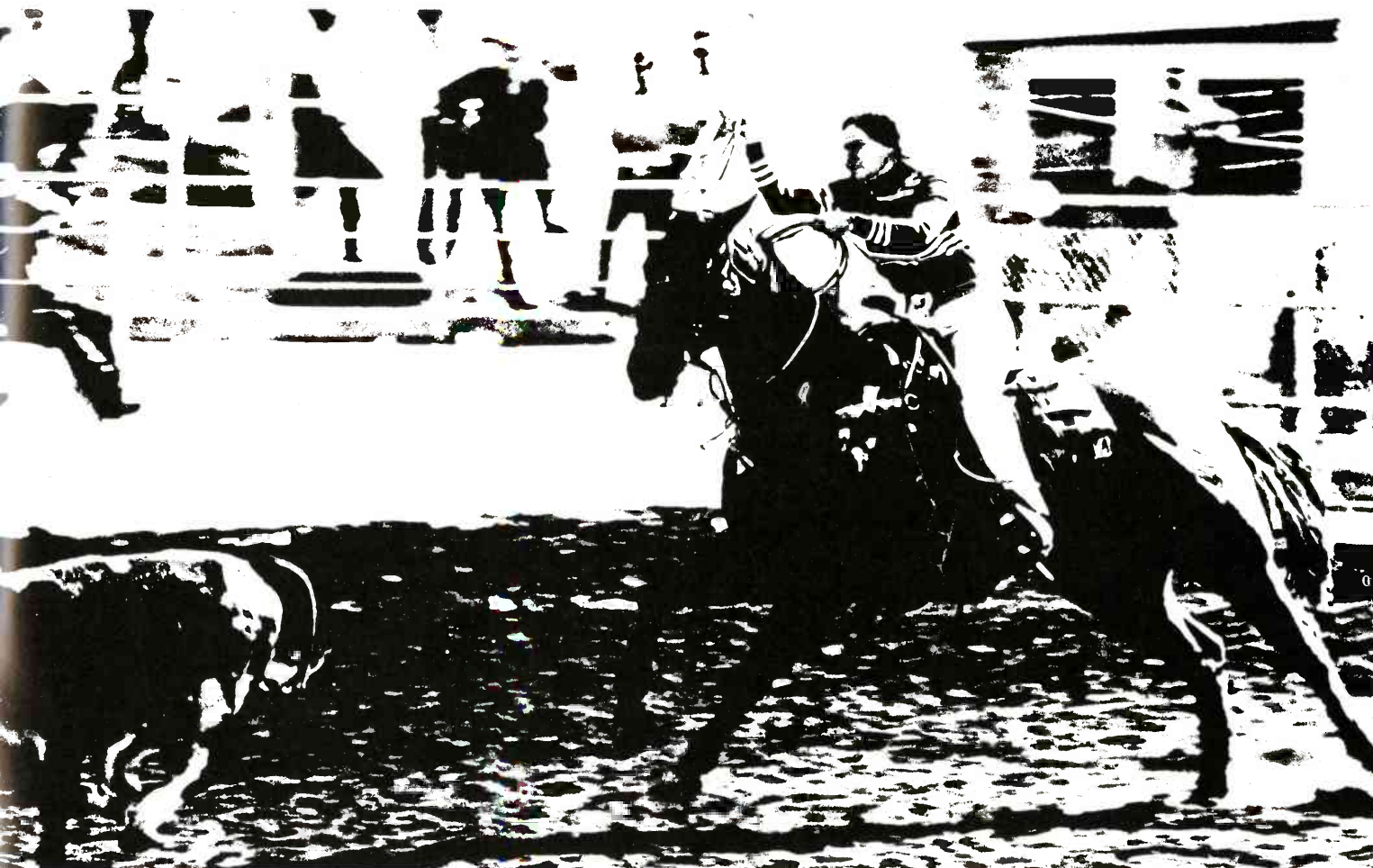
Rodeo Club

Don Kimble, President

Bobbie Dunn, Sec-Treas.

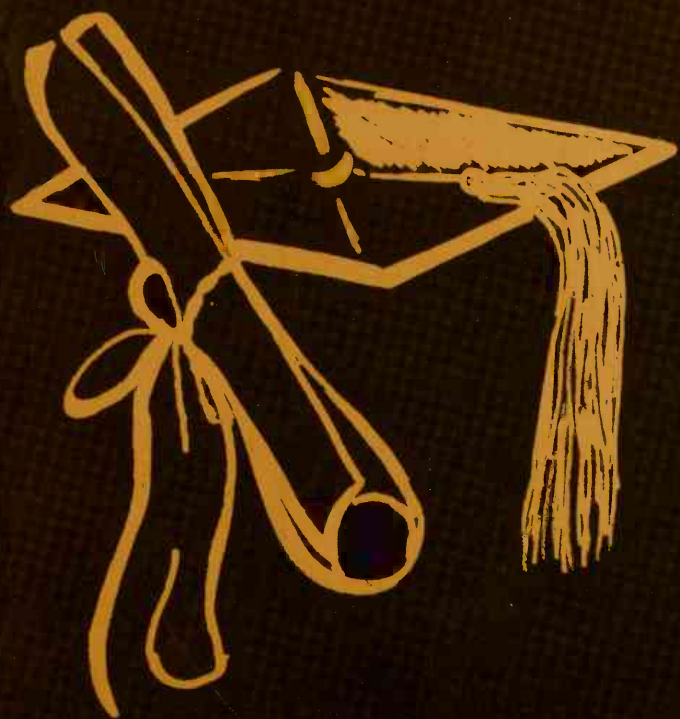
Clay Van Deren, Vice-Pres.

Teri Pratter, Historian



Seniors

senior checklist countdown job applications interviews internships grad school another semester? grade point average final papers cramming for exams two packs of cigarettes engagements re-location applications for degrees biding time planning dreaming goodbyes involvement apathy the army? alma mater travel settle down 9-5 white collar blue collar friends memories regrets impressions relief accomplishment disillusioned rapping coffee breaks T.A. records books scholarships fellowships grants.



Senior

senior checklist countdown
views internships grad school
grade point average final projects
two packs of cigarettes engagements
applications for degrees bidding
goodbyes involvement apathy
travel settle down 9-5 white
memories regrets impressions
ment disillusioned rapping
ords books scholarships fellow





Unable to change
We feel the encroachment of our separate worlds:
Each a question out of sequence
Like unresolved dissonance from measure to measure.
Note ends with note and their contrast
Is the beauty of our experience
Their similarities, all we can hope to understand
And the performance of this, our only teacher.

During interludes, the voluptuous palm of the sun
Massages our skin like a carpenter pleased
With the texture of wood: Its hands
Sensitive to form subdues us making us drowsy.
Its hypnotic repetition
Lifts and lowers our eyes as it lifts
Or lowers.

The furtive wind brings crescendo and decrescendo.
We trade loneliness for intricate smiles, poised
Before the tilt of tea cups,
For an hour of sleep under the rhythm
Of sleepless branches.
Fantasy is the warmth of this exchange:
Sometimes we are mistaken.

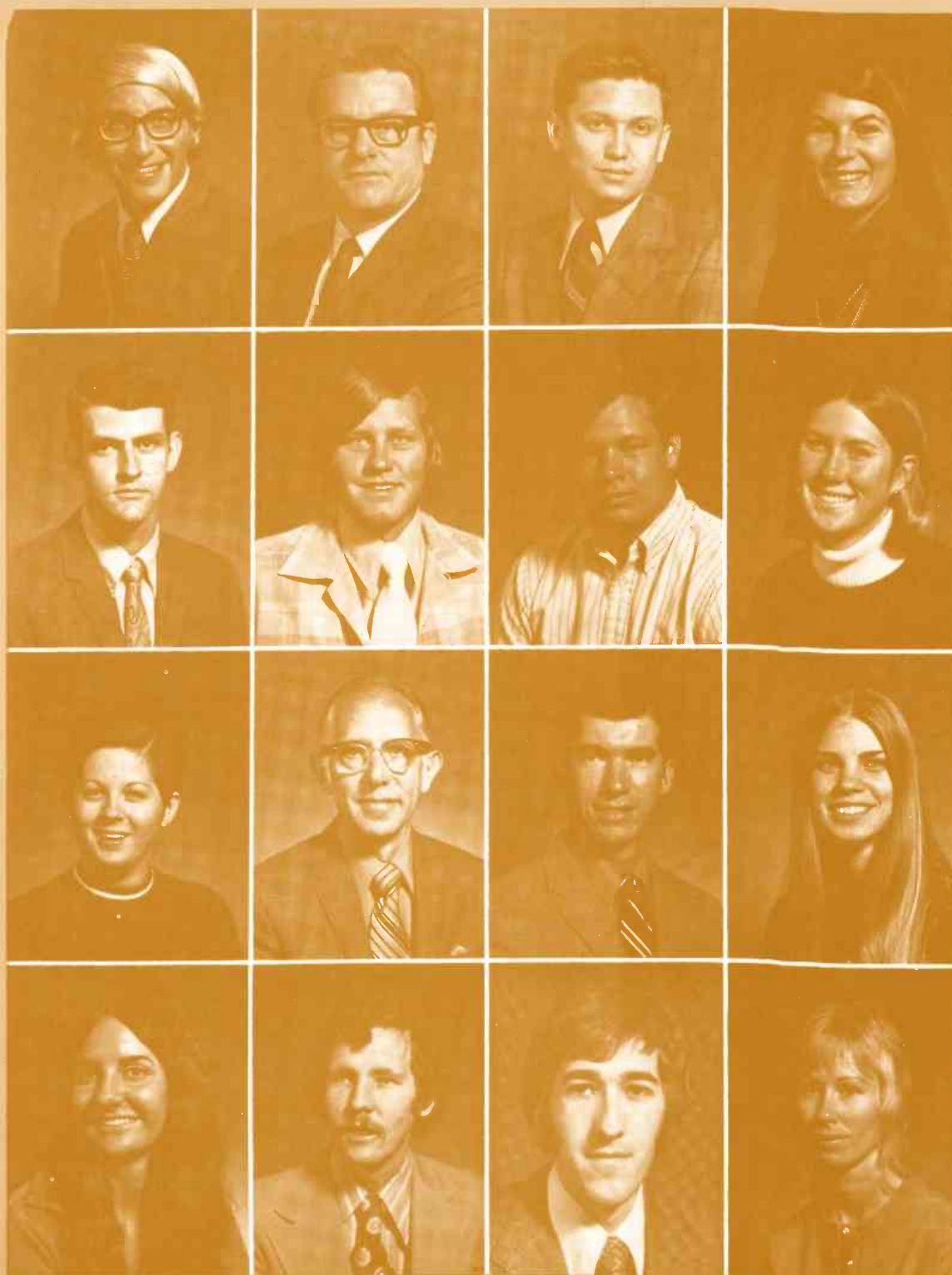
We are inept musicians. No one is without haggard
Angular bones, nor
Can anyone penetrate the fields of our membrane
Though we can hear freedom smashing in rain
As if each drop held a fleet of ships
Whose forms dismantle at a touch.

-John Bothe-





CLASS OF '72



Charles Adams
Liberal Arts

Edgar Alban
Education

Stanley Aloy
Liberal Arts

Carol Altorfer
Liberal Arts

Coleman Anderson
Agriculture

John Anderson
Business Administration

Mark Anderson
Agriculture

Trina Anderson
Education

Georgia Argue
Education

Arthur Arm
Education

Karl Armstead
Agriculture

Marti Arner
Business Administration

Carole Arnett
Liberal Arts

Michael Arnold
Mines

Terry Aron
Public Administration

Marilyn Arthur
Liberal Arts

Thomas Ashcraft
Business Administration

John Awald
Liberal Arts

Linda Bachus
Liberal Arts

Frances Bader
Nursing

Barbara Bailey
Education

Nita Baillargeon
Education

Sarah Balmer
Education

Jerry Bangert
Liberal Arts

Phillip Banner
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Public Administration

Karen Barnes
Liberal Arts

Margaret Barnes
Business Administration

Carl Barnett
Pharmacy

Edward Barrera
Liberal Arts

Cece Bartow
Education

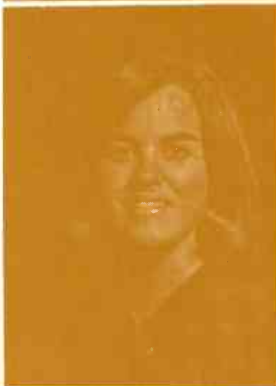
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Special Education

Jerry Baughman
Business Administration

Earlene Baum
Liberal Arts

Michael Baumayr
Liberal Arts

Thomas Baumgartner
Medicine





Rebecca Baxter
Education

Rose Bayona
Nursing

Manuel Bedoya
Liberal Arts

Phyllis Bee
Education



Judy Berge
Public Administration

James Berlowe
Education

Sandra Bernstein
Education

Kathryn Berry
Fine Arts

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Education

James Bieg
Liberal Arts

Hallie Bills
Education

Tom Bishop
Business Administration

Orine Black
Public Administration



Stephanie Block
Liberal Arts



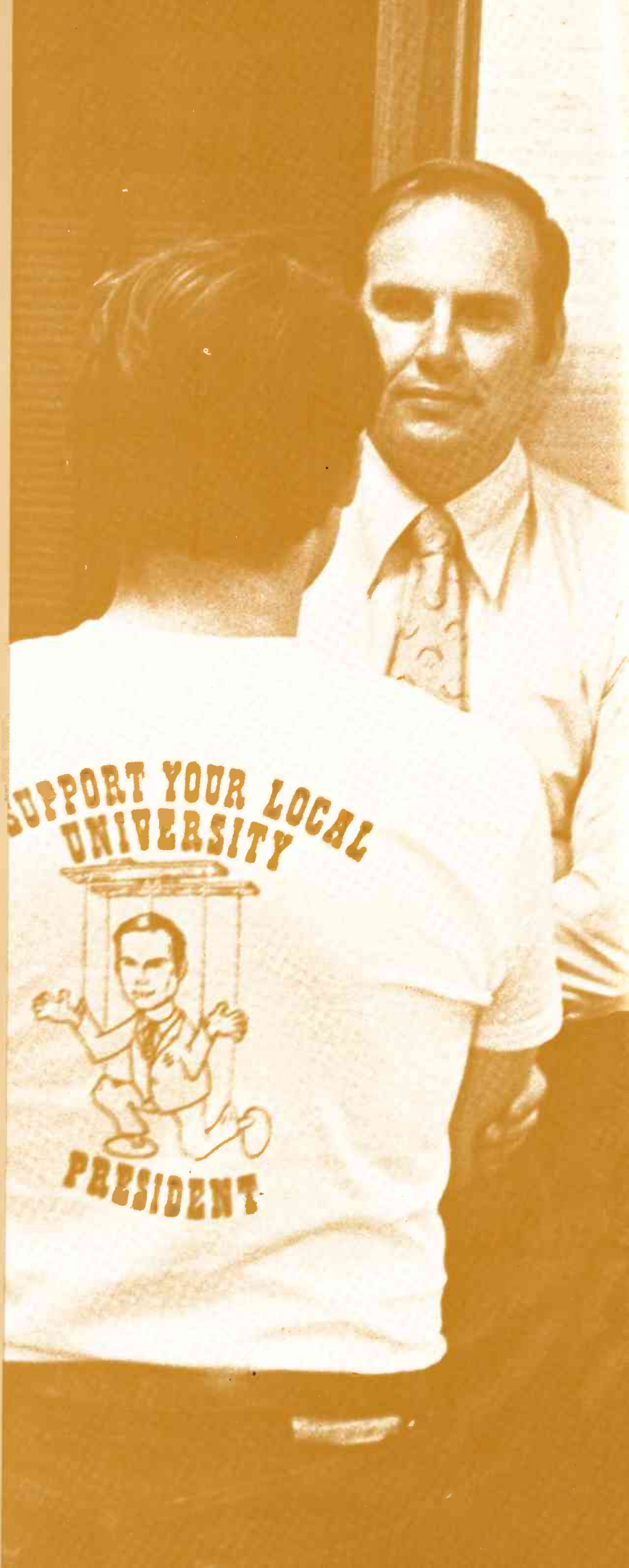
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Nursing



Kathryn Boyer
Liberal Arts





Bert Braden
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Ricardo Brady
Special Education

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Engineering

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Liberal Arts

Louis Bright
Liberal Arts

Cathy Brooks
Nursing

George Brown
Public Administration

Richard Brubaker
Public Administration

Duane Bryan
Education

Thomas Buckley
Pharmacy

Emily Bump
Nursing

Norman Burden
Liberal Arts

William Burroughs
Education

Scott Burrows
Liberal Arts

John Butler
Public Administration

William Call
Law

DiAnn Camp
Education

Pauline Cameron
Liberal Arts

Erlinda Cano
Pharmacy

Eva Cardenas
Education

Debra Carney
Home Economics

Richard Carvotta
Pharmacy

Judy Carson
Education

William Cassarino
Public Administration

Peter Castellano
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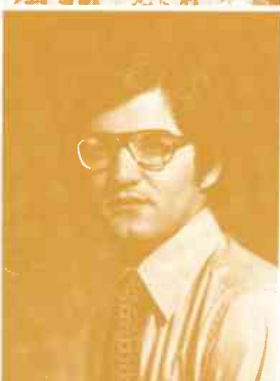
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Bonita Charvat
Nursing

Michael Chase
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Charles Chavez
Agriculture

Virginia Chester
Education





Robert Chiffelle
Liberal Arts



Leonard Cisneros
Liberal Arts



Edward Clark
Business Administration



Sharon Clark
Education



Joyce Clark
Liberal Arts



Dayle Clements
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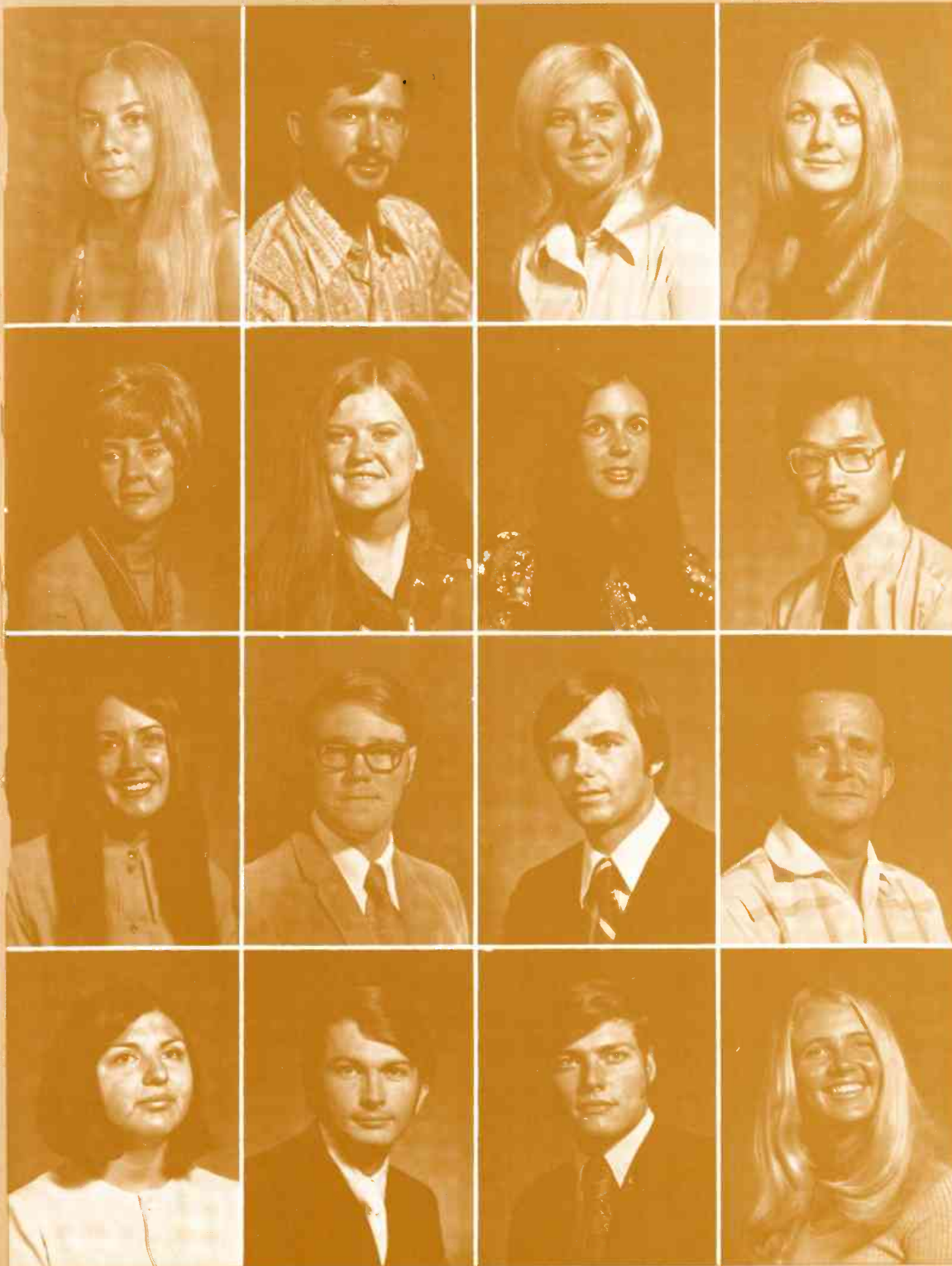
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Business Administration





Cheryle Corol
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Education

Karen Crawford
Business Administration

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Jean Cusick
Education

Leslie Daniels
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Pharmacy

Robin Davis
Education

Thomas Davis
Liberal Arts

Richard DeBeau
Pharmacy

Andres DeLa Flor
Pharmacy

Julia Delsid
Home Economics

Robert Dennis
Education

Jeff Derickson
Liberal Arts

Sandra Desjardins
Liberal Arts

Gerald Des Lauriers
Education

Thomas Dever
Earth Sciences

Joyce DeZeller
Public Administration

David Dikowski
Business Administration

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Education

Nedra Dow
Education

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Liberal Arts

Robin Driver
Education

Dennis Dugan
Agriculture

Diana Duke
Education

Arthur Dumas
Nursing

Caroline Dunlap
Liberal Arts

Andrea Dutton
Education

Kriste Edmundson
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Lamonte Einspahr
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Mark Einzig
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Royal Ellinger
Liberal Arts



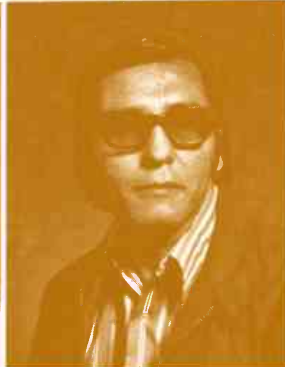
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Irene Ely
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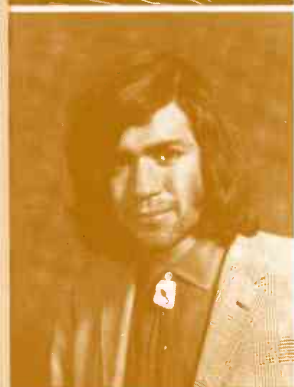
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John Faick
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Liberal Arts



Mary Fay
Liberal Arts



Miles Fiala
Business Administration



David Federhar
Liberal Arts



Patrice Fenton
Liberal Arts



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Paul Formentini
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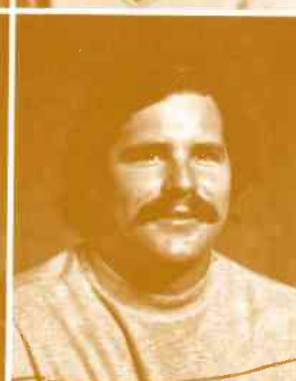
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Jaqueline Foxx
Education

Barry Frank
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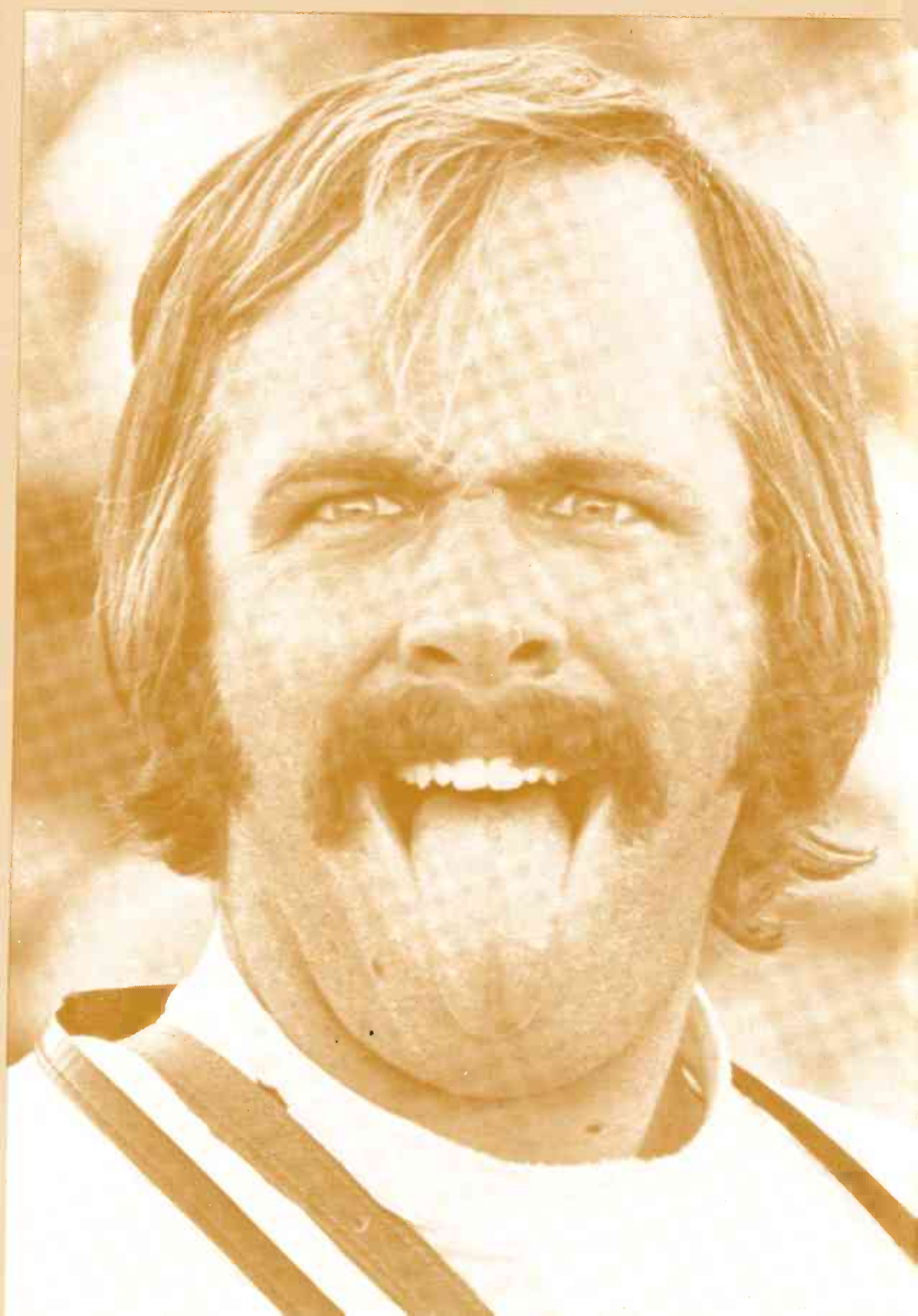
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Kurt Friese
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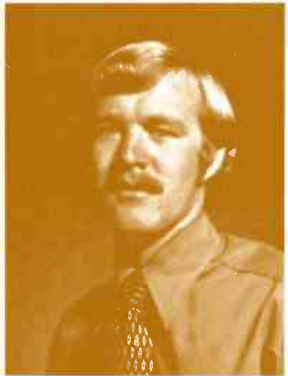
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Education



Irene Gandara
Public Administration



Josephine Garcia
Education



Steven Garner
Pharmacy



Wendy Gardner
Liberal Arts



April Garrett
Fine Arts



Christine Gatchel
Fine Arts



Nancy Gatlin
Home Economics



Roberta Gerlach
Education



Sharon Gibney
Liberal Arts



Andrew Gildon
Pharmacy



John Gillespie
Pharmacy



Vincent Gin
Mines



Robin Glickley
Home Economics



John Glover
Liberal Arts



Geoffrey Goetz
Business Administration



Arthur Goldberg
Business Administration



Kenneth Goldberg
Business Administration

Linda Goldblatt
Education

Estehela Gonzalez
Education

Richard Gonzales
Liberal Arts

Gerald Goodman
Pharmacy

Terry Gootblatt
Liberal Arts

Gerri Gordon
Liberal Arts

Gloria Graves
Education

Ronald Greenberg
Public Administration



Jeannine Greffet
Liberal Arts

Carol Griffith
Education

Carlos Grijalva
Liberal Arts

Peter Groseta
Agriculture





Richard Grumet
Liberal Arts

Robert Grzywacz
Pharmacy

Gary Hakes
Pharmacy

Karan Hall
Liberal Arts

Michael Hamm
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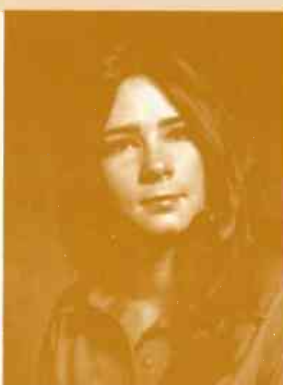
Frank Hanson
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Gail Hanson
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Pharmacy

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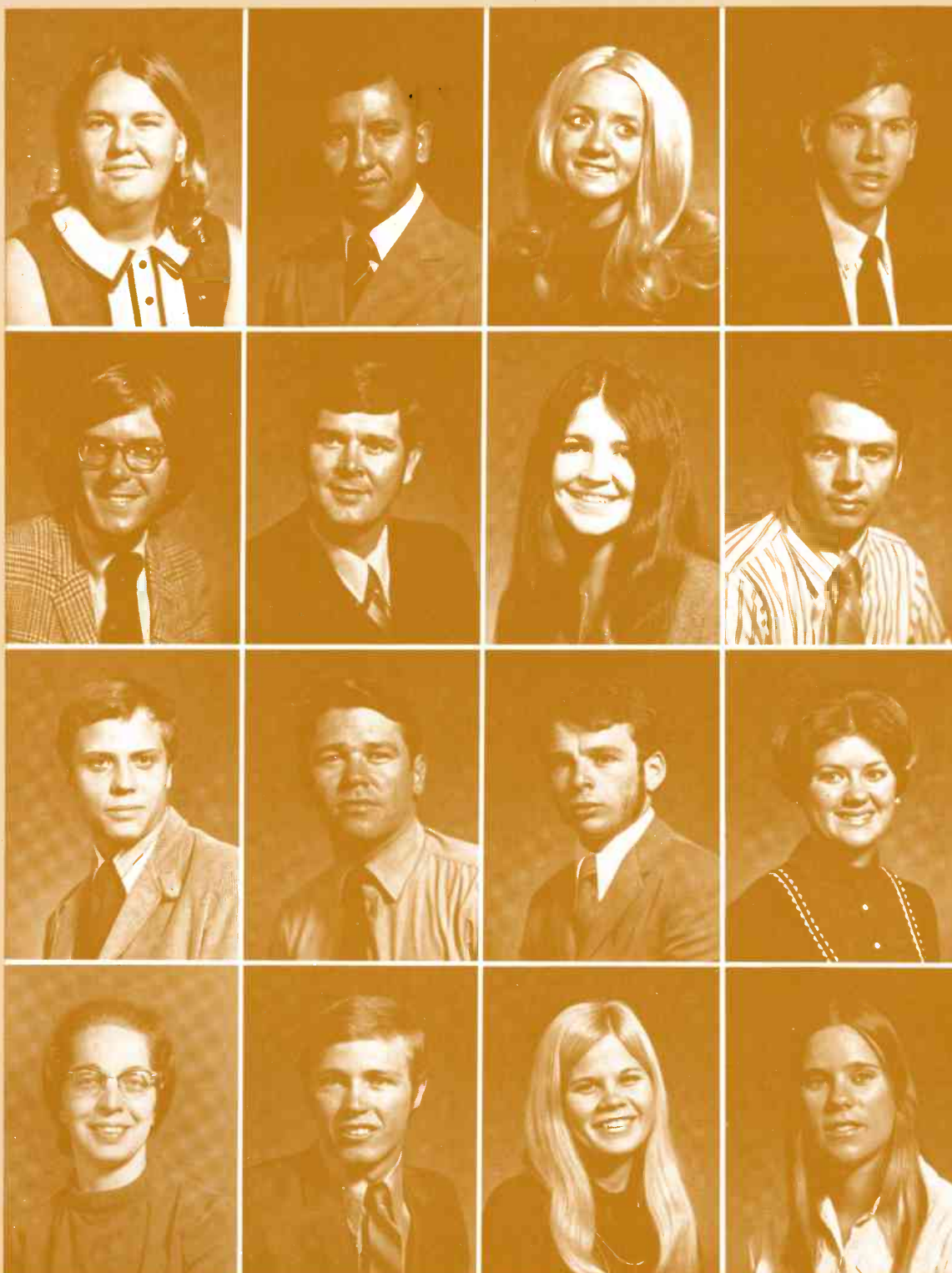
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Education





Susan Hermann
Education

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James Hinton
Education

David Hill
Liberal Arts

Richard Hiller
Business Administration

Carol Hinton
Home Economics

Louis Hitter
Pharmacy

Peter Hodge
Liberal Arts

Ronald Hoeflicker
Pharmacy

Robert Hofacker
Engineering

Vicki Holman
Agriculture

Theodora Howard
Education

Melvin Howry
Liberal Arts

Patricia Hoye
Education

Ann Huck
Liberal Arts

Bruce Huckell
Liberal Arts

Geneviere Hurestel
Nursing

William Hughes
Pharmacy

William Hughes
Architecture

Sharon Hunzeker
Home Economics

Daryl Hutchison
Pharmacy

Steven Inman
Business Administration

Christy Iverson
Liberal Arts

Michael Iwai
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James Johnson
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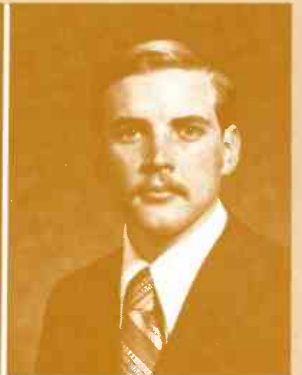
Katheryne Jones
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Denise Jordan
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Frederick Jordan
Pharmacy



Frances Kahn
Fine Arts



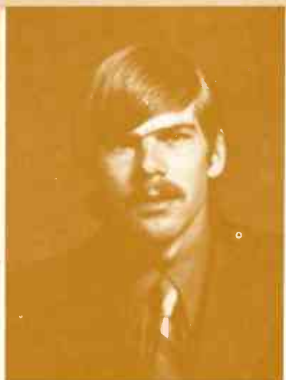
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Karen Keevil
Liberal Arts



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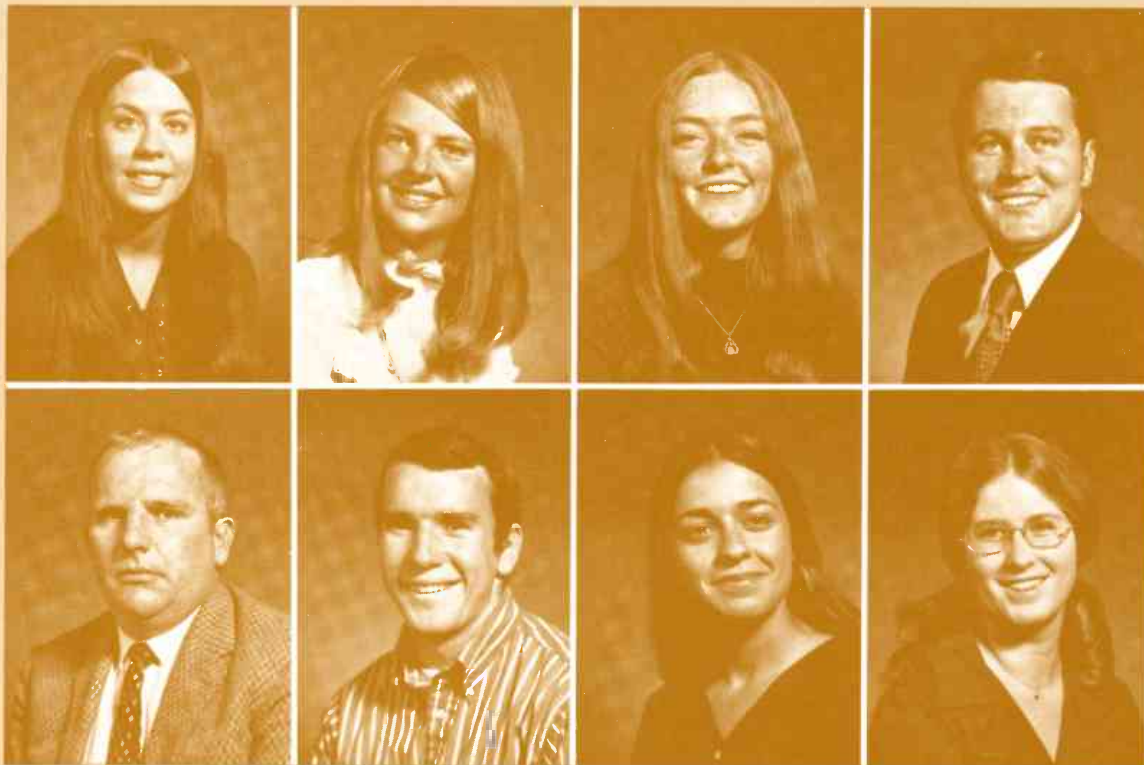
David Kile
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Geary Kimmel
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Education





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Cary Knopf
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Kent Knudson
Engineering

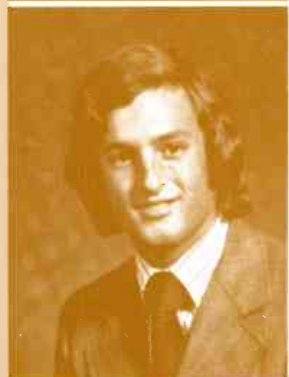


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Nursing

David Kraechan
Business Administration

Cyndy Kramer
Business Administration



Bruce Krigel
Business Administration

Rose Krusemark
Nursing

Lynda Kunert
Public Administration

Clara Kunkle
Education



James Lackey
Education

Charles Lager
Pharmacy

Richard Lamb
Public Administration

Judy Lane
Nursing

David Lantz
Engineering

William Lanus
Business Administration

Christine LaRose
Education

Charles Latta
Pharmacy

Julie Lauber
Liberal Arts

Gloria LaValley
Education

Frederick Layne
Business Administration

Daniel Lee
Liberal Arts

Sylvia Lee
Business Administration

John Leece
Architecture

Lynn Leffingwell
Liberal Arts

Dan LeGrady
Pharmacy

Chris Lence
Education

Marlene Lerner
Education

Suzanne Levitz
Nursing

Allen Lew
Pharmacy

Nancy Lew
Liberal Arts

Joyce Lim
Education

Edward Lindley
Liberal Arts

Richard Line
Pharmacy





John Lippencott
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Nursing



Lai Wah Lou
Engineering



Lolly Lynn
Agriculture



Joan Mach
Nursing



Linda Machalek
Home Economics



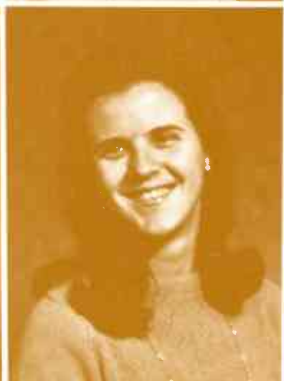
Mauri Mack
Liberal Arts



William Markus
Liberal Arts



Andrea Marr
Education



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Michael Martin
Liberal Arts



David Massey
Pharmacy

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Pharmacy

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Education

Robert Mayer
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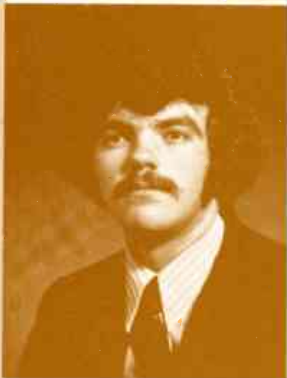
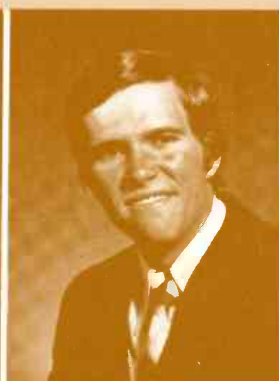
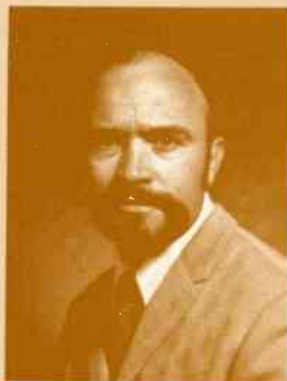
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Liberal Arts

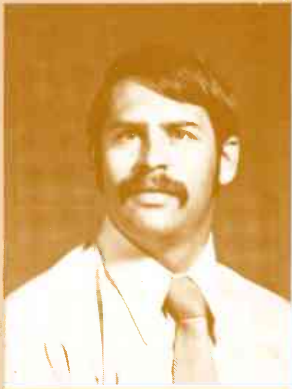
Don McBroom
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Edward McCarthy
Pharmacy

Timothy McCormick
Liberal Arts

Leslie McCurdy
Liberal Arts





Jack McEwen
Pharmacy



William McGuire
Education



Brian McKusick
Education



James McLaughlin
Pharmacy



Jo Ann McLaughlin
Pharmacy



Virginia McNally
Education



Susan Martin
Education



Terri Mecom
Education



David Mehlum
Liberal Arts



Jane Melton
Public Administration



Joe Mendoza
Fine Arts



Frank Metzger
Pharmacy



Mary Mills
Business Administration



Christine Mimala
Fine Arts



Geoffrey Minte
Liberal Arts



Lynn Mogy
Public Administration

Steven Mollison
Mines

Theresa Monroe
Liberal Arts



Arthur Montgomery
Public Administration

Mary Montoya
Liberal Arts



Barbara Moore
Home Economics

Syver More
Earth Sciences

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Education

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Pharmacy



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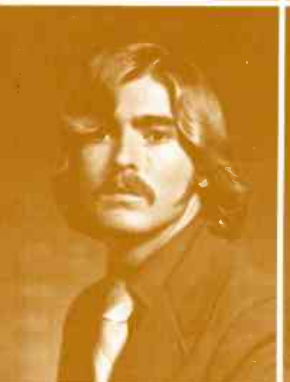


288 Patrick Murray
Business Administration

Dalia Murrietta
Home Economics

Mercy Murrietta
Home Economics

Frank Nagle
Business Administration





Barbara Neff
Engineering



Anita Nellis
Education



Richard Nelson
Pharmacy



Evan Neugebauer
Liberal Arts



Brooks Newbry
Engineering



Leann Newman
Liberal Arts



Terry Newman
Pharmacy



Jeanne Nichols
Education



Terry Nittle
Liberal Arts



Ronald Nomura
Education



Kathleen North
Education



Steven Oaks
Education



Martha Ogborn
Liberal Arts



Nan Oja
Education



Marshall Ojerio
Public Administration



Paul Okamoto
Pharmacy

Honey Orhoff
Liberal Arts

Anthony Orlich
Business Administration

Margaret Ormsby
Education

Rhonda Orosco
Education

Shari Ornstein
Liberal Arts

Sheldon Osborne
Liberal Arts

Sharon Oscar
Liberal Arts

Chriss Otto
Education

Gary Otto
Business Administration

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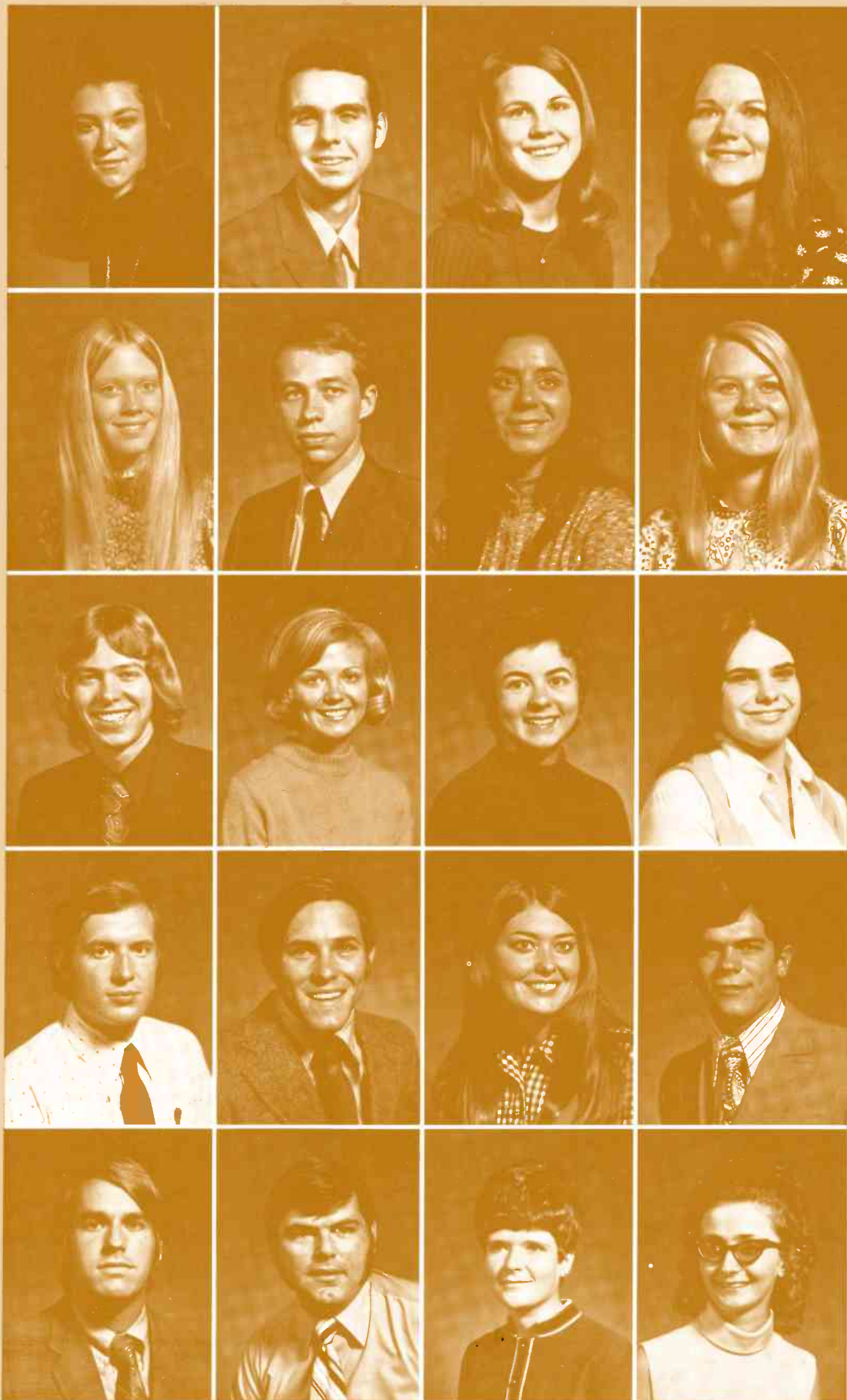
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290 Paul Peachey
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Kenneth Peasley
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Mary Lynne Perkey
Education





Jack Perrin
Public Administration



Claire Phifer
Education



Vassilios Philippoporios
Engineering



Elaine Pigges
Education



Anthony Pillarelli
Agriculture

Scott Pizer
Liberal Arts

J.C. Poe
Pharmacy

John Polacek
Agriculture

Johanna Pelintan
Education

Mark Poole
Business Administration

Patricia Popof
Nursing

Joann Poshka
Liberal Arts

Connie Price
Liberal Arts

Charles Pusateri
Business Administration

Keith Quarnberg
Pharmacy

James Quijada
Engineering





Ann Rabins
Liberal Arts

Philip Ralston
Architecture

Jan Rapoport
Business Administration

Peggy Rauscher
Education

Lynn Reaves
Business Administration

Kenneth Redfern
Business Administration

Chris Reece
Business Administration

Gregory Reesor
Education

Terry Reeves
Business Administration

Harriet Reich
Liberal Arts

Jeffery Reynolds
Education

Lillian Rich
Education

Michael Richman
Pharmacy

Cindy Ricker
Education

Clifford Rieger
Education

Marina Riley
Liberal Arts

Thomas Rintala
Liberal Arts

Rafael Rivera
Liberal Arts

Barbara Roberts
Liberal Arts

Jim Rodolph
Business Administration

Richard Rohus
Engineering

Stanton Rolf
Liberal Arts

Jon Rosell
Liberal Arts

Robert Rosenberg
Liberal Arts

Bert Rosenbluth
Liberal Arts

Jerald Rosser
Mines

Eric Russell
Business Administration

Nancy Rothery
Education

Francis Rothman
Fine Arts

Leslie Roundstream
Fine Arts

Myron Rukasin
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Home Economics

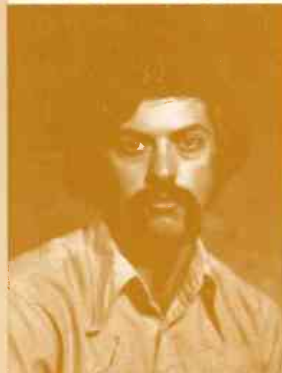




Daniel Saz
Liberal Arts



Cheryl Sauerbrun
Liberal Arts



John Scaccio
Engineering



Antonia Schacht
Education



Lowell Schlef
Liberal Arts



Mary Schmader
Liberal Arts



John Schmidt
Liberal Arts



Susan Schmidt
Liberal Arts



Brenda Schrawk
Liberal Arts



Annette Schuman
Education



William Schwark
Liberal Arts

Wyne Scurenk
Pharmacy

Tim Seats
Architecture

Douglas Seery
Mines

Patricia Sepko
Education



Garry Shandling
Business Administration

Sister Helene Sharp
Education



Steve Shepard
Agriculture

Walter Shew
Business Administration



Jacob Shoham
Pharmacy

Jean Shortridge
Education



Lillie Ann Shrigley
Education

Eileen Simko
Education

William Skanadore
Engineering

Gary Skinner
Liberal Arts





Boni Slaek
Education

David Smith
Architecture

Jeffrey Smith
Engineering

Penni Smith
Education

Richard Smith
Pharmacy

Louis Snow
Public Administration

Rocky Snyder
Agriculture

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Education

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Liberal Arts

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Education

Margo Spencer
Liberal Arts

Virginia Spencer
Education

Agnes Sprunger
Education

Timothy Stahmer
Education

Cathy Stanley
Liberal Arts

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Liberal Arts

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Public Administration

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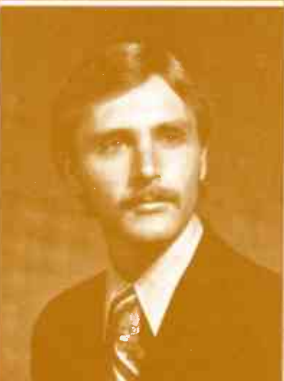
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Education





Lillian Sweat
Nursing



James Swift
Business Administration



Lawrence Talbott
Business Administration



Eugene Takata
Pharmacy



Kent Taylor
Pharmacy

Mary Terry
Liberal Arts

Cathleen Thompson
Education

James Thompson
Pharmacy

Patricia Tiderman
Nursing

Mike Toglia
Liberal Arts

Richard Tomera
Liberal Arts

Jennie Tom
Pharmacy

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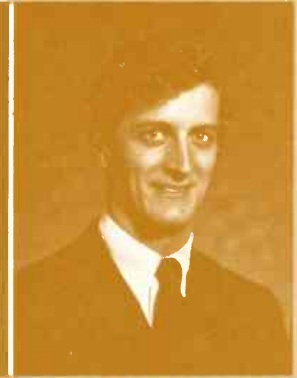
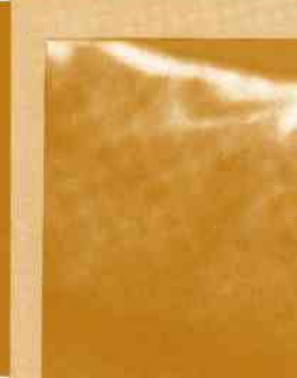
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Daniel Uribe
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Liberal Arts





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Liberal Arts



Randall Vanpool
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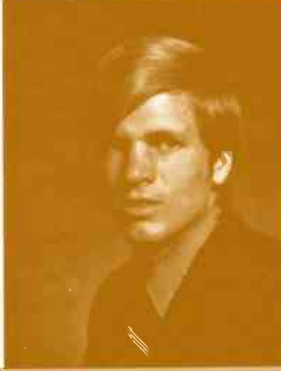
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David Vesely
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Education



James VoyLes
Architecture



Jennifer Walker
Public Administration



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Education



Lisa Washbon
Liberal Arts



Patrick Walther
Liberal Arts



Susan Watkins
Public Administration



Frank Watts
Engineering



Gail Weaver
Liberal Arts



Laura Weaver
Education



Charles Weiner
Liberal Arts

Rosemarie Weise
Education

Marie Weiss
Education

Craig Westfall
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Carla Wilson
Public Administration





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Agriculture



Bruce Wingren
Business Administration



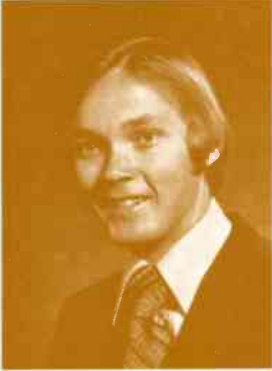
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Matie Winstead
Fine Arts



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Business Administration



Dennis Wiseman
Liberal Arts



Gayl Wolf
Fine Arts



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Business Administration



Carol Wong
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Pharmacy



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Education



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Paula Wylie
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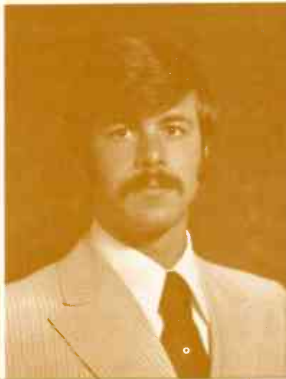
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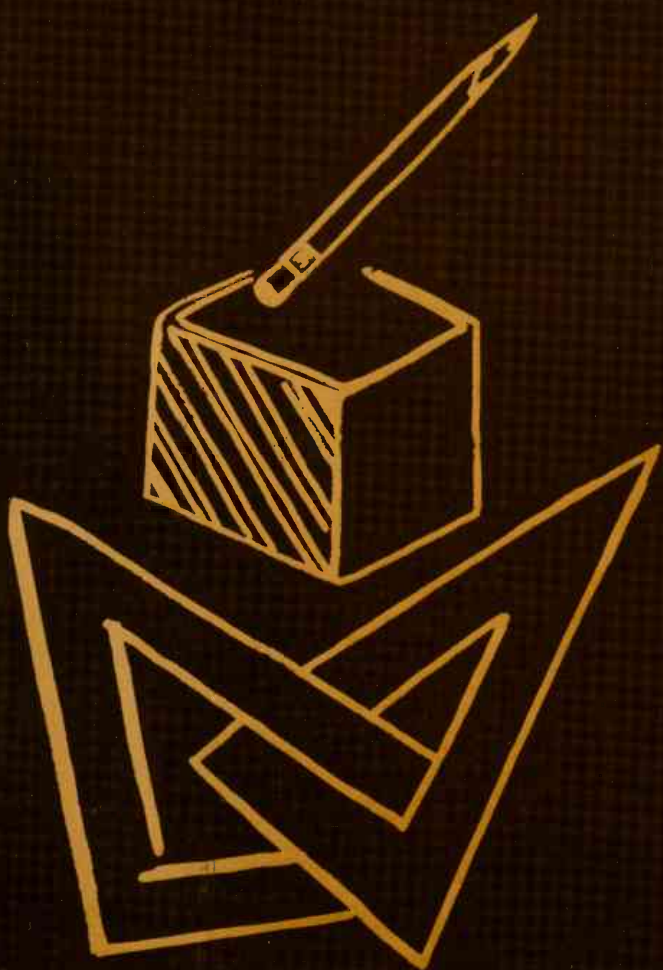
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Education

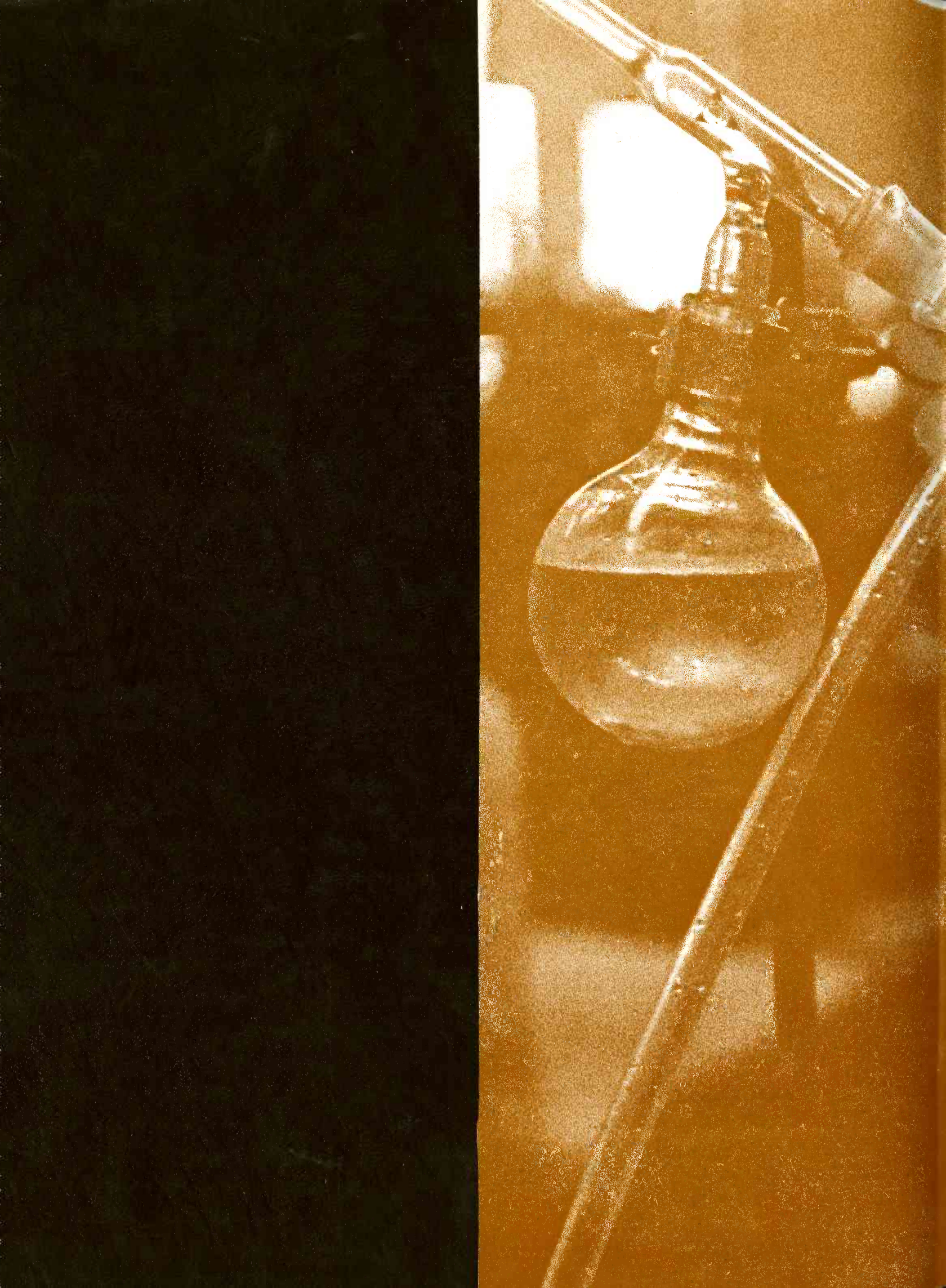


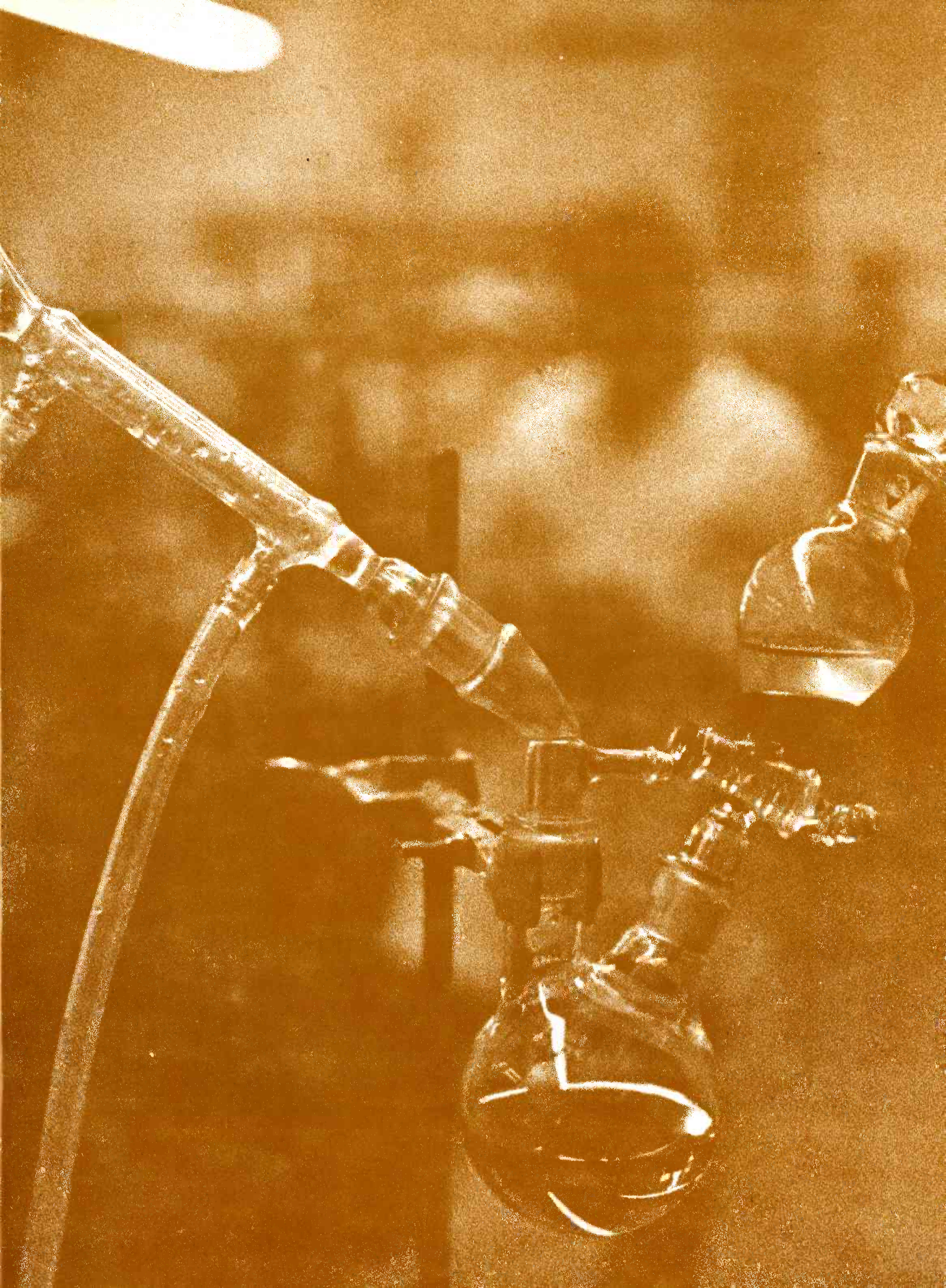
Harold Ziesat
Liberal Arts

Academics

ords books scholarships fellowships grants bloodshot
eyes small-print books semester grades long, late
hours yawning monotone lectures cramming for exams
18 units drops and adds cumulative average Friday
night at the library Sunday too writer's cramp typing
lessons right answers wrong answers registration re-
quired courses term papers cutting class all-nighters
insanity scheduling course cards tutoring midterms
finals oral reports group projects evening seminars
at the profs house guidance consultations independ-
ent study finals







“There is a paradox regarding the real worth of

Editorial by
David Mehne

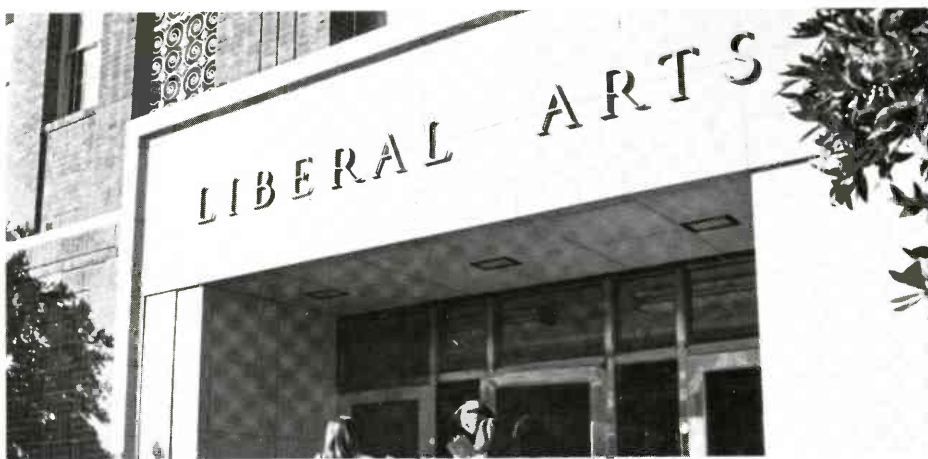
LIBERAL ARTS”



There is a paradox regarding the real worth in the market of the article called Liberal Arts. Within the secondary school establishment, the liberal education is often made synonymous with "college" which in turn is represented in terms of "profession" or "job opportunity;" the university is consequently regarded as a place to go to achieve a specific, utilitarian end. Ironically, most

graduating seniors in Liberal Arts today are finding themselves confronted with almost fewer vocational opportunities than they would have had with only a high school degree. Not only do they lack training for a specific occupation, but they are often considered "over-qualified" for many lesser jobs which require only a faithful, honest employee.

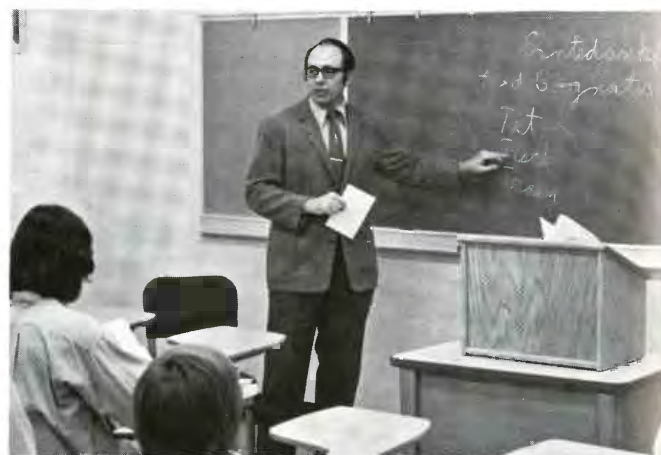
It is unfortunate, but by no means surprising, that more and more Liberal Art's freshmen are experiencing bewilderment and disillusionment during their first semesters at school. The students who persist long enough to become seniors are decreasing in number, and Liberal Arts colleges across the nation are witnessing declines in the number of applications they are receiving.



Above Lower Right: Dean Bleibtreau.

“Liberal education
is often made
synonymous with
college”

At the University of Arizona, Liberal Arts students are suffering a definite slump in morale as classes become more and more crowded; as the language requirement and residing issues are continually debated with no resolution in sight, as Jack Lee continues to perform the “Stars & Stripes Forever” at the annual “Bandorama.”



Left: Spanish professor
Leydon. **Top Right:**
English professor
McNiece.

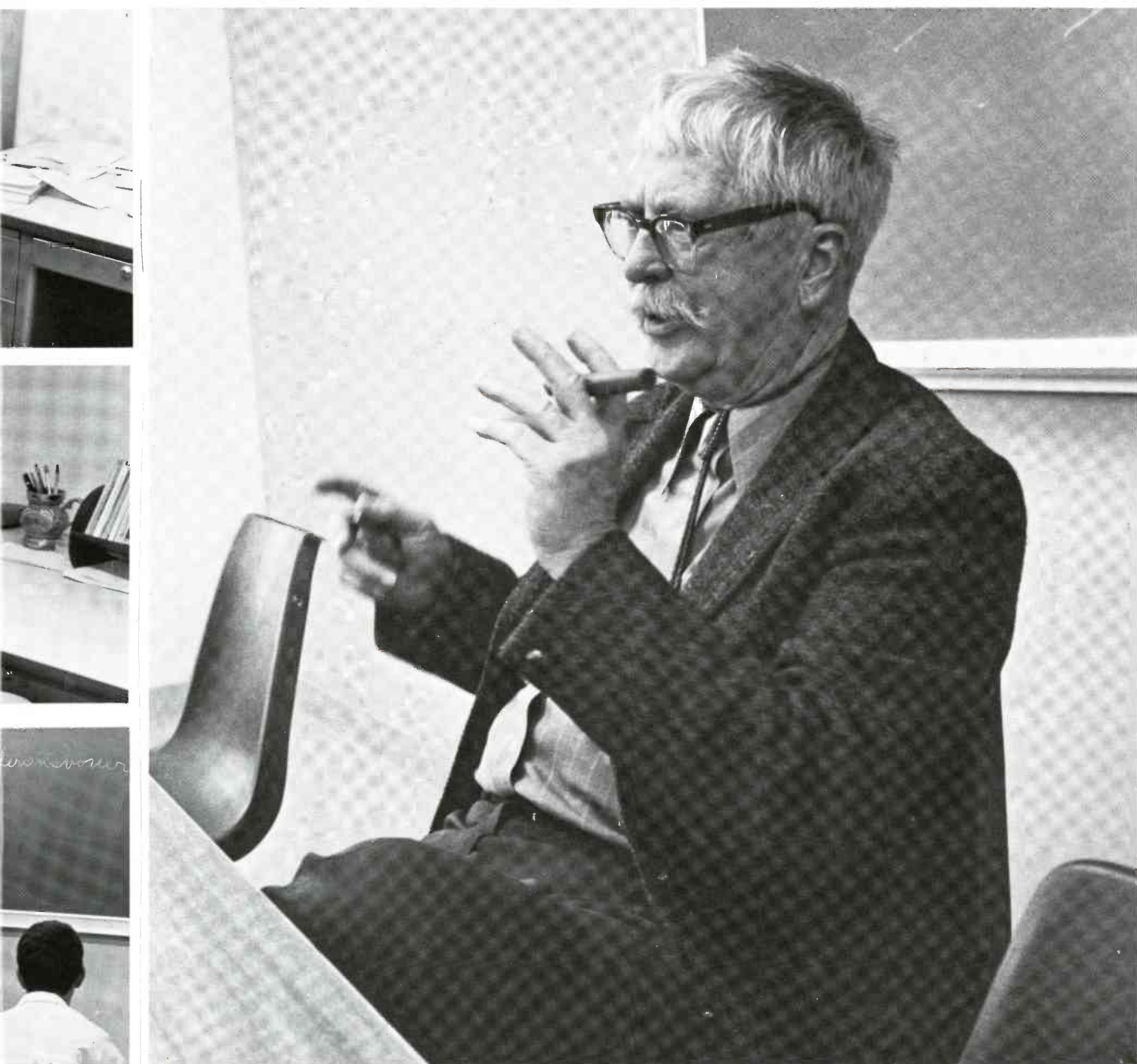
Center: English
professor J. Ulreich.
Lower Right: German
professor Woloshin.

Two timely questions should be raised at this point: What is the ultimate end of a Liberal Arts education? And to what extent should prospective university students be encouraged to enter a Liberal Arts curriculum?

Before attempting any answers, a distinction should be made between two methods, or types, of education:

the mechanical and the philosophical. The mechanical education deals with the practicalities of a professional skill, and the knowledge derived from this type of instruction tends to be particular and external; the result is a doctor, a lawyer, or an engineer, but not necessarily an educated person. On the other hand there is the philosophical education which J.H. Newman in the 19th cen-

tury equated with the term "liberal education." This mode of instruction rises toward general ideas, the contemplation of truth, and ultimately the cultivated intellect. These terms are necessarily nebulous and abstract, but should not be discounted due to insufficient insight as "useless" qualities. If one accepts the fact that the intellect in its virgin state does not discern truth intuitively

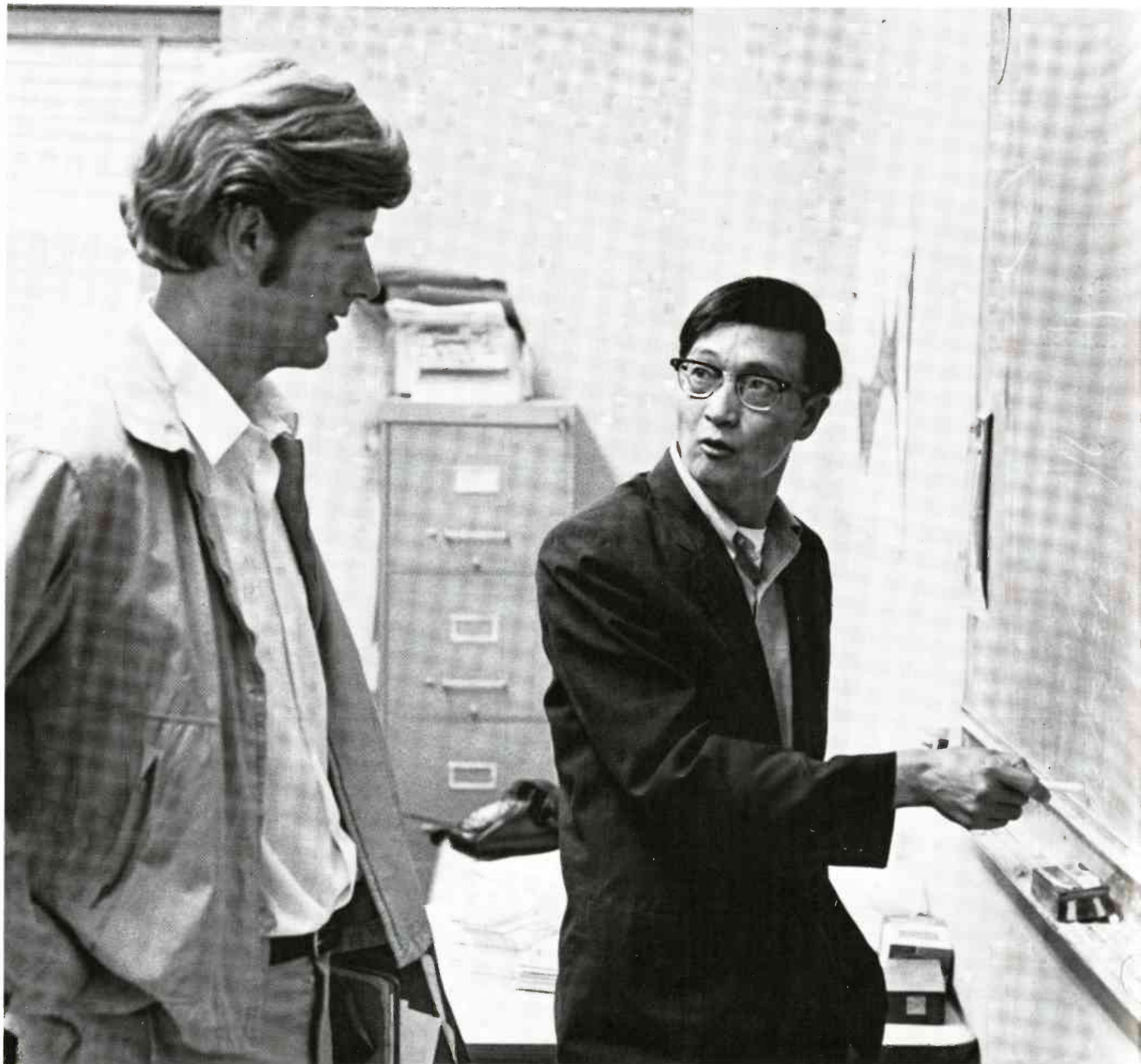


Above: English professor Jack Huggins.

tively or as a whole, then the liberal education, which idealistically disciplines the mind and gives perspective, can indeed be termed "useful."

"The mechanical education deals with the practicalities of a professional skill"

Viewing the Liberal Arts education in this light—as an end in itself rather than a means to an end—the second question regarding the pros and cons of encouraging such an education becomes more valid. It is apparent that



• **Above:** Physics professor Chiung Liu.

many, if not most Liberal Arts students attend school having no distinct ideas about what they are trying to accomplish. This lack of insight and overview is much the fault of our secondary school system; all too often the high school graduate enters a Liberal Arts curriculum having had no prior counseling to clarify the objectives of such a course of study. It is vital that high school educators

discontinue the practice of equating "higher education" with "Liberal Arts." The liberal education should be presented as one of many options, and it should be chosen only by the student so inclined to be educated in the abstract sense: to learn for learning's sake.

To be fair, many of the dilemmas found within the Liberal Arts college

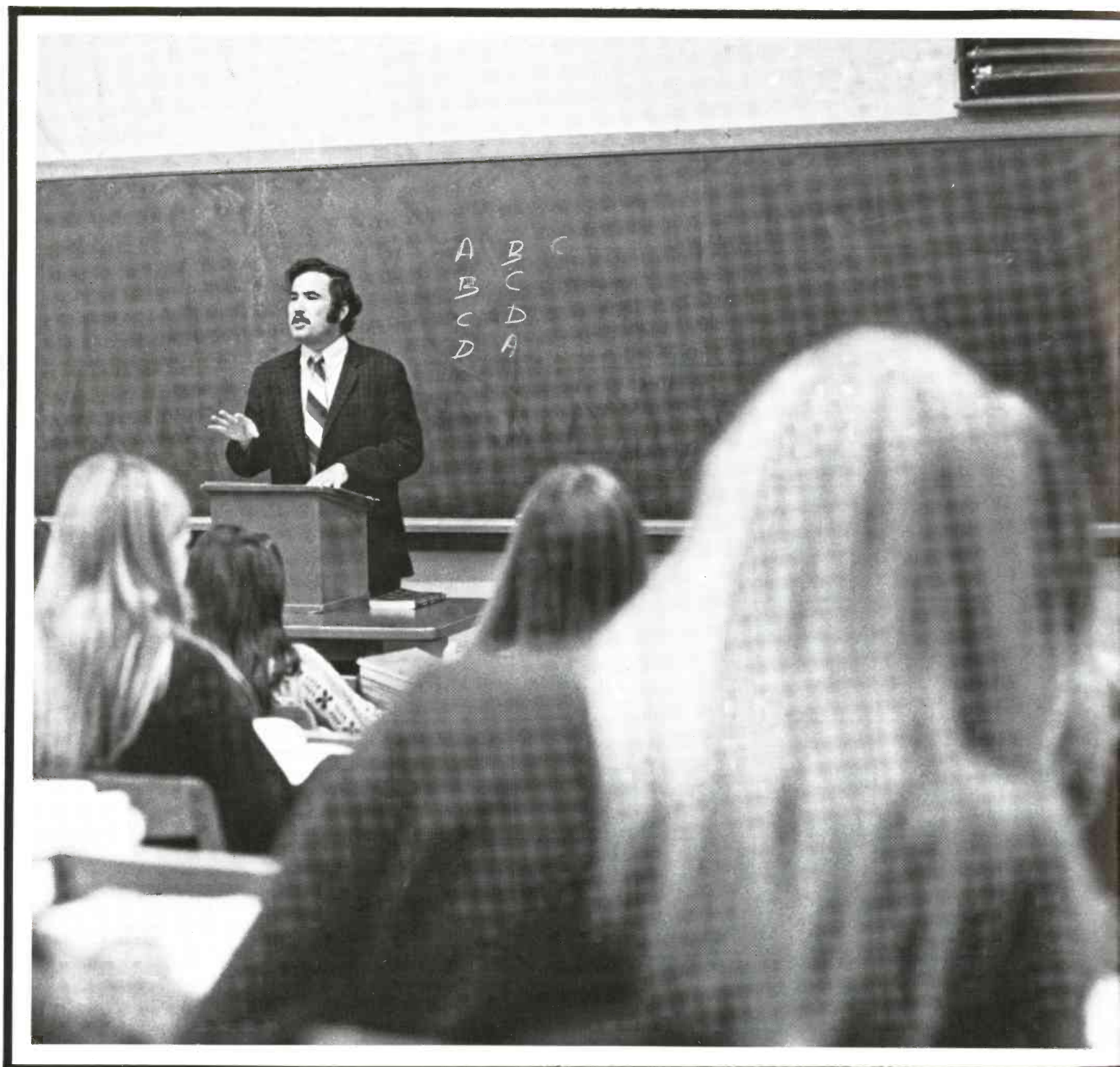


Top Left: Chemistry professor R. Glass. **Top Right:** Chemistry professor Richard Jensen.

Lower Left: Professor Tom Cooper. **Lower Right:** Physics professor Carl Tomizuka.

“Many courses are iron-handedly spelled out in the catalog as being necessary”

today must be attributed to inadequacies within the structure itself. No attempts are ever made to develop within a student a proper attitude toward a subject, or to place a course within some kind of perspective. Many courses are iron handedly spelled out in the catalog as being necessary to obtain a certain degree, or as a pre-requisite to some other course; but no rationale is ever given



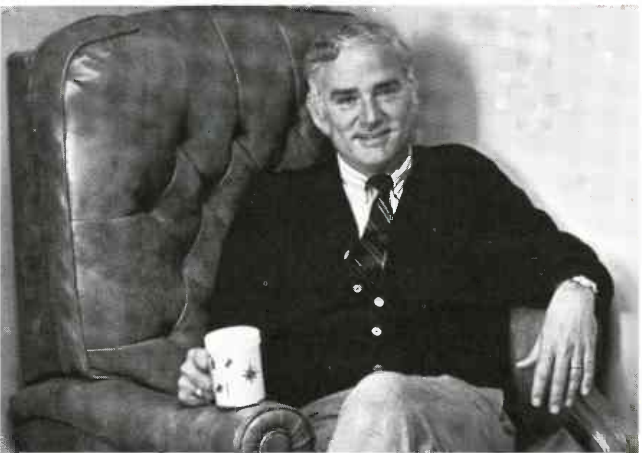
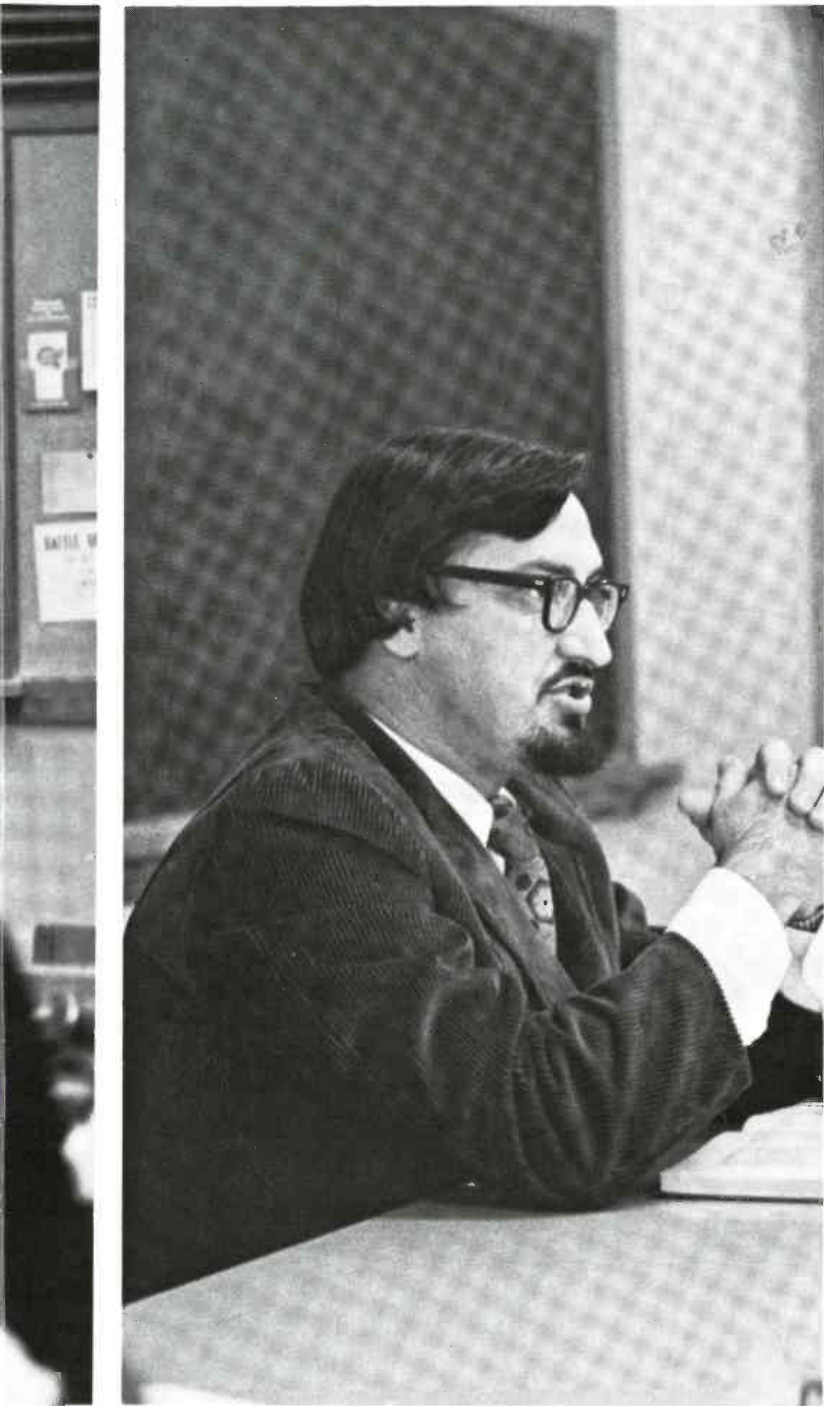
Above: History professor Congrove.

to explain why they are required, or what purpose they serve. Neither does the college attempt to define what constitutes a liberally educated man.

Personally, I regard the Liberal Arts as being the ultimate form of education. This is not to discredit or discount the value of specific studies, arts, and vocations, for these are

definitely vital and have their place; but insofar as I am taught to see things with clarity, to go right to the point, to disentangle a skein of thought, to detect what is pertinent and discard what is irrelevant, I am that much better prepared to master any further subjects or endeavors with facility. This, then, is the ultimate goal of a liberal education, and hopefully are the qualities pursued

by every individual who obtains a Bachelor of Arts degree.



Left: Philosophy professor Milo. **Upper Right:** Government professor James Hogan.

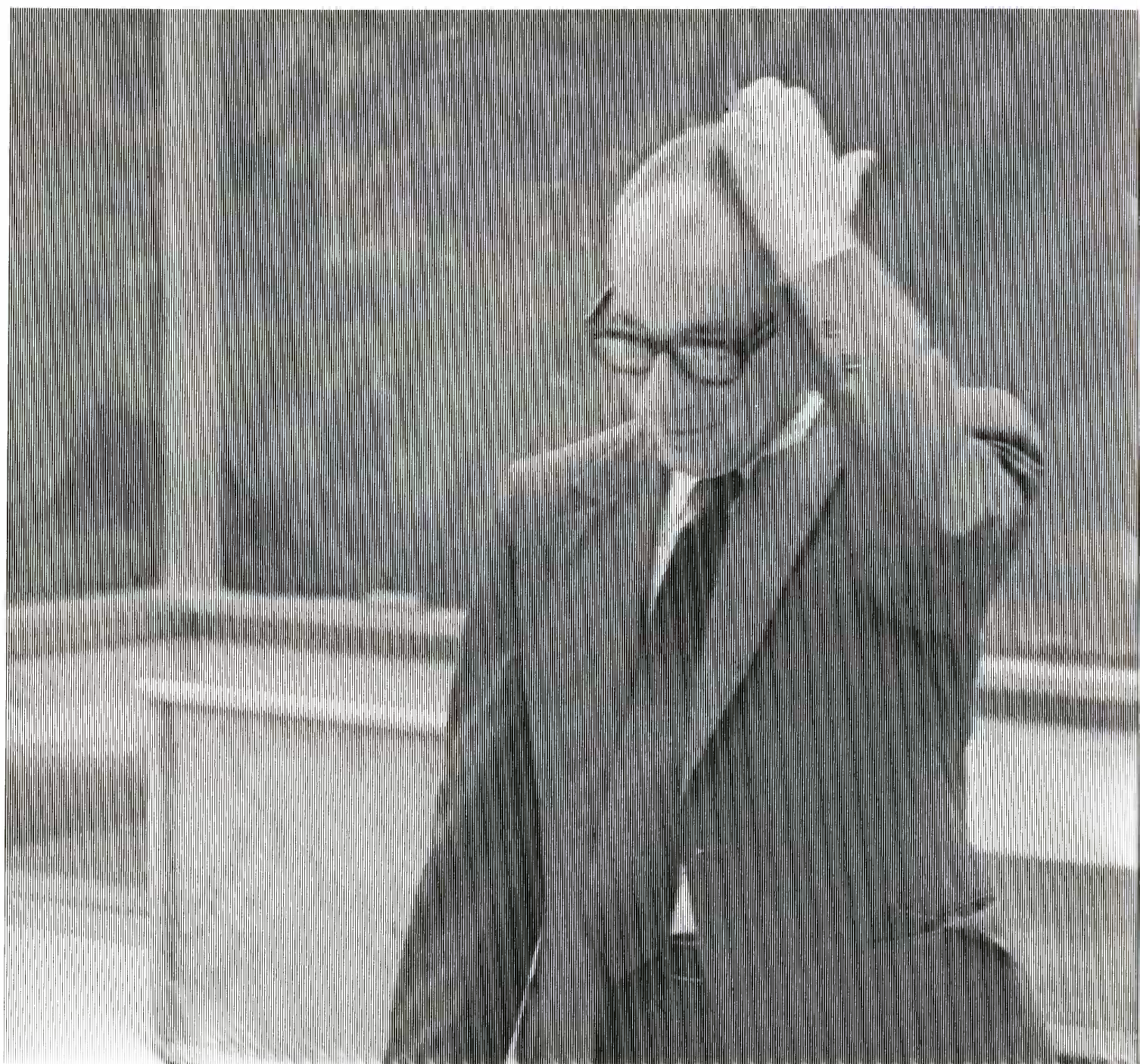
Center: Government professor Hall. **Lower Right:** Government professor Richard Cortner.

CURRICULUM CHANGE

Editorial by
Lee Harvey

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"Current events do not stay current, and the individual must have the inner power to move. In an age of very rapid technological change, confused worldwide social unrest, economic uncertainty, and philosophical and religious disarray, the reliance on **continuing** education, in the broadest sense of the words, has assumed an all-important dimension. No curriculum can guarantee



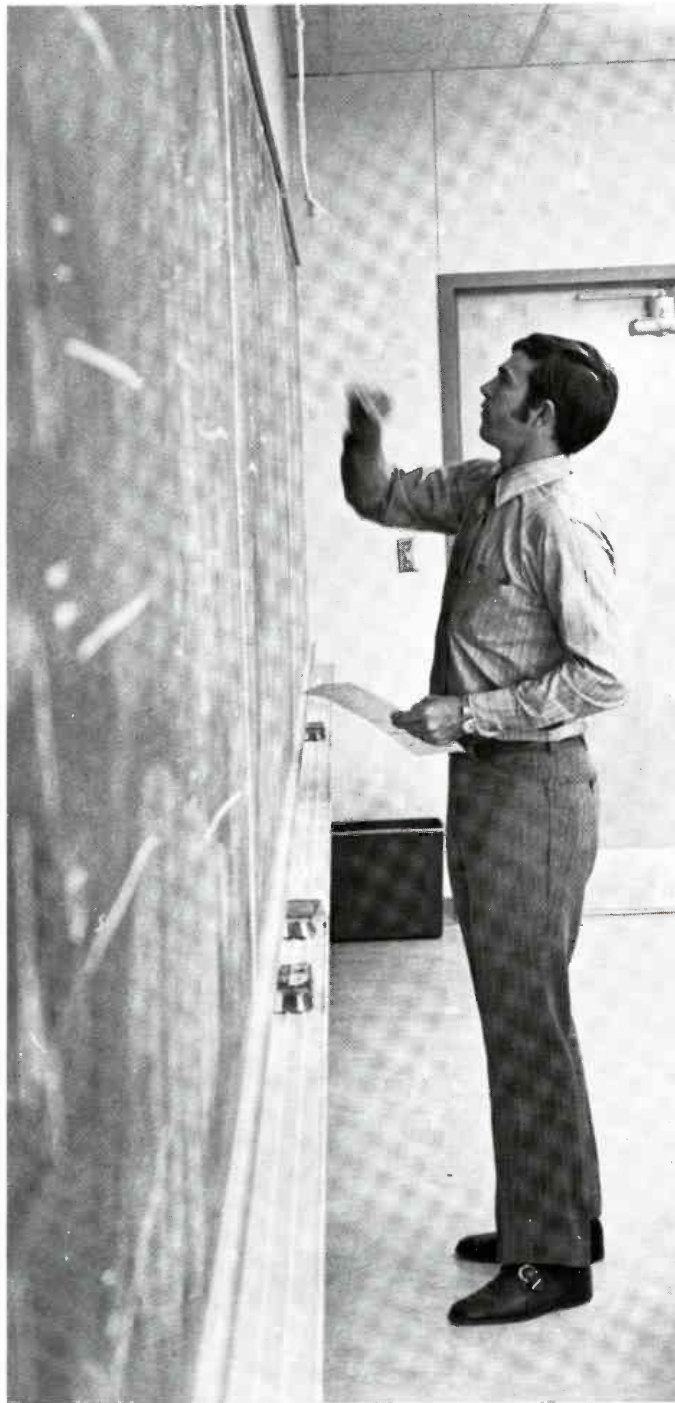
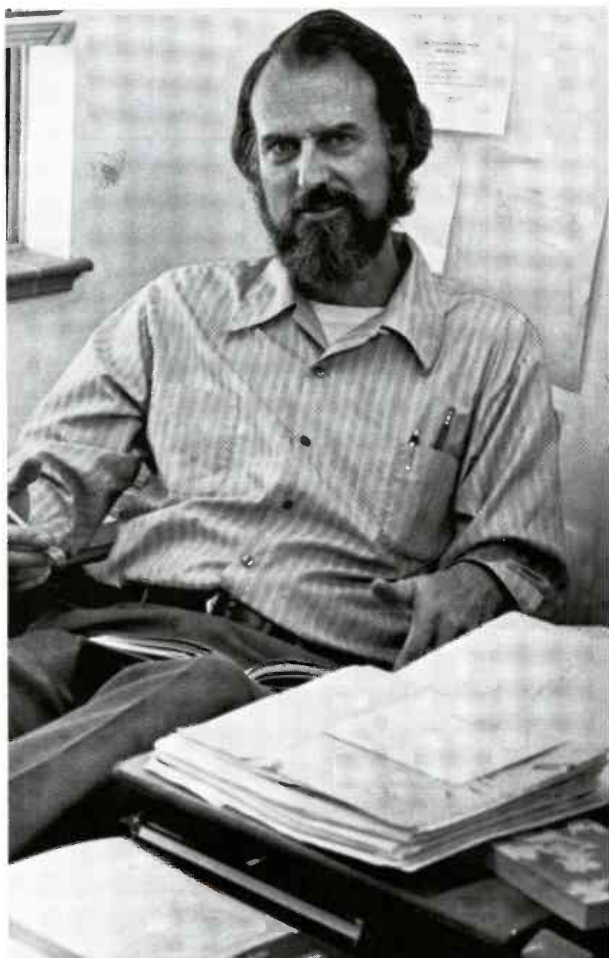
the specific information and skills which may be required a decade from now in any particular situation."

"The hope is that students of the liberal arts will acquire habits of thought, methods of investigation, and norms of conduct that will increase the capacity for living the good life and insure the continuation of the educational process

through a lifetime. In the long run, no pattern of education is likely to be more relevant."

Beginning the academic year under the guidance of a new President and Dean, and with a heritage of adaptability, the College of Liberal Arts continued to transform these nebulous goals as stated in a university catalog into meaningful curriculum

changes that affected the largest and most diverse group of students at the University. The College in its role as the nucleus of the academic community, fell heir to the same demands which have beset the University as a whole. These demands, in the form of a rapidly expanding student body and the increased interest of the student in his academic destiny, have shaped and given direc-



Top Left: Psychology professor Terry Daniel.
Bottom Left: Sociology professor Robert Evans.

Right: Psychology professor Richard Coan.

tion to the curriculum changes necessary for the maintenance of relevance.

“Liberal Arts became caught up in a “wave of pride” fostered by minority groups”

The accomodation of the growing numbers of Liberal Arts students has led to changes in the basic form of the conventional curriculum. Long a college tradition, the lecture, with its unwieldy mass of students, is yielding to an emphasis upon traditionally supplementary laboratory



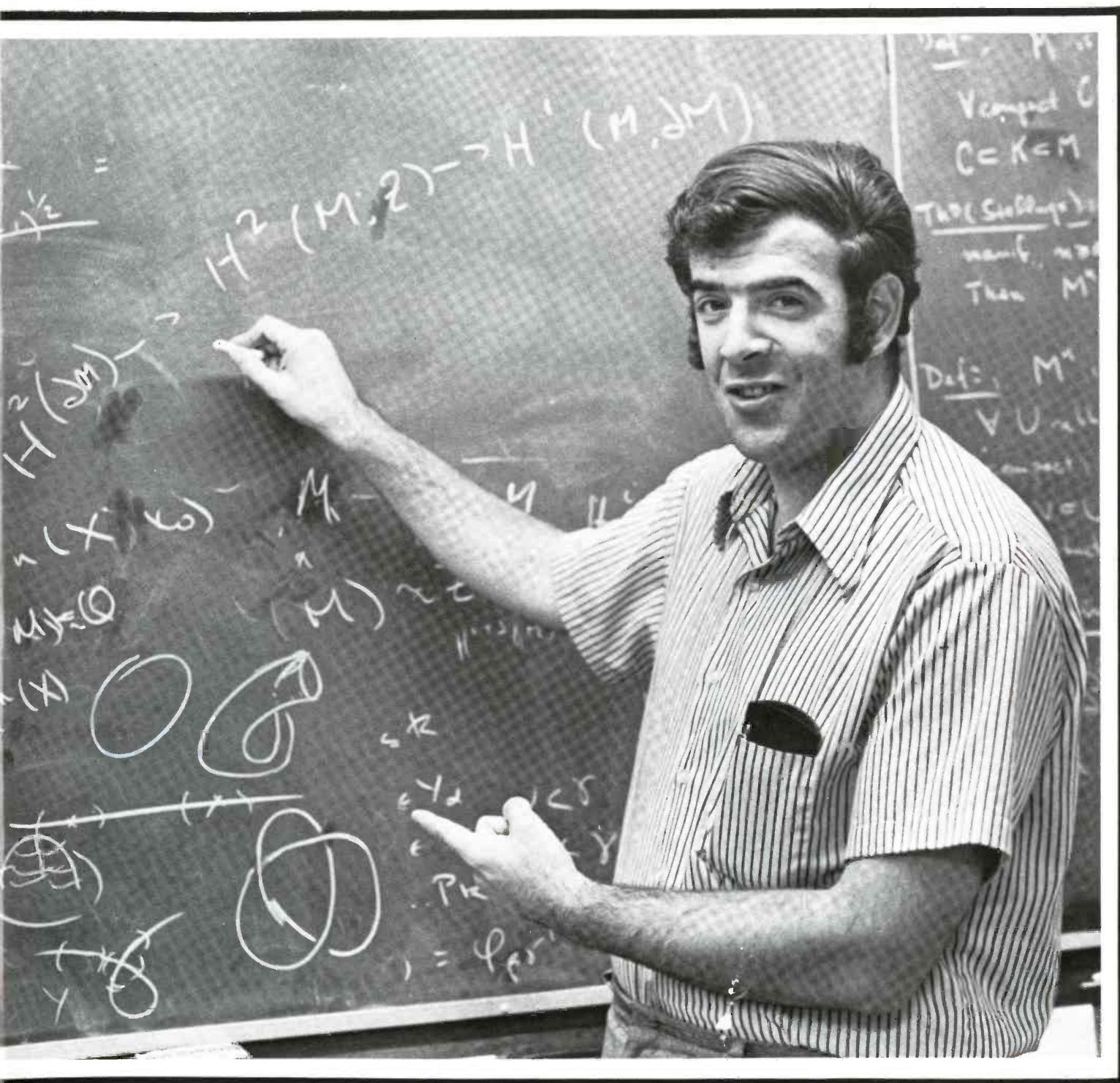
Top Left: Math professor Cheema. **Right:** Math professor Dillon.

and discussion sections with accompanying smaller numbers of students, allowing more individualized instruction and the use of current programmed teaching aids. The Department of Biological Sciences, pioneering in this approach in basic Biology courses, offers a contrast with the Departments of Chemistry and Geology and their televised programs which have for several years brought the traditional lecture to

students within the context of television.

The College of Liberal Arts also faced the challenge of the better prepared, actively concerned liberal arts student and his demand for meaning and relevance in his course of study. Although not as naive about the concept of change, the College of Liberal Arts at this university, as well as those at every major college and uni-

versity across the nation, became caught up in a "wave of pride" fostered by minority groups at every level of American society. The emphasis put upon humanism, positivism, and the dignity of man by this attitude resulted in the formation of Black, American Indian, and Religious Studies Programs which continued into this academic year.

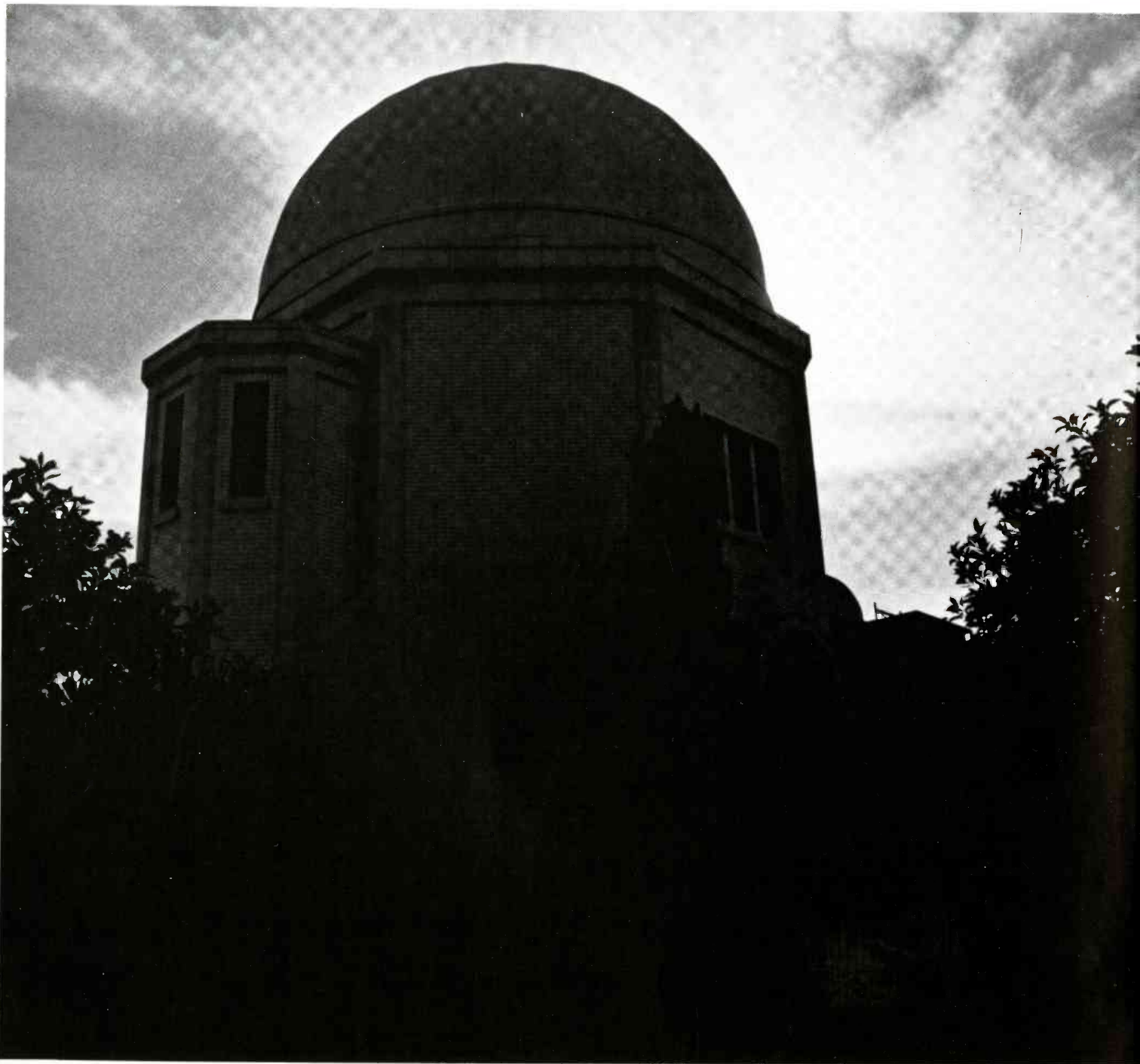


Above: Math professor Allan Brender.

“Pass-Fail, a fundamental issue, has already become an established option in the College.”

Pass-Fail, a fundamental issue for all college students, had already become an established option in the College. Continuing the policy, the pass-fail option was extended to sophomores who carried at least the full time load of twelve graded units.

In order to prevent harmful haphazard and misguided change, and to in-



sure the continuance of meaningful change, the Liberal Arts Advisory Council was established as an advisory body to the Dean. Composed of student representatives from each department, the council established a formal link between student opinion and the College on such curricular matters as group requirements, grading systems, and difficulties with the advisor system. Course evalua-

tion, formerly the only authorized forum for student opinion was effectively replaced with a more efficient means to facilitate curricular change.

The College of Liberal Arts, which has as its goal the preparation of individuals who are flexible, self-adapting and constantly learning cannot attain this goal without being itself amenable to change, just as it

can little afford to become a dinosaur within the framework of the dynamic, contemporary American university. Through the constant updating of courses, and by offering the broadest, most comprehensive program possible, the College of Liberal Arts at the University of Arizona assured its own viability in the same manner that it prepared its graduates for life in the world society.



Center: Anthropology professor Clara Tanner.

Left: Anthropology professor Bill Kelly.
Right: Anthropology professor Tom Swihart.

Features:
Revision and Change
Woman's Role
BPA Council
Curriculum

BUSINESS AND PUBLIC ADMINISTRATION

Revision and Change by Dave Timmerman

Due to the nature of a large university, the interaction among students, faculty, and administrators within the BPA College encompasses a wide scope of interrelated problems. Examples of such problems include faculty-student relations, the quality of instruction or lack of it, the course format and content, the exam format, and the system of grading. If these problems were eliminated or alleviated, students, faculty members, and administrators could communicate more effectively, thereby enhancing the educational process.

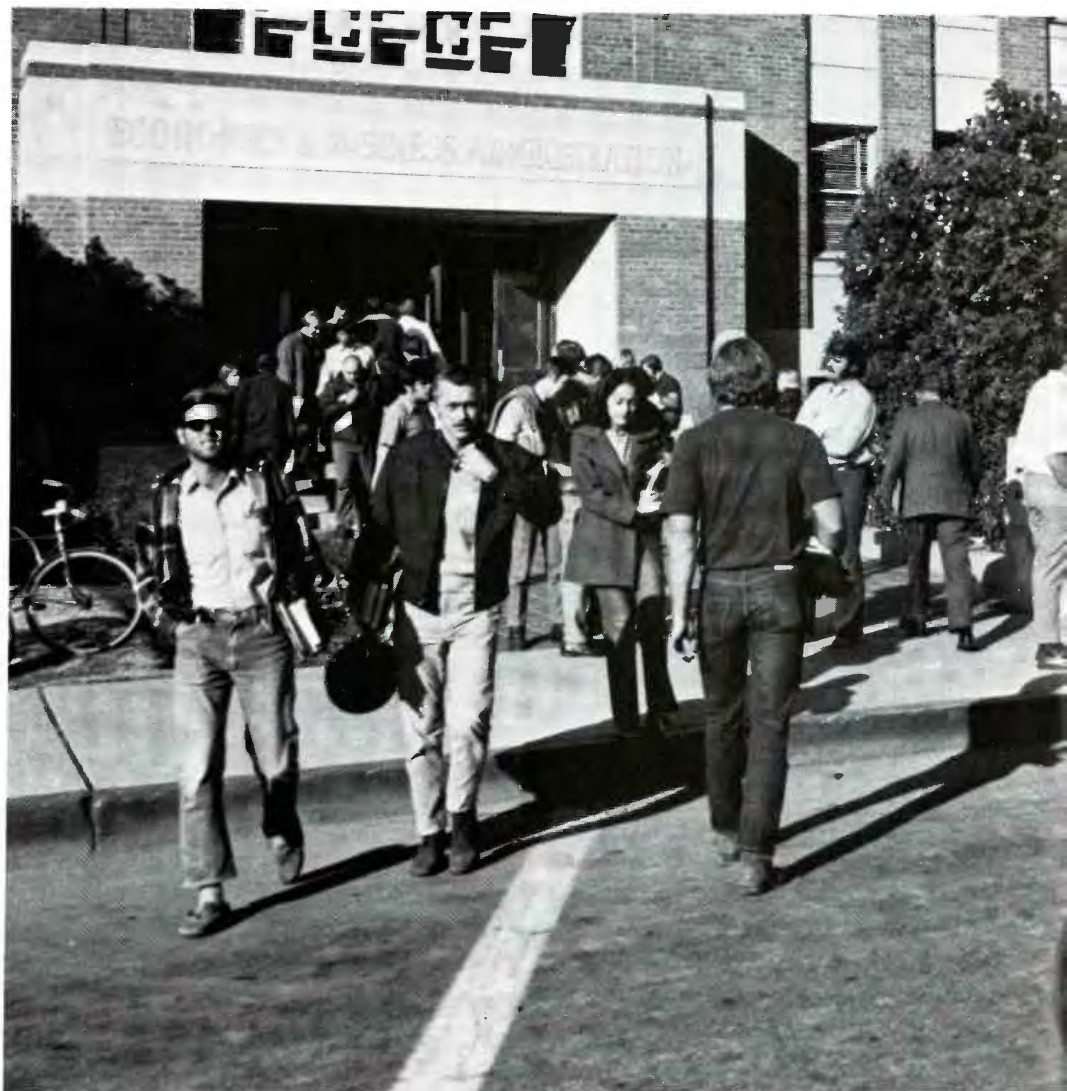
In the hope of lessening these problems, beneficial changes within the BPA College are currently being effected. There are three major reasons for this: 1) Responsive administrators, 2) More tolerant and aware faculty members, and 3) Motivated and innovative students.

The Dean of the BPA College, Dr. Gary Munsinger, has been instrumental in the implementation of much-needed policy changes. Dean Munsinger has not only tolerated increased student participation and action, but has encouraged it to a high degree. Similar assistance and encouragement has been rendered by Mr. William Hibbs, the Assistant to the Dean.

The faculty is becoming increasingly aware that their chief function is to help the students learn, not to engage in research or intellectual discussion among themselves in their ivory towers. This increased awareness has also fostered an increased tolerance among faculty members to differing viewpoints.

With a responsive administration and a tolerant faculty, the groundwork has been laid for real action and for the amelioration of student problems, complaints, and grievances. The amount of actual accomplishment and the amount of actual reduction in student motivation and student participation. So far this year, student motivation and participation have been unprecedented. There are two indicators of this increased student involvement: 1) Excellent attendance at BPA Council meetings, and 2) Intensive use of the BPA Grievance Boxes.

The level of attendance at BPA Council meetings has remained very high all year long. Council members have remained involved, and motivated toward the solution of student problems and grievances. Because the BPA Council is the official vehicle for initiating reform and reducing problems, the high level of attendance at Council meetings is a healthy sign that the students will be able to execute change and alleviate student grievances this year. The turnout at Council meetings of students not even on the Council illustrates student motivation for the reform of





unsatisfactory conditions and problems.

The major channel of communication between the BPA student body and the BPA Student Council is the system of Grievance Boxes which exists on campus. There are three Grievance Boxes on campus: 2nd floor BPA, 2nd floor Econ. bldg., and Student Union. Each of these Grievance Boxes is accompanied by a stack of Grievance Forms. Each Grievance Form provides space for the listing of the student's name (optional), the student's phone num-



Top Center: BPA Secretary Virginia Eskes. **Right:** BPA Dean Gary M. Munsinger.

ber (optional), the course number, the instructor, and the nature of the complaint. A student having a complaint or suggestion merely fills out a Grievance Form and deposits it in

**“faculty . . .
research among
themselves
in their
ivory towers.”**

one of the three Grievance Boxes.

All Grievance Forms are reviewed by the BPA Grievance Committee which is made up of interested BPA Council members and any other interested BPA students. After a grievance is sufficiently discussed, a course of action is taken. This can involve three possible steps: 1) Talking to the professor who teaches the course, 2) Polling the professor's class, and 3) Consult the Dean of the BPA College.

The first step which is undertaken is that of talking to the professor who teaches the course. Very often, the professor is more than willing to accept constructive criticism and improve his instruction methods or exam format, etc. Consequently, this first step is sufficient to eliminate many grievances.

If a professor disagrees with a student's constructive criticism or suggestion, the Grievance Committee attempts to poll the class to determine whether or not the initial grievance is viewed as legitimate by a majority of the students in the class. If the class professor consents to a polling of his students, the Grievance Committee analyzes the results of the poll and determines the legitimacy of the grievance. If the results of the class poll indicate that the grievance is legitimate, the professor will probably take voluntary action to help eliminate the initial conditions which led to the formal complaint.

If the professor is totally uncooper-

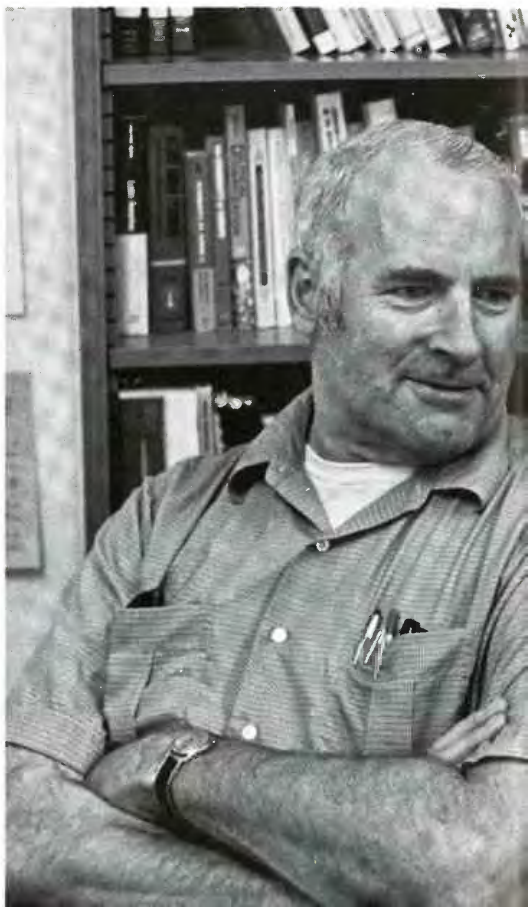
ative with the BPA Grievance Committee, if he refuses to let his class be polled, or if he flatly refuses to accept constructive criticism and improve the conditions which led to the formal grievance, the Dean of the BPA College is consulted. The Dean's empathy with students, coupled with his administrative power, is usually sufficient to remove the initial cause of the grievance.

Since the Grievance Boxes were first implemented in mid-November, the total number of grievances submitted has been nearly 100. This is



encouraging proof that the BPA student body is motivated to take the initiative to improve faculty-student relations, the quality of instruction, the exam format, etc. This also proves that the BPA student body is utilizing the communication channel provided by the Grievance Boxes, thereby promoting feedback from the students to the faculty. Consequently, it appears that the system of Grievance Boxes is successful in relating the students' feelings to faculty members and administrators.

In summary, this has already been a year of significant accomplishments. Students' problems in the aforementioned areas have already been alleviated. Members of the BPA student body are anticipating even more constructive improvements within





these problem areas during the remainder of the year. The climate for change is excellent. We have 1) Responsive administrators, 2) More tolerant and aware faculty members, and 3) Motivated and innovative students. The degree of attainment of our goals, to improve faculty-student relations, to improve the quality of instruction, to improve the course format and content, to improve the exam format, and to improve the system of grading, all depends on US.

Woman's Role by Barb Steckel

Is the woman's role in the BPA College actually changing? The basic answer is that each woman can



Left Center: Finance professor Dan Gerber. **Lower Left:** P.A. professor Jack Klempner.

Above Top: Economics professor William Fink. **Center:** BPA Building.



change her role if she wants. The chances for change—a more active role—exist but a woman must reach out for them.

The total enrollment for the fall semester in the BPA College is 3,456. There are 775 women which is 22% of the enrollment. Compared to the enrollment figures for five and ten years ago the percentage of women has not increased strongly. Yet, it seems they have more chances to be recognized and to be active. For example, BPA Student Council and its committees want women to take an active part in Council and to come

“there is an image of a suit and tie MAN in business”

to Council with their views. This year there are five women active on Council, and they compose about 20% of the Council.

Phi Chi Theta, the BPA Women's Honorary, presents ways for women to be active in the college though



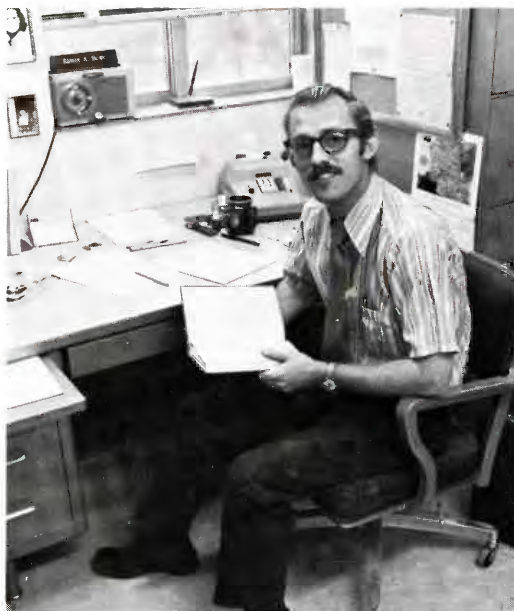


Top Left: Finance professor Black. **Center:** Economics professor Leahmae McCoy. **Top Right:** P.A. department head Raymond Mulligan. **Center Right:** Accounting professor Edwin Bump.

service to the college and its community. These women, among their many activities, serve coffee and donuts to the faculty during registration, sponsor the Miss Arizona Industry Contest, and present the Outstanding Senior Woman Award. At this point it is worthwhile to examine this award in a bit more detail.

The recipient is selected by administration and faculty and seems to indicate their increased recognition of the woman's role in the BPA College.

A woman who aspires to an active role still faces a stumbling block. As the song "Mr. Businessman" suggests there is an image of a suit and tie MAN in business. This attitude does occur occasionally in the BPA College. For example, in organizations and committees it is assumed women will be the secretaries or do



the equivalent work, and men will do other tasks. At times the best a woman can do is to use these tasks as a way to gain a voice so she can have a more active role.

The chances—the recognition—are available. Women do have a growing voice in the BPA College. Yes, the woman's role is changing if she wants it to.

BPA Council by Craig Dick

The BPA Council was established as a central coordinating body with the College to provide a viable organization, functioning through chosen student leaders to maintain a continuing dialogue between student organizations, faculty, and administration. The BPA Student Council membership includes representatives from the fifteen student, professional or honorary fraternities and clubs associated with the college, the elected college representatives for student government, and also appointed representatives from within the BPA College.

The Council has been serving students, faculty, and administration for five years. It originally began as an informal group on a suggestion-type basis. Since its inception it has become an increasingly influential advisory body. The Council's function includes a student involvement program and grievance and curriculum committees.

The student involvement program, sponsored by the BPA Student Council, attempts to give all students an opportunity to participate in a business environment. This constitutes the establishing of a student team, with faculty advisor, to participate in the management of various Tucson businesses.

The Curriculum Committee was established to investigate BPA course requirements and determine if they fulfill student needs. Recommendations are sent to the BPA Faculty Curriculum Committee for final analysis. The BPA Curriculum Committee also has one voting student member on the Faculty Curriculum Committee with the probability of a second voting member in the near future.

A grievance committee was also established so that students within the College could voice their complaints and/or suggestions. Follow-ups are made on the pertinent com-

plaints and the results are made available to the BPA Student Body.

The Council assists with Registration, Preregistration, Parents' Day, and various other on-campus days for high-school seniors, and other regular visitors.

Curriculum Committee by Marian Slavin

The theme of this year's Desert is Change; I would like to write about the change that has taken place within the undergraduate curriculum of the BPA College and some of the future potentials.

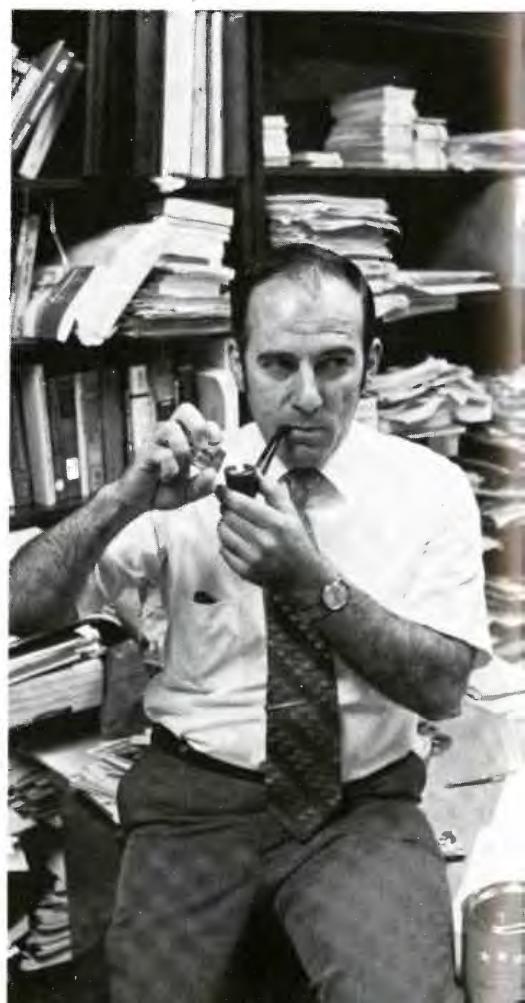
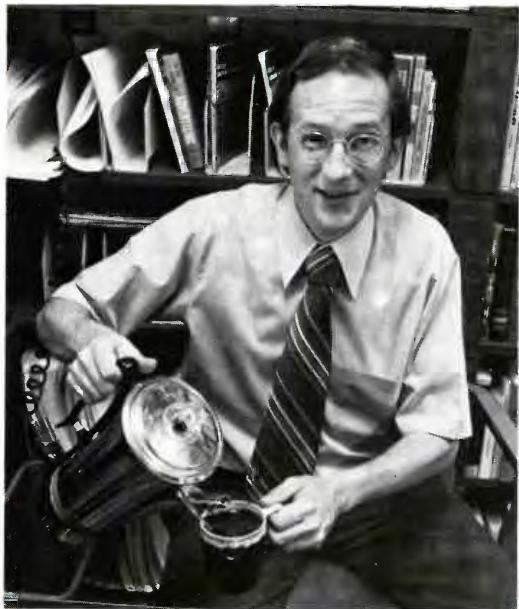
Any change, whether initiated by a faculty member, a student, a department, or by the committee itself, must go through the Undergraduate Faculty Curriculum Committee. It is

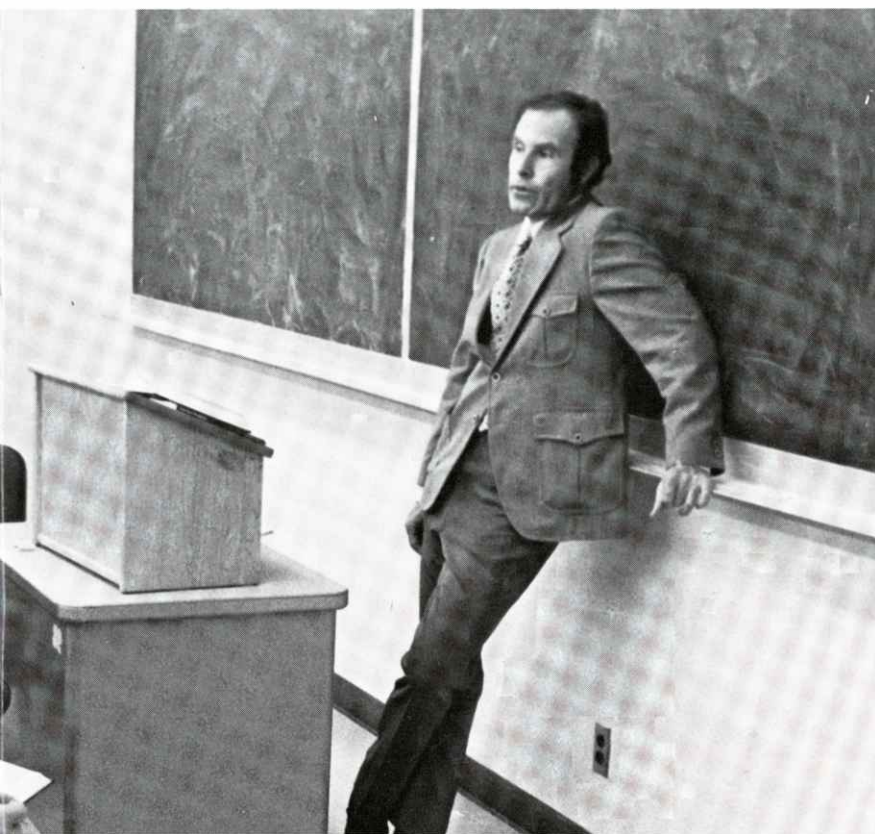
composed of one voting member from each department in the college, several ex-officio (non-voting) members, and one voting student member appointed by the BPA Student Council. We have had a voting student on this policy making body for over three years now and are working to add another student. Comparison with the other colleges in the University will reveal that only one college has more than one student on their faculty curriculum committee and many colleges do not have any direct student representation.

The student on the Undergraduate Faculty Curriculum Committee depends upon the Student Curriculum Committee for support, information, and research gathering. The student committee is an outgrowth of the Student Council. The Grievance Committee gives us information about the student complaints submitted to the Grievance Boxes that deal with curricular matters.

In the future, all our present sources of information about course content, instruction, evaluation, prerequisites, etc. will be utilized with new sources being added. We want to do more surveying of students currently enrolled, opinion polls and evaluations.

A prime source of initiation of proposals into the Faculty Curriculum Committee, accessible to many, is through the departmental representatives. Therefore when a problem becomes evident, it should be discussed with the departmental member of the committee. Lobby



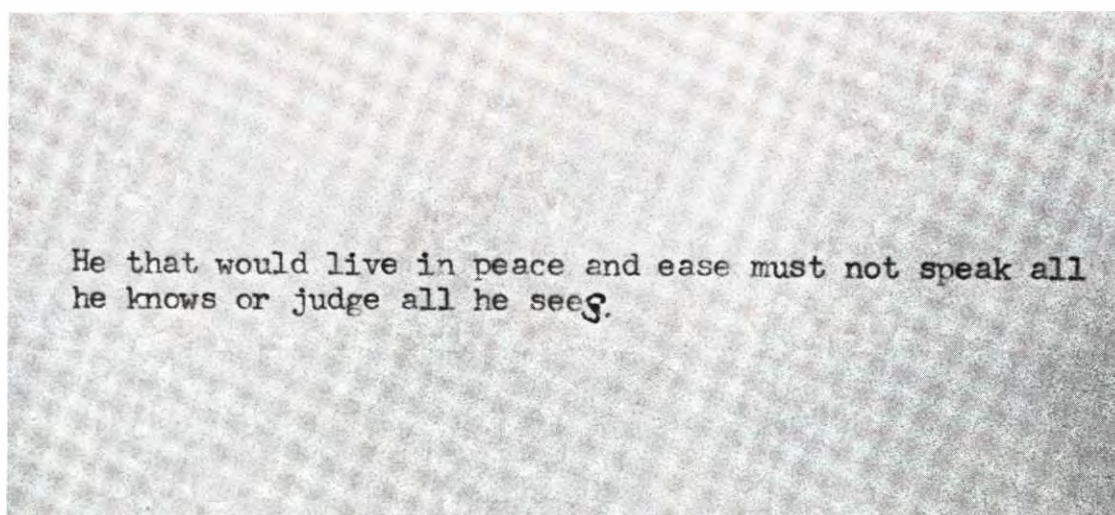


power can be very effective through the department where the problem lies or through one's major department. Many times students do not

"Lobby power can be very effective through the department..."

make their problems known to the people who could take a corrective action.

The purpose of this short article is to explain that viable channels of change presently exist in the BPA College. They may be burdensome and slow, but they are available. The problem is to find the students with the involvement and willingness to utilize them.



Left: Marketing professor Terrence O'Brien. **Center:** Management professor Robert Tindall. **Lower Left:** Management professor Nicholas Aquilano.

In the past year, the College of Education has instituted a new program in cooperation with the federal government and the Southwestern Region Deaf-Blind Center, involving the education of deaf-blind children in the states of Arizona and Nevada. These children were predominately handicapped by the rubella epidemic that struck America in the mid-1960's.

Education

feature by Alicia Legg

"The College of Education has instituted a new program . . . involving education of deaf & blind children"

In order to qualify for the program, the child must have impairment in both the areas of hearing and sight. The children are referred to the program by contact with social agencies and through personal referrals. They then undergo an evaluation before they can be accepted into the program.

At the moment there are six children in the program. Three of them live at the center, which is located near the University. Two of them have been placed in foster homes and the other child lives at home. At the center there is a full time staff of teachers, cooks, doctors, and aids, and there are substitutes for all the positions. The youngest child is five and one half.

The program is individually adapted to the separate needs of each child. Through personal evaluations and study, the most effective method of dealing with the child's handicap can be determined and instituted. Then the child is given special attention





Top Center: Education Building. **Lower Left:** Professor Walter Olson. **Left Center:** Professor George Leshin. **Top Center:** Education Dean Robert Paulsen.

and individual instruction to assure the most rapid progress. The training must start early in life to help the child achieve the fullest potential he can for an independent and useful participation in society.

Many times the parents are unable to do much for the child due to their own sense of loss and their inadequate training in the ways to assist their child's learning process. If given

"Since learning... depends largely on the interpretation and understanding of material collected..."

the verdict that nothing can be done for their baby, they often treat him in that way, and so the reeducation of the parents must also take place if the child is to return to his home and continue to progress.

Since learning, a never-ending process, depends largely on the interpretation and evaluation and understanding of material collected through the sensory receptors, a child with impairment in two of these vital areas, will face extraordinary problems in learning. He is virtually cut off from his environment when he is both deaf and blind and must get immediate and intense instruction love and understanding. The program tries to achieve just this. In time it is hoped that more children will be able to receive this help, however the program is still in the experimental stages and many things must be worked out.



Top Left: Professor Donald Dickenson. **Lower Left:** Professor Oscar Christensen. **Lower Center:** Professor Thomas Brandon. **Lower Right:** Professor Kenneth Smith.



The College of Fine Arts serves the students in ways that no other academic department can offer through art, drama, music, speech, radio and television. Our education is based not on a traditional view of classroom teachers, but on a program of performance and achievement. Our college offers a unique situation that works to increase the creativity of each student. Here, the faculty offer excellent guidelines and direction, yet, the ability, talent, and ambition of the students make our college program outstanding.

The Art department has the largest enrollment in the College of Fine Arts with over five hundred students. Because of budget problems, the department has barely enough faculty members to work with students. Consequently, classes are restricted only

“Not on a traditional view of classroom teacher, but on a program of performance and achievement”

Fine Arts

feature by Cathy Cleven

to majors and often majors can not get into one of their required classes. Despite this handicap, the students produce excellent work. During the year combined undergraduate exhibitions are scheduled and graduate student theses are exhibited in the Educational Gallery of the Museum of Art. To round out the program, faculty members exhibit their work.

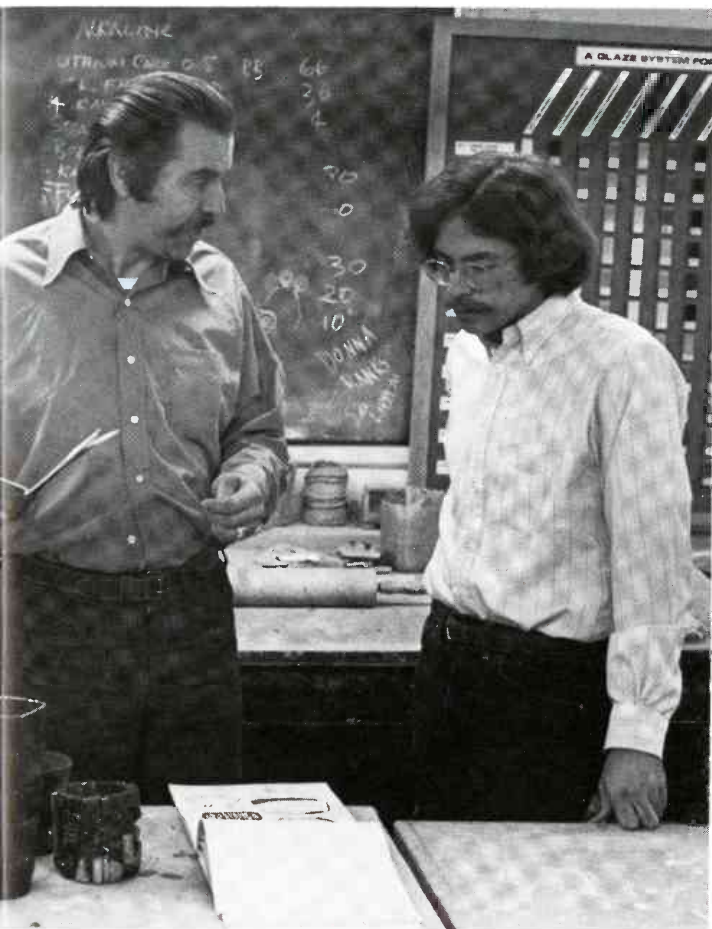
In Drama, students participate in productions working on everything

from designing and building sets, designing and making costumes, lighting, makeup, acting, directing, selling tickets and ushering. Again, the faculty offer the experience and direction, yet the ability and performance of the students decide the quality of each performance. Two of this years productions exemplify the outstanding areas of talent with the acting in the “Night Thoreau Spent in Jail” and visual design of “Marco’s Millions”.

The Speech Department has both speech and speech science majors. Representing one of the many activities of this department, the students participation in the Forensics Team has made them superior in Intercollegiate Debate.

With the addition of the Radio-Television Department, the college now offers a new degree minor in Radio and Television. These students do a series of broadcasts for KUAT, often of the University Band, Choir, Orchestra, Opera Theater, Collegium, Faculty and individual student recitals. The School of Music participation in the Inaugural Ceremonies of President Schaefer was one of the u-





Top Left: Music professor John Bloom. **Lower Left:** Fine Arts Secretary. **Top Center:** Art professor Maurice Grossman. **Top Right:** Fine Arts Dean Robert Hull.

"Students participate in productions, working on everything...directing, acting, makeup..."

nique highlights of the year. A distinguished audience, an excellent performance, and a celebrated occasion made this a unique event. Also, this year the Opera Theater performed the world premier of Richard Faith's opera "Sleeping Beauty". Working under a new director David Wilson, the University Symphonic Choir has gathered even more state-wide acclaim.

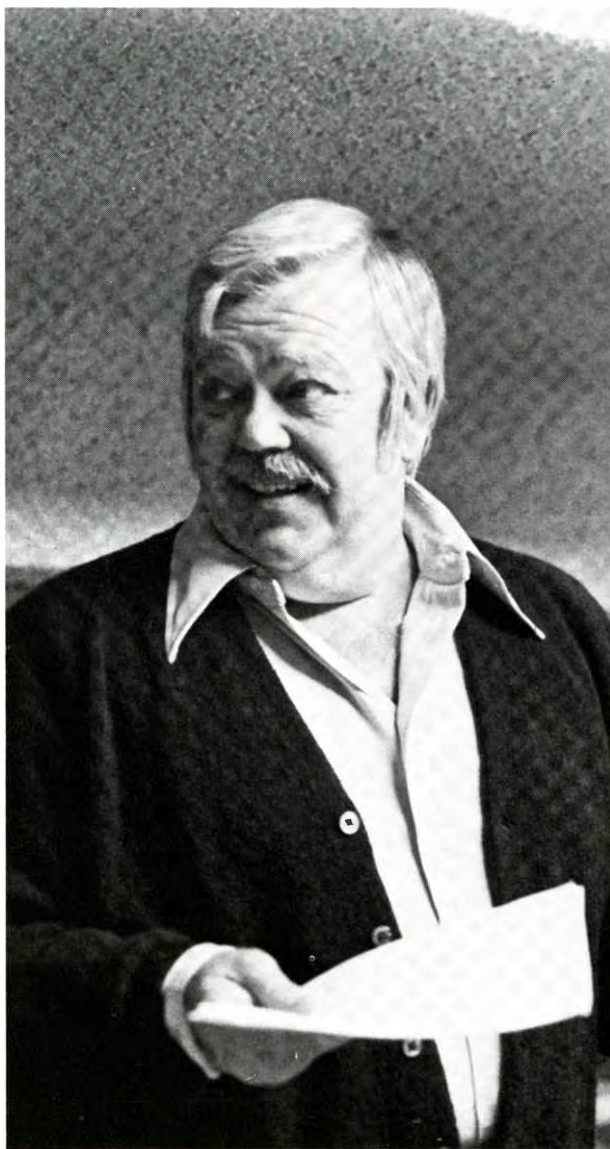
The highlight of the year came in December when Marcel Marceau performed for our Honors Convocation. Students sat for over two hours engrossed in his explanations and demonstrations of the art of pantomime. This invaluable experience gave the students a chance to see a complete artist at work. Marceau's mastery of the technical skill and his sensitive, human performance epitomizes the essence of each student's personal goal.

Each of these five departments in the College of Fine Arts provides a unique service to the campus and community. In this outstanding educational environment, the students, under faculty direction, are "doing their own thing".





Bottom Left: Professor Richard Peters. **Top Center:** Professor Henry Pearce. **Below Right:** Professor Robert Burroughs.



New projects in each of the engineering departments were aimed at determining the polluting elements and reducing concentrations. Groups of undergraduate and grad students worked on the design and research of particulate collection devices and cutting down on automobile emissions. Others determined pollutant concentrations in various foods around Tucson and in Arizona. Many classes added to the curriculum this year emphasized the increasing air and water pollution and possible solutions. Freshmen were introduced to present day environmental con-

“Classes added to the curriculum this year emphasized the increasing air and water pollution and possible solutions”

Engineering

feature by Belle Tom

ditions in new first semester classes.

In the Aerospace and Mechanical Engineering Department, a variety of work was done on the ecology questions. Preparing a Ford Pinto and a Honda car for the MIT Urban Vehicle Design Competition were the biggest jobs involving other departments and colleges also. Jim Click Ford donated the Pinto and Beaudry Chrysler-Plymouth donated the Honda to the university. Both vehicle carburetors were modified to burn natural gas instead of regular liquid gasoline. Clarkson research volunteered to design a steam engine to be installed in the Honda by the students. Only students could work on the cars according to the UVDC regulations.

Also for the competition, different students designed special safety features for the cars. Shock absorbing bumpers, a roll bar and a lock to prevent drunk persons from driving were a few of the additions. In another project, the particulates concentrations inside homes, hospitals and classrooms were found

to be higher than outside. By sound pressure, noise pollution was evaluated in Tucson.

The Nuclear Engineering Department also conducted numerous projects on pollution problems. In a joint effort with the Chemistry Department, the NE department used the nuclear reactor for activation analysis to measure and identify particulates in the air. A group of students developed techniques for measuring the level of mercury contamination in fishes and animals. One student checked the amount of isotopes in an assortment of foods from the Student Union.

Heat generated from steam power plants has been raising the temperatures in portions of rivers and oceans affecting aquatic life. A study was made by the department to curb thermal pollution by finding desirable uses for the low quality energy. In conjunction with the Civil Engineering department, the group tried to apply the heat to waste water to raise the temperature, so that the contaminants in the water would coagulate better. Thus, the clarified sewage was easier to treat.

To aid research, the NE Department

“Students collected and analyzed the sulfur dioxide contaminates in the air...”

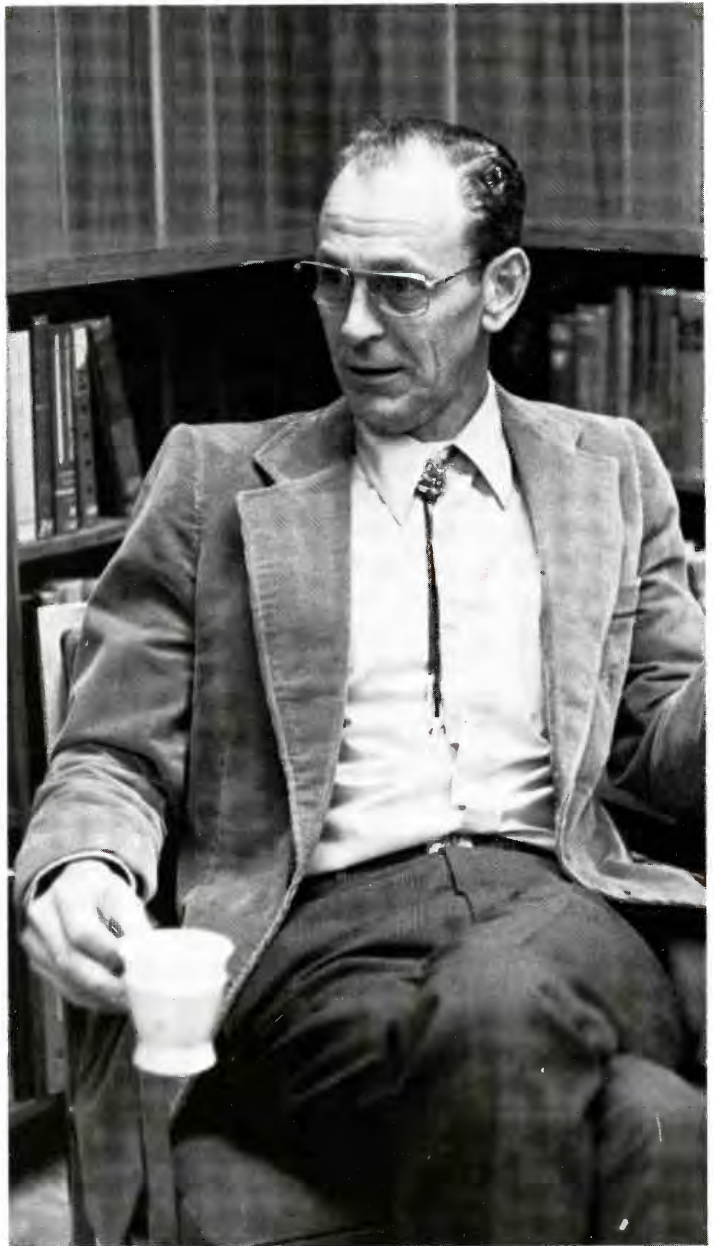
acquired a new nuclear reactor costing approximately \$200,000. The reactor has a wider range of capabilities than the older one.

Funded by the National Science Foundation, Electrical Engineering students collected and analyzed the sulfur dioxide contaminates in the air in the San Pedro Valley and through the mountain passes between Tucson and the Valley. Measurements of the gas were made on a spectrometer which measured the absorption of solar radiation. A uniquely designed laser radar system was utilized to determine the amount of very small particulates in the at-



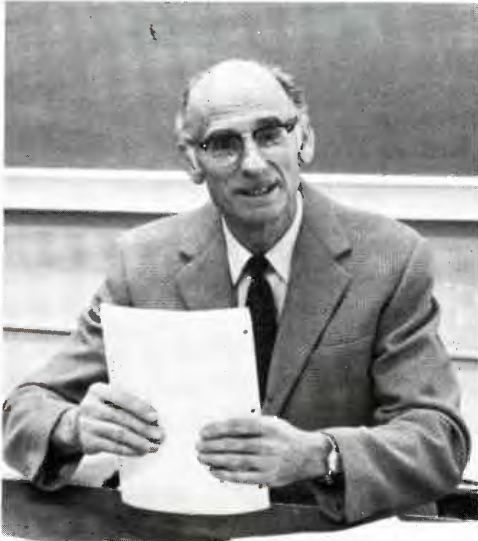


Center: Engineering Building. **Below:** Engineering Dean Walter Fahey



mosphere up to an elevation of 30,000 feet. This system combined with several others, was the major technique used in evaluation of particulates and turbidity in the atmosphere.

Instructors placed more emphasis on polluting elements in water control and sanitation engineering cl



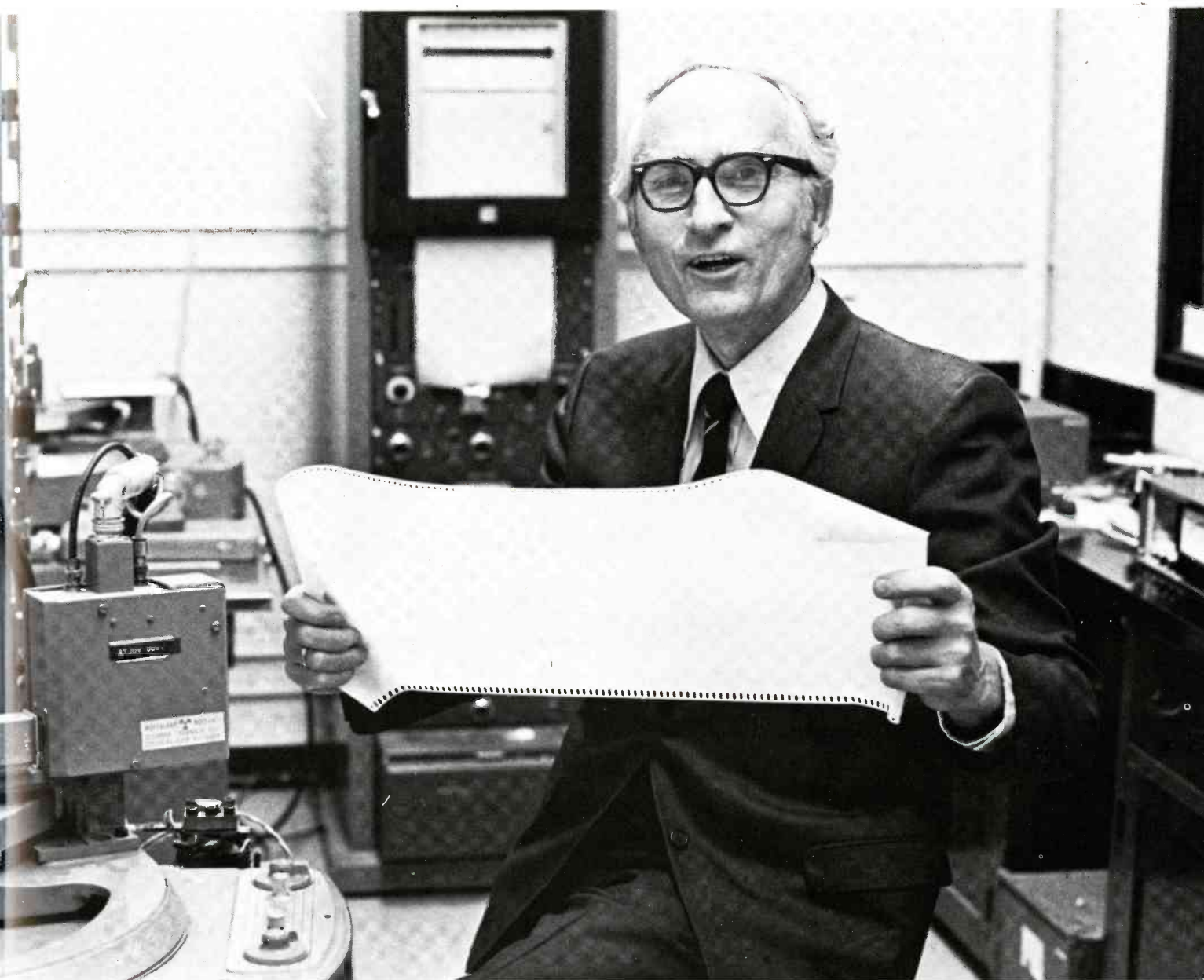
es under the Civil Engineering Department. Field trips included tours of the city and county sewage treatment facilities. Starting last fall semester, students could enroll in classes to study air pollution extensively. Students also attended several local hearings on the laws approved by the Arizona State Health Department in December and January.

After the amounts and types of pollution were determined in the various projects, recommendations were made to the general public or the appropriate governing agencies. Thus, a range of opportunities were provided for the students in the College of Engineering to participate in the timely and critical area of environmental research and development during the past year.

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Above: Professor Harry Stewart. **Top Right:** Professor Roger Miller. **Bottom Right:** Professor Edwin Parks.





Above: Professor Thomas Morris. **Left:** Mr. Lanny Mullens. **Right:** Professor Roger Anderson.

History is a blend of what is visible to the eye and what is made visible through the memories of others.

For 21 College of Architecture students, three months of exploring the Barrio Libre section of Tucson has been coupled with more than 100 years of memories to develop what might be the master plan for preservation of the historic area.

Located just south of the Tucson Convention Center, the barrio is

“three months of exploring the Barrio Libre ... with more than one hundred years of memories...”

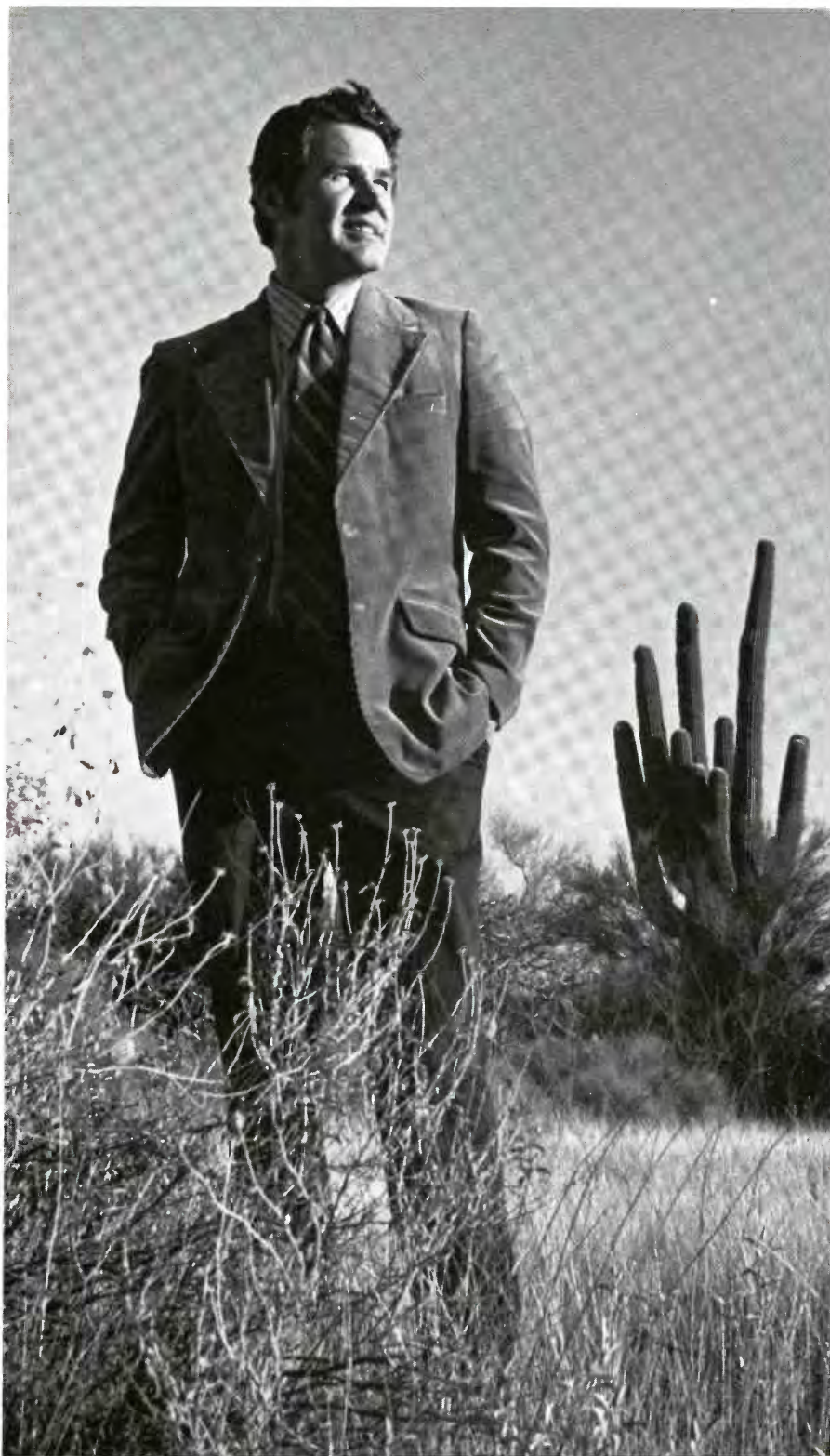
Architecture

feature by Eleni Boukidis

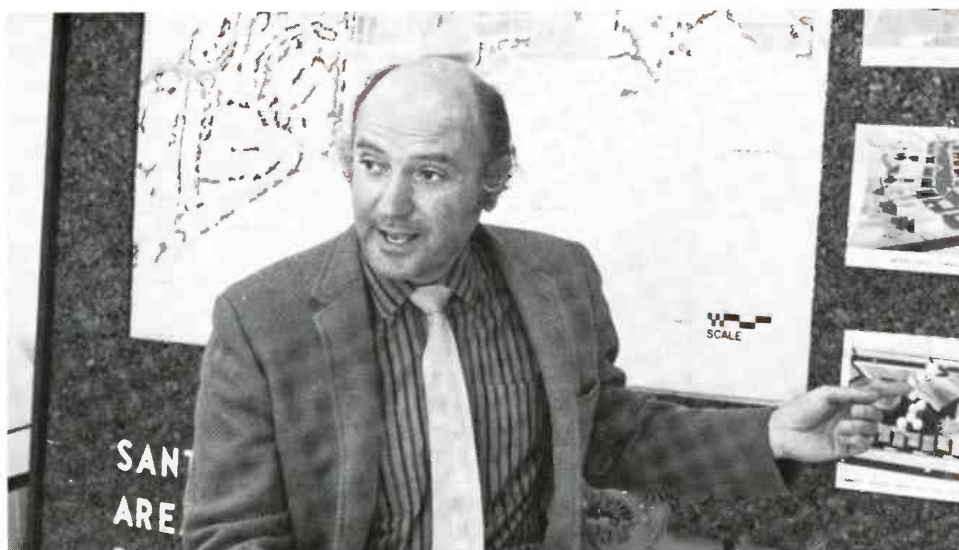
that area between 14th and 18th streets and between Main and Stone. It is three blocks east of I-10. Barrio Libre is the only historic area in Tucson which has maintained its character as a neighborhood, rather than one or two isolated buildings; a visible remembrance of the old pueblo as it once was.

The ages of the various buildings in the barrio, dating from the early 1800's, have been ascertained through Sanborn Insurance Maps. These maps done between 1886 and 1948, are site maps which give the names of streets, the configurations of buildings, and the building use. By noting when a building first appeared on the map, the age of the building is determined. Any subsequent changes of the building and neighborhood can be noted through comparison.

Construction of the Barrio Libre ended in the early 1900's but it has continued to change. The social characteristics are no longer the same. Historic single-family residences, homes of prominent Tucson citizens of the time, have been sub-divided for low-income rentals. Owners in absentia have left their property to



Above: Architecture
Dean Robert McConnell.



Top Center: Architecture Building. **Lower Left:** Professor Franklin Flint. **Lower Right** Professor Harry Boghosian.

fall into disrepair. That is a social and architectural phenomenon.

The study of the Barrio Libre was originally undertaken by a fifth year architectural design class as a response to the proposal for a freeway through this historic area. It was felt by the students and their professors that its varied and significant past merited recording and hopefully rehabilitation and development.

The worth of the area was not estab-

“Those buildings which were judged as significant because of architecture, history, economics ... would remain.”

lished on a totally architectural basis, but with the aid of interested people in other University departments many aspects were considered. The study took into account sociological, historical, economic, and architectural factors. The aim of the students was, once able to grasp these factors, to design a master plan which would encompass all the positive aspects of the neighborhood as it now exists and replace those negative aspects with a new response.

A survey was done to determine the intrinsic value of each building in terms of history, architecture, contextual response, and soundness of construction. This was accomplished by an on-foot inspection and survey through the neighborhood. Because the approximate age of each building was known, it could be noted whether or not the architectural details were of significance. It was also noted if the building did or did not fit into the context of the ‘old pueblo’; in other words, was it the proper type of building for that historic period of this area. And because it would not be economically feasible to restore a building which was not of sound construction, this fact was also noted.

Having laid the foundation, the students divided into three groups to



Top Left: Secretary Mary Sloane. **Top Center:** Professor Gordon Heck. **Bottom:** Professor Ellery Green.

submit alternative proposals for the future. The alternatives were based on three conditions, if the freeway went through, if the neighborhood continued on similarly to the way it has, and if a planned rehabilitation/development were instituted. The proposal which they set forth as optimum was for planned rehabilitation.

The rehabilitation treatment report, the master plan, outlined both major

and minor considerations. Those buildings which were judged as significant, because of architecture, history or economics would remain. They would be rehabilitated and maintained in as close a form to the original as would be possible. Those buildings which did not meet the criteria would be removed and replaced by newer structures.

Ideally, the students want to create an atmosphere much like that of the

original barrio. When there were no paved streets in the area, trees were planted so that the rain drainage would water them. To create this effect, planters would be placed jutting out into the street leaving a length of two parking spaces between them.

If the proposal by these 21 students is carried out, then many memories of the Barrio Libre can again be visible as a living history of Tucson.



Lower Left: Robert Carpenter. **Right:** Professor William Stamm.



One of the most challenging responsibilities to students lies in keeping pace with change. This responsibility, with respect to the agricultural industry, is, perhaps, more important to the College of Agriculture than it is to many other departments and colleges of the University. It is one which the College has ably met.

"The Internship Program gives the participant an opportunity to work."

Agriculture

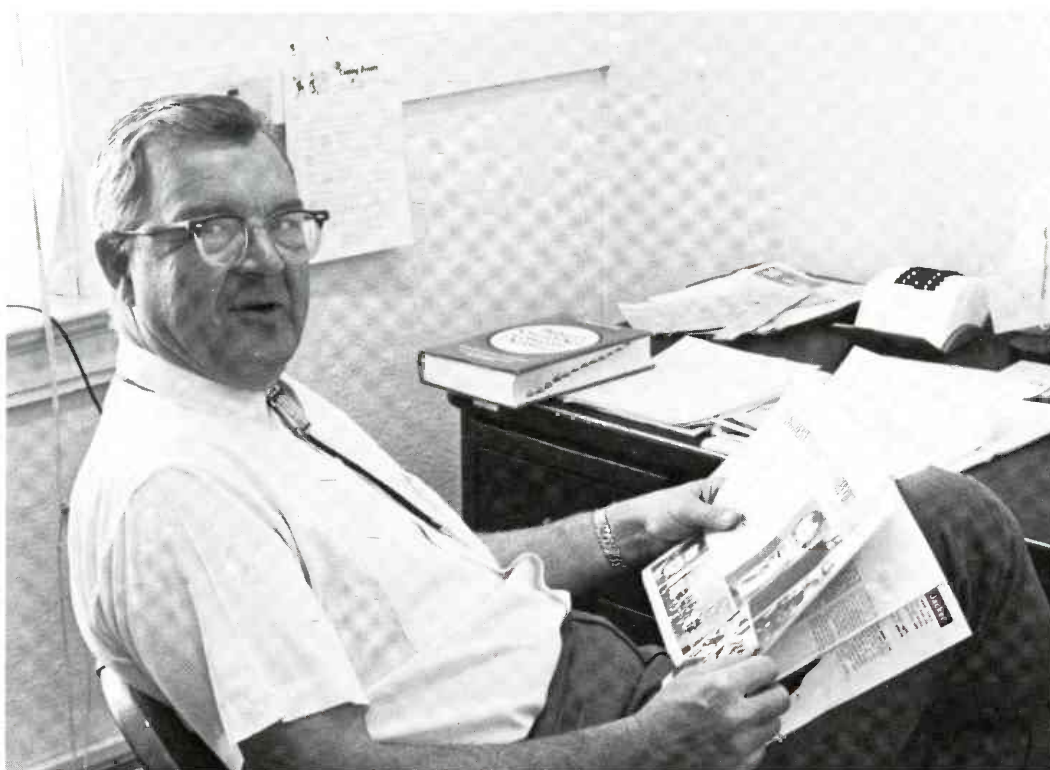
feature by Stephen Brophy

Most students in an agricultural curriculum seek careers in one of the many areas of agriculture and agri-business. Many students expect, and rightly so, to receive at least the background and fundamentals from their course work in the College to prepare them to compete for a place in an industry which has to deal with a multitude of problems ranging from government farm policy, to over-production, and to the incorporation of technological advances into practical production operations. These problems all revolve around the dynamic state of the industry, a state centered upon a free and nearly perfectly competitive market, and one which is continually changing. The College has met its responsibility to its students by offering to them the tools to use in dealing with change in the realm of agriculture.

tain guidelines, for a firm in the agricultural industry specializing in the student's field of interest. The employer agrees to a specific program of internship fitting the needs of the student, consistent with the firm's capabilities, and hires the student for the period of one semester. The student receives course credit for his work and submits a final report to his major department and advisor on completion of the Program.

In offering the Internship Program, the College is recognizing the fact that a student cannot be given "answers" to the problems of change within the agricultural industry. Instead, it gives the student a basis from which to learn through experience, and to put knowledge acquired from course work to use. Emphasis throughout the agricultural curriculum is placed on giving the student an ability to learn to deal with problems encountered in the agricultural industry today.





Top Left: Professor Robert Westerman. **Bottom Left:** Agriculture Building. **Top Right:** Professor Robert Fowler. **Bottom Right:** Agriculture Dean Harold Myers.

At the end of the 19th century, both home economics and agriculture dealt with problems experienced by rural people. At the time the two were administratively placed together in land grant institutions such as the UA. Since then, however, agriculture has become more interested in the

"I see no relation whatsoever to my work in home economics with the field of agriculture."

Home Ec

feature by Paula Van Ness

production of agricultural products while the approach of home economics centers on professions emphasizing service to families rather than preparing women for work in the home. In other words, agriculture is concerned with the production and selling of goods while home economics deals with helping families to use their resources to their best advantages.

It is difficult to understand why Home Ec continues to be administrated under agriculture. I see no relation whatsoever to my work in home economics with the field of agriculture, since their orientations are so different and the subject matter unrelated.

Home economics on this campus has grown considerably. At its present enrollment it is larger than 7 of the 14 already established colleges.

Often Home Economics is unrepresented on various university committees because the College of Agriculture is asked for only one re-

presentative. As a college, Home Ec could have more direct faculty and student input on committees which determine budgets and policy.

By becoming a college, we will increase our national visibility. Definitely an autonomous structure would raise the status of the UA's Home economics program. As a college, Home Ec would attract students and faculty who would value more favorably affiliation with a College of Home Economics rather than a school "buried within the College of Agriculture."

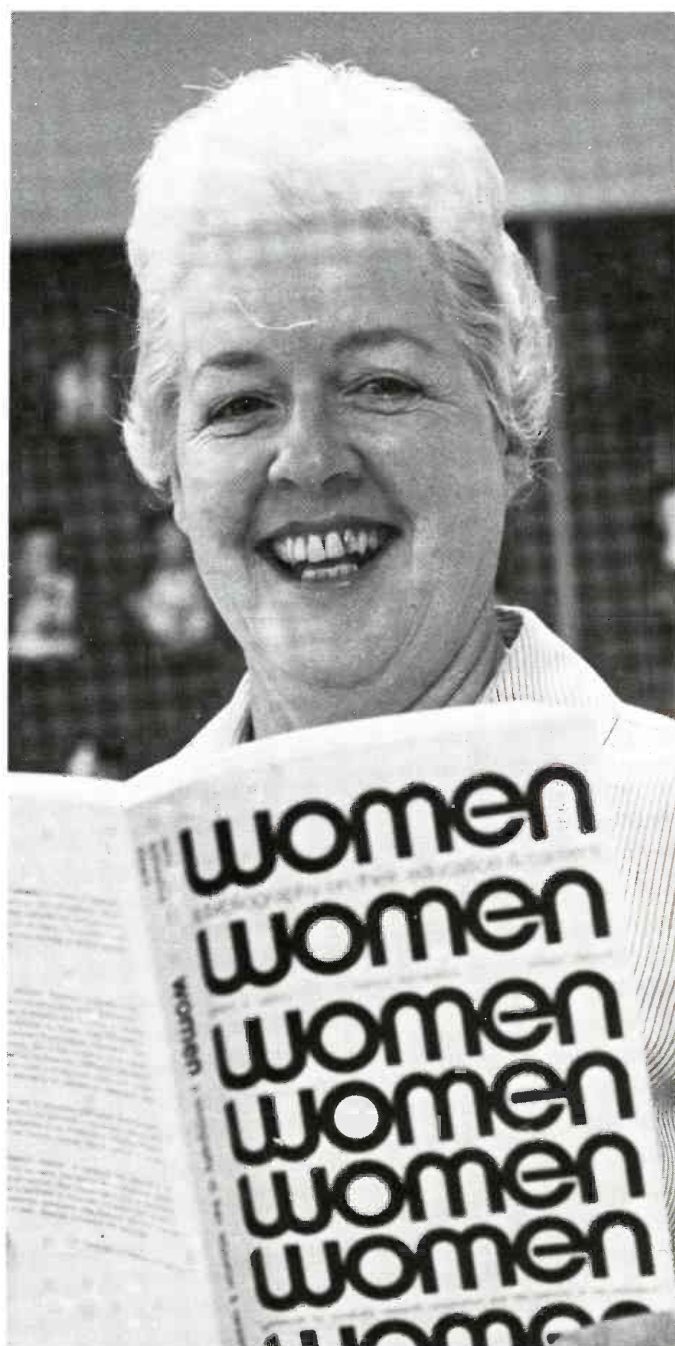
Many courses offered by the school of Home Economics are either required for majors in other areas of the University or are in demand as electives. While these courses are open to both men and women students, enrollment has been limited by the restrictions on available facilities and personnel. If the school of Home Ec gains its independence from agriculture, curriculum revisions would be facilitated, making the unit more responsive to the needs of the students.

"If Home Ec gains its independence from agriculture curriculum revisions can be facilitated."

It would seem that leadership in Home Economics could best be administered by persons familiar with the focus of home economics and competent in the various programs. Home Economics must gain a voice in what goes on within it, and only through becoming a college can Home Economics truly govern its affairs and serve its students most efficiently.



Left: Mrs. Alice Lowell.
Center: Mrs. Robyn DeBell. **Right:** Professor Ruth Hall.



The College of Mines has an enrollment of about 300 students, actively pursuing degrees in Chemical, Geological, Metallurgical, and Mining Engineering. To better prepare the students for professional careers, there are two societies available to them: the American Institute of Chemical Engineers, and the American Institute of Mining, Metallurgical and Petroleum Engineers.

"To better prepare the students for professional careers . . . two societies: AIChE and AIME."

Mines

feature by Jerald Rosser

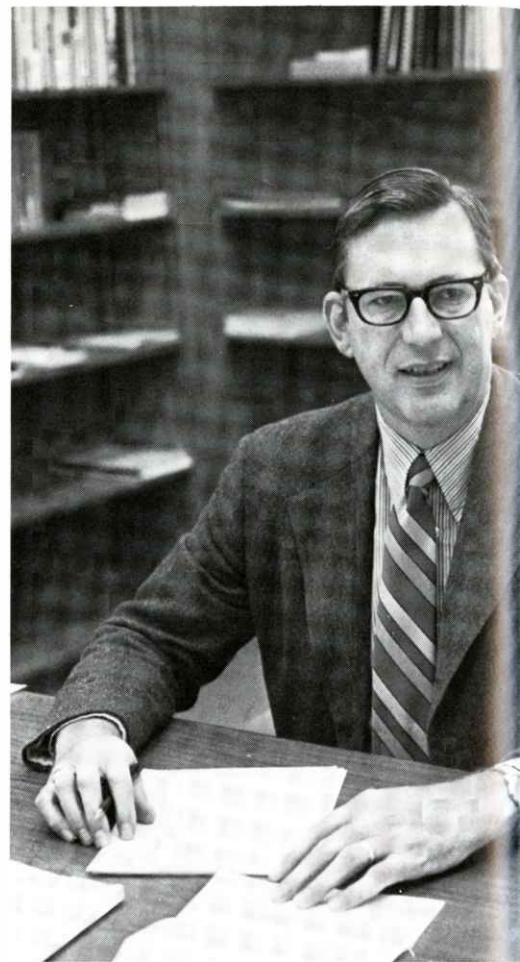
The American Institute of Chemical Engineers (AIChE) is a Student Chapter which is available for membership by all undergraduate students in the Department of Chemical Engineering. The student chapter was organized under a charter granted by the Council of the AIChE with the objectives of (1) promoting the professional development of its members by its programs and by its relations with other Student Chapters and with the parent body, the American Institute of Chemical Engineers, and (2) contributing to the development of chemical engineering through activities involving the faculty and all classes of students.

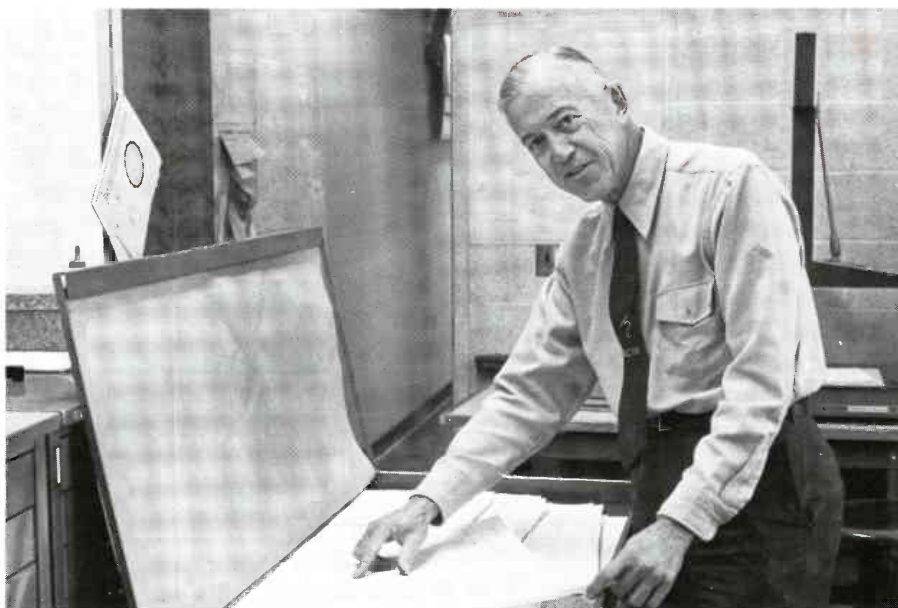
The American Institute of Mining, Metallurgical, and Petroleum Engineers (AIME) is dedicated to promoting the arts and sciences of mining, metallurgical, and petroleum engineering. It is an organization whose goals are to develop professionalism and technical competence. Full time

students, including graduate students, pursuing degrees in Mining or Metallurgical Engineering, are eligible for membership in the Student Chapter.

The AIChE and AIME Student Chapters each sponsor meaningful projects, including regular meetings, which are intended to enable the student to involve himself in activities that will give him some understanding of what it means to be a professional engineer. Guest speakers and field trips dealing with the chemical, mining, and metallurgical industries are used to assist the student in this professional development.

In addition to the professional societies, there is the Mines-Earth Sciences Student Council which serves as a liaison between the students and the Faculty and Administration of the College. The ASUA Student Senators and a student representative from each department serve on the council. Some typical activities sponsored by the council include: a course evaluation of undergraduate courses offered each semester, a tutorial program, and the Council representing students on various college committees.





Top Center: Mines Dean William Dresher. **Bottom Center:** Professor Donald Gentry. **Above:** Mines and Metallurgy Building. **Left:** Professor Stanton Keith.

The College of Earth Sciences encompasses many fields, including the Department of Geosciences, Hydrology, and Water Resources, and the Laboratory of Tree-Ring Research, and the Office of Arid Land Studies. The basic aim of the college is to study the earth and the specific problems in relation to earth as man's home.

The techniques employed by earth scientists have been updated to include new methods of measuring the rates of earth processes and geologic time. Most data is still gathered by field researchers, and then evaluated by physicists, chemists and mathematicians.

"The basic aim is to study the earth and the problems relating to earth as man's home"

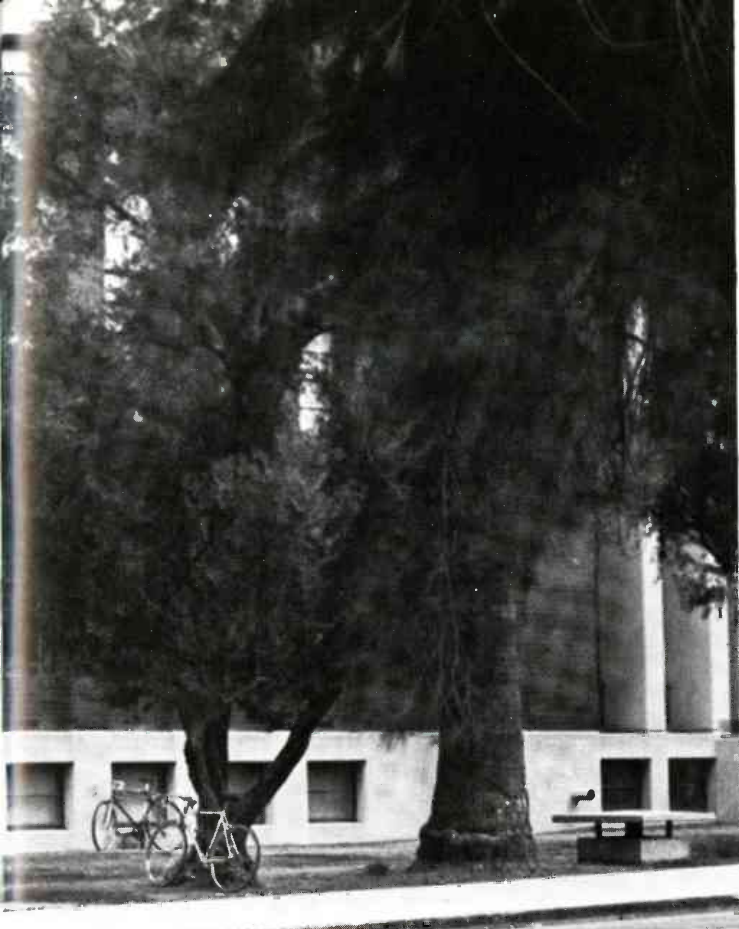
Earth Sciences

feature by Sue Iazzetta

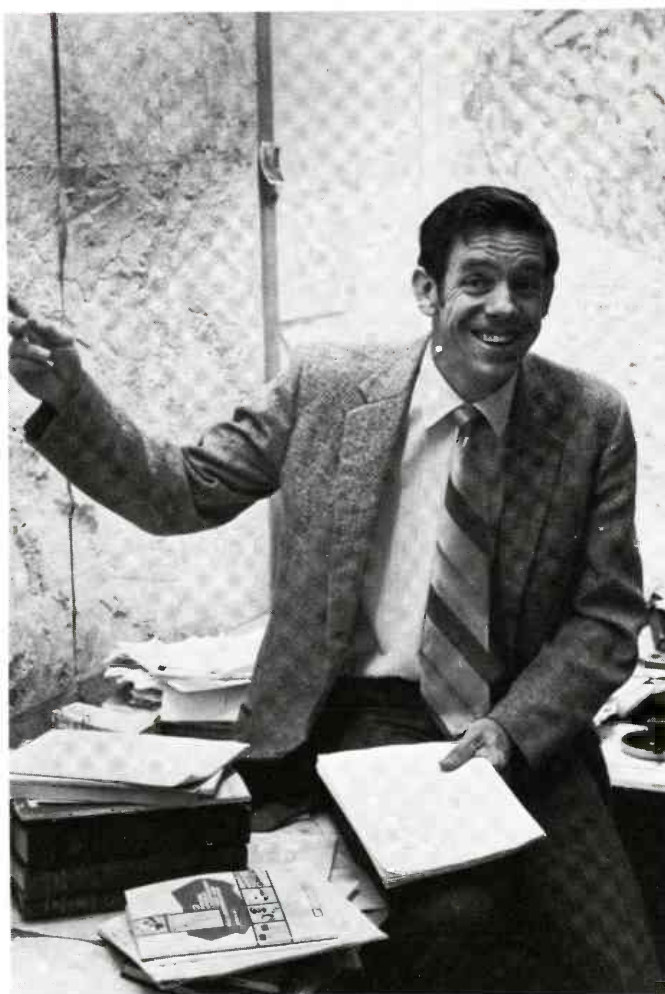
The college mainly concerns itself with the desert environment, concentrating in the areas of ecology, geology, hydrology, soils, archaeology, climatology and natural resources. It is involved not only with the dynamic processes of the contemporary earth but also with the history of the earth and its peoples.

The college maintains two ranches in Arizona which they inhabit during the summer months for study. They also have displays in the Museum of Mineralogy which is one of the finest in the west.





Lower Left: Professor Marvin Stokes. **Center:** Earth Sciences Acting Dean Bryant Bannister. **Lower Right:** Professor Donald Livingston.



The case of the missing Motivated Student

feature by Sue Iazzetta, Academics Editor

In the beginning, God created the motivated student. Temptation prevailed, and he fell into the clutches of evil. It is a sad story but true. The names have been changed to protect the innocent.

Joe Shmo was living a drab, dreary, and hassled home life and left it in search of excitement. He came to the University of Arizona to meet, know and live among many of the twenty-seven thousand students. There would be parties, (hadn't he heard somewhere about the "Playboy" reputation of the University of Arizona?), and an extremely wide variety of available classes. No more English, Biology, or Spanish for him. That is high school stuff. He's a college man now! MOTIVATION UNLIMITED!

Joe was a good football player in

high school and received a full scholarship from the sports-minded section of this academic institution. So, in retaliation, not to let Joe think the University is simply an athletic school, he is given a job as an assistant to the dean of his college: a college he has long been planning to major in.

The money end of his life is fantastic and so is his love life. Joe meets the girl of his dreams (what a cliché!). They eat lunch together each weekday and have Friday and Saturday nights to themselves. You see, academics is strong and Joe must study quite hard. The motivated student is visible.

The fact that requirements such as English, Biology and Spanish have to be met in his college does not bother him. His seat number H-24 in a Psy-

chology class of 720 in the Auditorium doesn't bother him. Even the approaching mid-semester finals with most of the grade depending on that test doesn't bother Joe. He's secure and happy. MOTIVATION ABUNDANT!

But alas! This motivated student began trickling from sight as more and more hurdles entered his academic path.

During pre-Christmas parties, Joe's girl-Patty PlayPal is swept off her feet by Super Jock and decides to leave Joe Shmo to his studies. This instance upsets him tremendously. He blows his finals and finds one week after grades are out that his scholarship has been duly cancelled. Another consequence of these grades was a new job opening for someone

to take **his** place. He was fired.

Poor Joe! His motivation is gone, and in its place is depression. No job. No money. No grades. No girl. Joe turns to alcoholic beverages and the smoking of J's. An ill-dispositioned student, during registration he protests against the assinine requirements in his college. The administration does nothing, so Joe changes colleges and majors.

Then, to make matters worse, he hears that registration fees next year will be raised \$61.00 for a stadium addition and parking garage. Typical student, Joe has a 3-speed Schwinn. No car. He has no faith in himself as a human let alone as a football player. The \$61.00 will be no problem. Joe gets a job at "Jack in the Box". He works Monday through Friday, 10 p.m. till 6 a.m. His classes run from a 7:40 Spanish to a 4:40-5:55 Sociology class.

During the summer he continued his job and went to summer session to catch up on what he missed and to get ahead on other requirements. The Detective Agency that periodically rescues the unmotivated student is student government: Students Helping In Traumas. For the female unmotivated student, the illustrious president of S.H.I.T. is sponsored in a date contest. The guys? Our president is not a gay-libber, so forget it!

Joe has now switched from Alcoholics Anonymous to the Jesus Club.

During the next summer he hitch-

hikes cross country and decides to discontinue his Junior standing at the

University. This decision causes a like one by his draft board. His deferment is dropped and Joe is now 1A. He's kicked out of Yavapai Hall and must find an apartment. Obviously not Euclid Terrace.

Joe is now head burger man at "What aburger", making \$1.80 an hour. But when Joe's "friends" start dropping by and staying, he finds it too expensive and looks for a better job. But you need a college education for what he wants to do: sweep sidewalks.

Joe applies for a student loan and begins working at the Main Library in the stacks under the Work Study Program. Money still being a problem, Joe and many other students protest against S.H.I.T. Bookstore because of their monopoly. Pay \$50.00 for books (new ones) and they will give you \$12.00 in return for **all** of them. A committee is set up to look into the problem.

During his Senior year, Joe begins looking back on the past years. He sees the problems that have been solved. Lesser requirements, pass-fail grades, \$61.00 fee is stopped and maybe the bookstore will be **for** the students instead of **against** them. There's still a parking problem-maybe the answer is an underground garage under the mall. The Main Library still needs work. Actually and academically speaking, a **new** one is needed.

Needless to say, the process of getting a college education has its ups and downs.

Joe Shmo is fully motivated now because he is leaving a drab, dreary, and hassled college life. He's going into the world to meet, know and live among many of the millions of people. He'll be making money, meeting people and having a secure future. **MOTIVATION UNLIMITED!**

In the beginning, God created the worldly man. Temptation prevailed and he fell



The senior class of the College of Medicine is probably the last of its kind at the University of Arizona. It is the last class of 32 students and perhaps one of the last to follow a four year curriculum. The senior year of medical school is unique among the four years of medical education because it is entirely elective. The choice of electives is so great that it really would be impossible to list all of them in any booklet; they include all courses offered at the University campus, 89 officially sponsored selections at the College of Medicine, and any acceptable course offered anywhere in the world. With the numerous choices one can do whatever he wishes with his last year of medical school. Among the seniors there are several different philosophies concerning how anyone can best spend his time during this last year as a student. Some prefer

Medicine

feature by Shirley Molenich

to take electives which are concerned with a particular area of interest while others would argue that a student should take clerkships in areas where he probably will not receive further training especially in this era of specialists.

The Class of 1972 at the College of Medicine is spread out over parts of Arizona, the United States, and the world. There are classmates being trained in hospitals in Phoenix, one senior who is interested in psychiatry has studied in New York, and another who is interested in pediatrics will spend time in London studying neonatology, a field of pediatrics

dealing with diseases of the newborn infant. This year's class even has a representative in Madagascar studying tropical diseases.

The interests of the Class of 1972 are many and varied. It is of interest that this senior class is probably one of future specialists; a fact not true in the other classes at the College of Medicine.

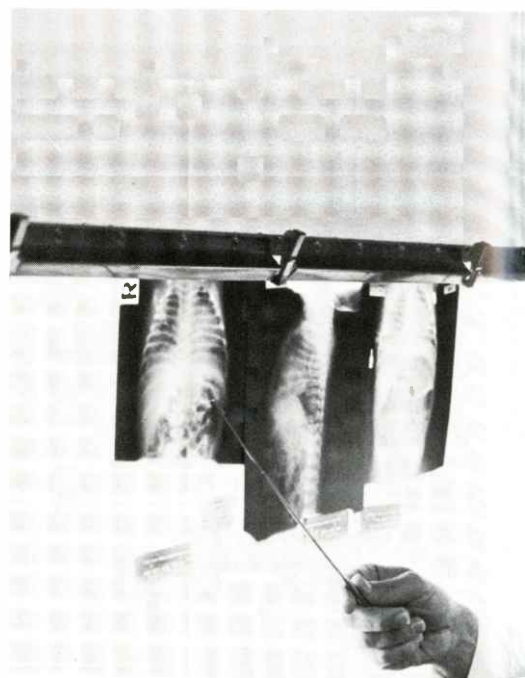
"It is the last class of 32 students and perhaps one of the last to follow a four year curriculum".

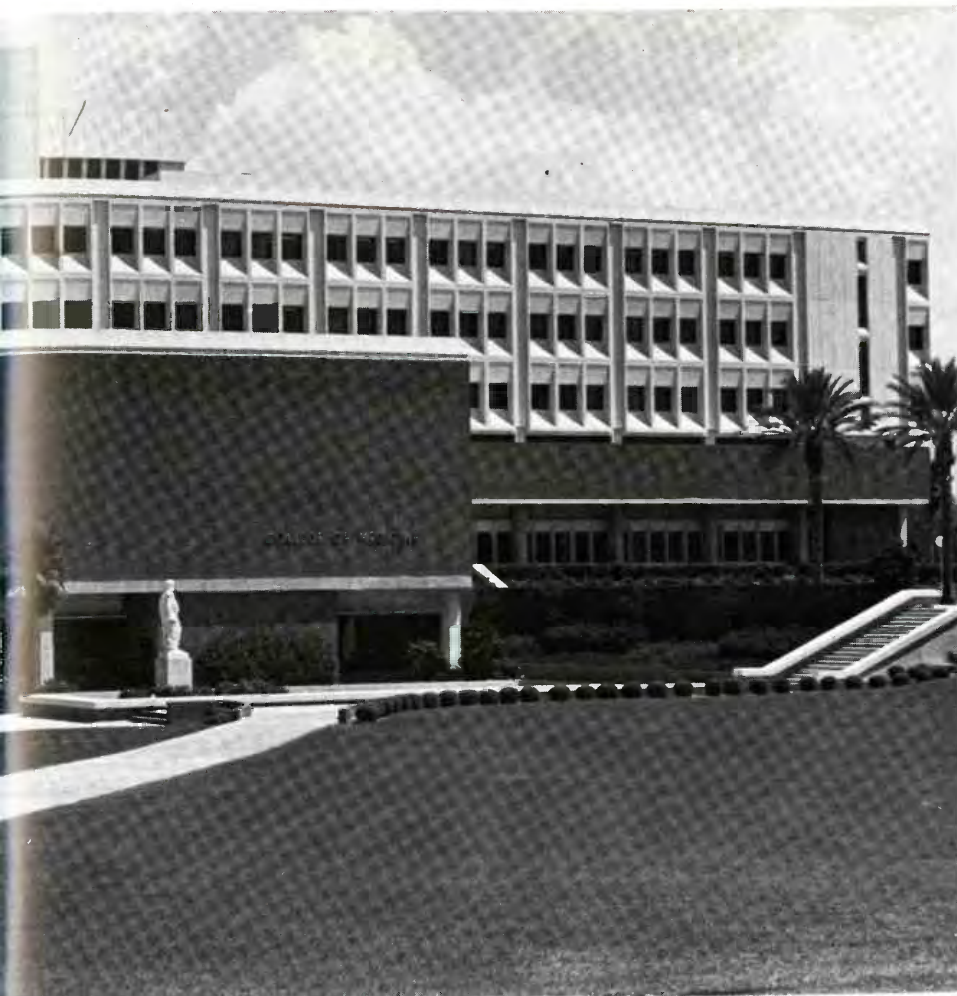
So Joe Shmo takes up the exciting life of a College Junior.

He discovers that S.H.I.T. has influenced a stop to the \$61.00 raise, and has also recommended a bill to drop grades and have all classes as pass-fail.

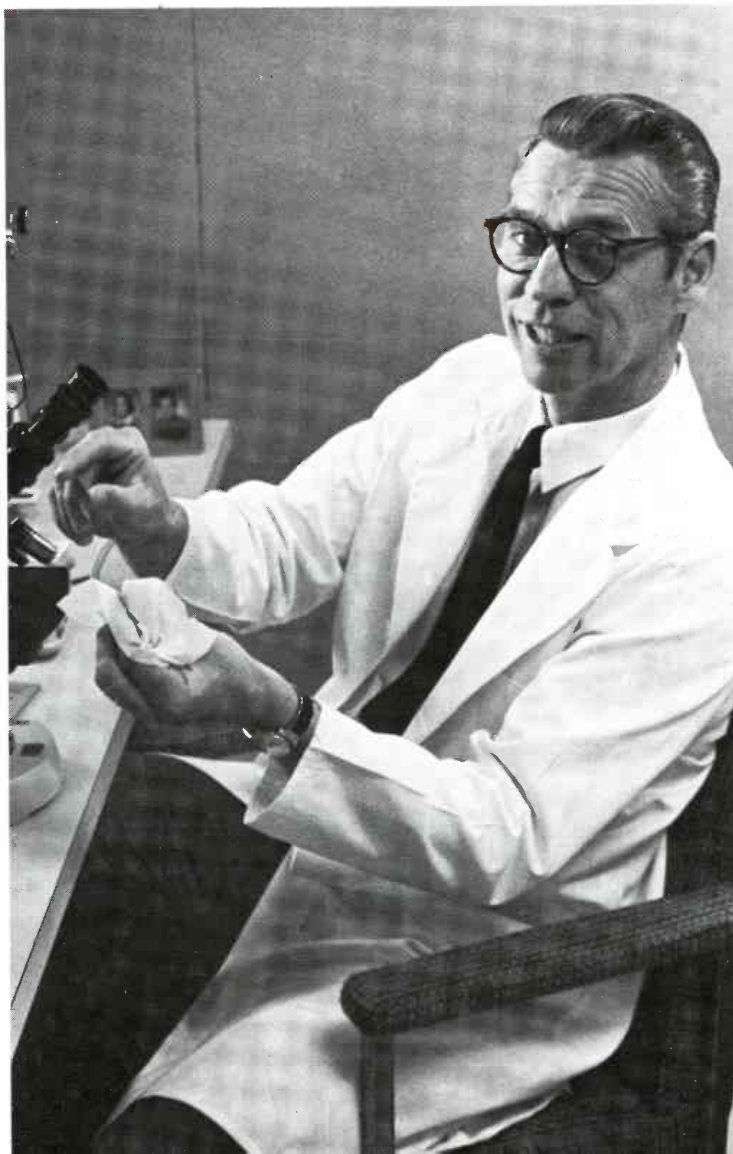
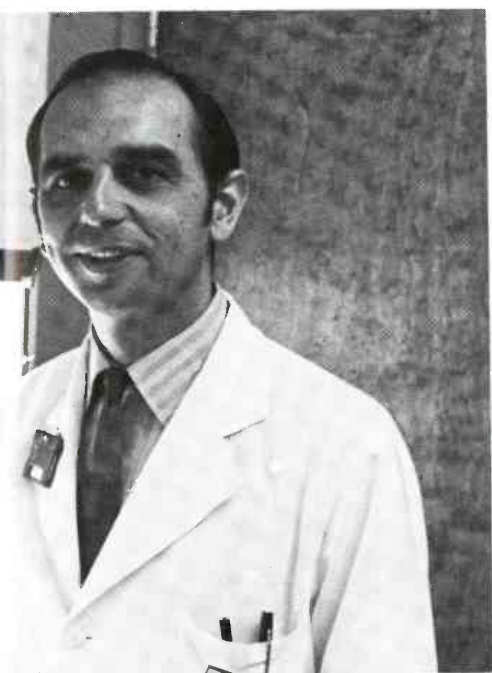
Among the class there are future pediatricians, psychiatrists, heart surgeons, oncologists (those interested in cancer), and possibly a female brain surgeon.

Being a senior myself it is fair for me to say that the senior year of medical school is one of the most significant years in a doctor's life. It is a year perhaps without faults; a year with benefits but without all the responsibilities of a doctor; the last year for most without total responsibility for their patient's life. Soon there will be 32 new doctors released on the world from the University of Arizona College of Medicine.





Top Center: College of Medicine Building. **Bottom Left:** Dr. Michael Capp. **Bottom Right:** Dr. Oscar Thorup.



Professional nursing incorporates the use of cognitive, affective and psychomotor skills into it's care for and about people. The goal of nursing is to prevent illness, and

Nursing

feature by Alicia Legg

to preserve and improve health standards. Professional nursing entails a continually inquisitive attitude towards improved techniques.

Nursing is comprised of many facets including social factors, ethical behavior and professional and scholarly competence. The program here provides the student the opportunity to increase facility with intellectual inquiry processes, and also practice application of their nursing skills.

The student may apply for admission to the College of Nursing upon completion of high school, and to receive the Bachelor of Science in Nursing requires four years and one summer

of schooling. The program enables the student either to take up career nursing immediately following graduation or to further her study in Graduate School for preparation for leadership positions.

Approximately forty per cent of the courses are nursing courses while the rest provide a foundation in the other disciplines which are essential to good nursing.

Clinical study is taken at the varying community hospitals and nursing

"The student has the opportunity to increase facility with intellectual inquiry processes".

homes. The areas explored are adult and child nursing, maternity and infant care, psychiatric and community nursing, and leadership training. The new University Medical





Lower Left: College of Nursing building. **Top Center:** Janice Neesbaum. **Top Right:** College of Nursing Dean Gladys Sorsensen. **Left:** Martha Burkhardt.



Center will expand the opportunities for clinical practice for the student nurse.

Nursing is a service—it helps pro-

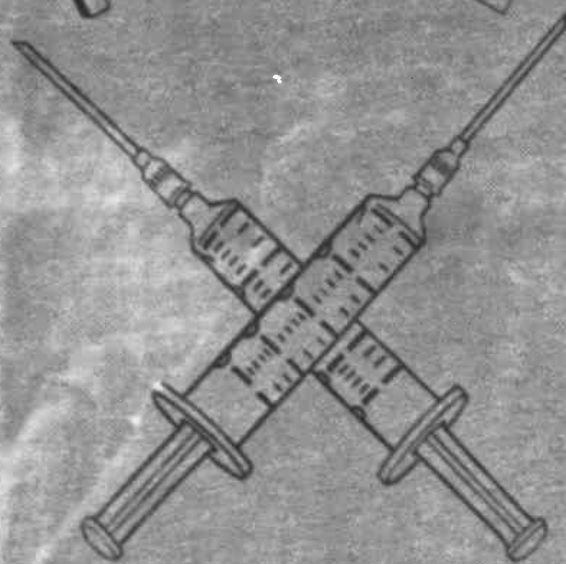
mote high health standards and assists people in meeting these standards. The rapid pace of improvement and change necessitate that professional nurses have a body of basic knowledge and an understanding of scientific practices and advances which she then can apply to her work. She must be able to solve problems and to judge discriminatively in reference to patients needs, the needs of their families and of the community.

Above: Nursing teacher Jacqueline Barth (**Left**) observes student nurses learning some techniques.

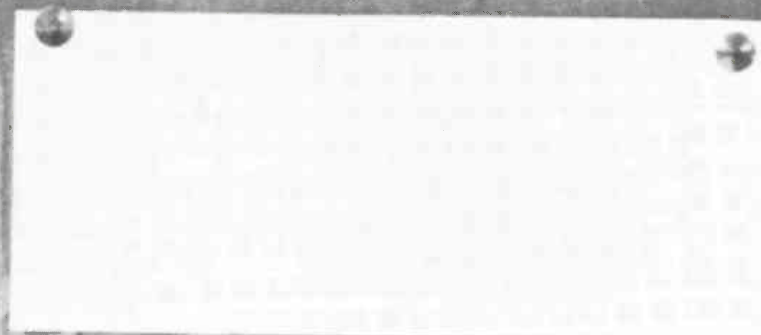
“She must be able to solve problems and judge patients needs...”

100% COTTON
MEDIUM

NURSE



POWER



Society today is questioning the entire health care system. Society is questioning both the quality of health care and the cost of health care. Within the health care system, questions are arising concerning the drug component of the system, the role of the pharmacist, and the cost of prescriptions.

New roles will be developed for the pharmacist due to shortages of all health professionals, the maldistribution of existing health care professionals, and the increasing interest of the federal government in health care. New roles have been discussed, but to date none of the new roles have been fully developed.

The opportunity for pharmacists to evolve roles to meet society's needs is upon us. Pharmacists will be seeking to create new roles and to fill some of the voids that exist in our present system of health care.

There are a number of things that the pharmacist must do to fill the void in the health care system. The first is to be visible. At the present time the prescription has no visibility.

"The pharmacist will become more of a consultant into the complexities of health care".

Pharmacy

feature by William Jones

Patients do not know or appreciate the pharmacists services. They consider only the product that they have received. The pharmacist will become more of a consultant as well as an entity into the complexities of the health care system.

The pharmacist must identify a patient's need and then supply a solution to that need. This is a second point challenging the pharmacist.

The pharmacist will be providing the physician with information concerning drugs in order to benefit the patient's need for quality health care.

The public is very consumer oriented in this day and age. The pharmacist's third challenge becomes providing effective health care at a cost society can afford. Many functions now being performed by others will be performed by pharmacists. Drug histories, providing information to the physician, consulting with the patient about over the counter drug products are now handled by others and will be handled by the pharmacist in the future.

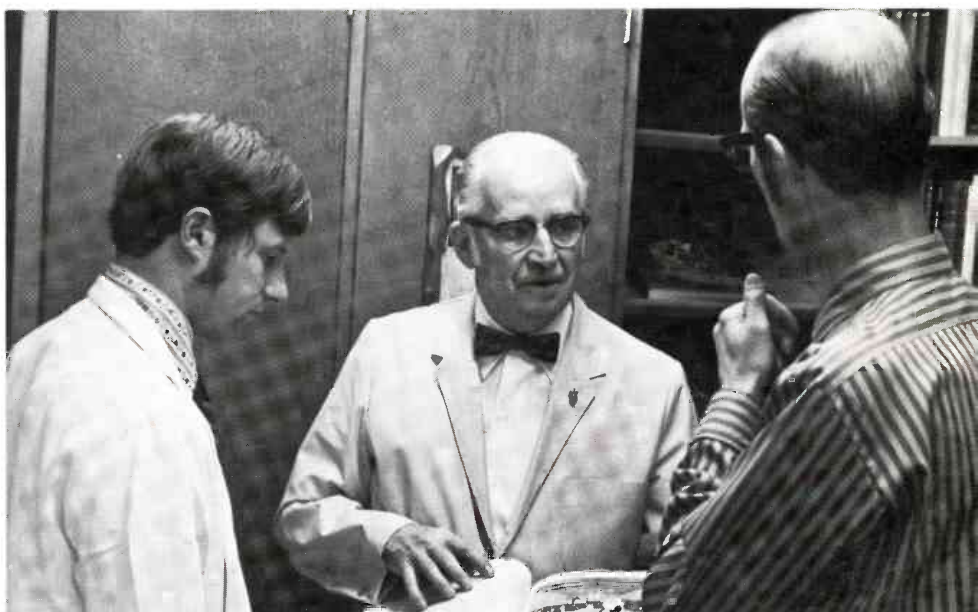
The fourth challenge facing the pharmacist is whether or not he is the preferred person to perform various functions. Pharmacists may, in the future, be giving immunizations and other related activities. The pharmacist will be doing these tasks because he is better able to perform the task or because he has the knowledge and background of the drugs to become the preferred person to do the job.

The pharmacist's new role may well fit into the picture of quality health care only if the patient and the physician accept his new position. For example, the pharmacist cannot claim a role as a drug consultant if patients or physicians refuse to accept this role or seek advice.

Pharmacy must be willing to accept these challenges and gear itself to the development of pharmacists who can perform these new roles. Pharmacists must, however, actively seek opportunities to fill the new roles made available to them.

If there are visible roles that the pharmacist can effectively perform at a reasonable price, if he is the logical person to perform the function because of his drug expertise, then he must be willing to commit himself to that goal, if it is to become a reality.





Top Left: Pharmacy Dean Willis Brewer. **Top Center:** Professor Lincoln Chin. **Top Right:** Professor George Bender. **Bottom:** Pharmacy Building.

Student activity at the University of Arizona Law College continues to extend in to the metropolitan community with the expansion of the Law School's teaching, field practice and post-conviction clinics, and with the establishment of a "store front" legal aid office run by members of the newly formed Chicano Law Students Association. The three legal fraternities chartered at the School maintain their traditional services to the student body and the communi-

LAW

feature by Michael Barnas

"third year students prosecute in Justice and Superior Court the claims and defenses of actual litigants."

ty-at-large, and such student or student-affiliated organizations as the Student Bar Association, the Moot Court Board, the **Arizona Law Review** staff, **The Arizona Advocate**, and Barristers Biddies (Law Wives) provide continuing programs of extra-curricular achievement and public service.

The high school teaching clinic was expanded in academic 1971-1972 to include over 40 second and third year law students who instruct classes in Tucson's Public Schools weekly, for which the law students receive graduation credits. In teaching legal fundamentals, the law students attempt to instill in their proteges a "feel" for the way the Anglo-American judicial system operates.

Participation in the field practice clinic has increased steadily each semester. Through a permissive ruling of the Arizona Supreme Court, third-year law students participating in the clinic prosecute in Justice and Superior Court the claims and defenses of actual litigants. An appel-

late practice seminar has been introduced into the curriculum that allows students to argue real criminal convictions before the Arizona Court of Appeals and the State Supreme Court.

Another innovational course helps students sharpen advocacy skills by engaging in mock trials and pretrial procedures, applying actual rules of practice.

The post-conviction clinic affords students still another opportunity for coterminous public service by assigning enrollees to the preparation of habeas corpus writs desired by prison inmates who feel their convictions was unfair.

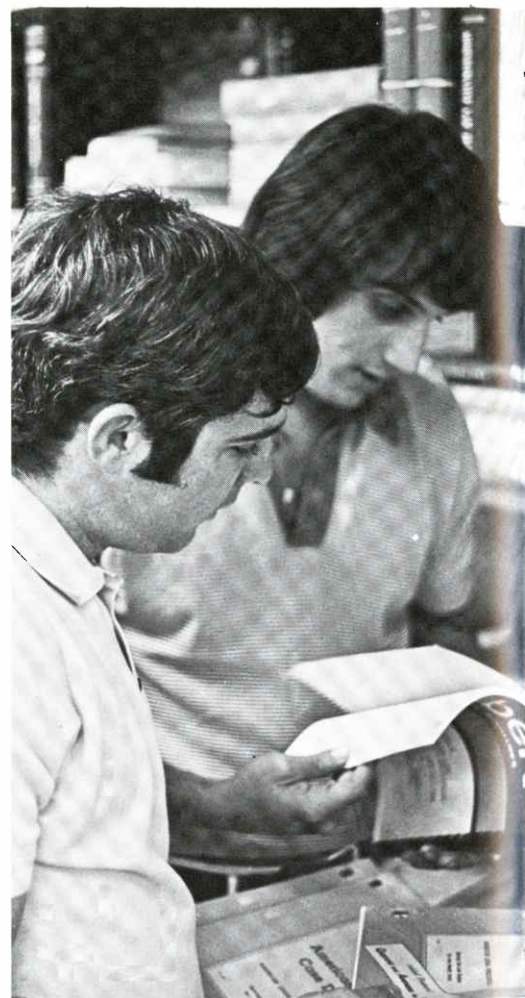
The Arizona chapter of the Law School Civil Rights Research Council sponsors summer internships with professional legal agencies serving suppressed minorities and poverty groups. Another, entirely local and student-sponsored organization, the Chicano Law Students Association, staffs and supervises its own downtown office providing legal services catered especially to Mexican-Americans.

Kappa Beta Pi, Phi Delta Phi, and Phi Alpha Delta, the Law School's three

"The post-conviction clinic affords students another opportunity for public service"

legal fraternities, the first actually being a sorority of women law students, sponsor various honorary awards, scholastic competitions, addresses by noteworthy professionals, and social gatherings.

Besides its regular activities, the Student Bar Association sponsored a number of special projects during 1971-1972, including revision of the student constitution, publication of a student handbook and functional re-alignment of standing student and student-faculty committees.





Top Left: First-year law students Richard Arrotta and Reid Nathan.

Top Right: Third-year law students Melinda Olsen and Richard Davis.

Center: Thomas Tormey giving library orientation.

Below: Law Dean Charles Ares.



Law students of 1972. What profile do they project? This years graduating class might be called the war babies of the College of Law. Many were born during and immediately after the Second World War. Yet for others who have not only heard or read about war but have participated

Special Story

feature by Al Vermeire

in it the term war babies seems particularly inappropriate. One can only surmise about the new perspective. The veteran of a later war carries war with him into the school. Still others extricated themselves from the nineteen year educational march to the Juris Doctorate and participated in such diverse experiences as the Peace Corps, Vista, the New York Stock Exchange and globe trotting in general. The result is a profile as diverse as the class itself. The law graduate cannot be typed. As the profession and need for representation change, the law student changes. Legal aid, neighborhood legal services, public interest representation, public defender; all alien terms to the practice of law 20 years ago. Pass/fail grading, clinical programs third year practice; likewise unknown to the study of law 20 years ago are now a fact. The law graduate is changing not only in appearance but in attitudes as well.

The classical study of law, as stated by Lord Bacon, was composed of reading which maketh the full man, conference which maketh a ready man and writing which maketh an exact man. Certainly these are attributes which are still to be strived for by any law student. But it was not the classical learning process of would-be legal scholars which impressed Edmund Burke when he observed of the study of law in the Americas: "This study renders men acute, in-

quisitive, dextrous, prompt in attack, ready in defense, full of resources. In other countries the people, more simple and of a more mercurial cast, judge of an ill principle in government only by an actual grievance. Here they anticipate the evil and judge of the pressure of the grievance of the badness of the principle." Burke's admiration and respect for the attitudes of the students of law in the emerging nation of the United States adapts well to the new brand of law graduate. He questions, inquires as to why a certain wrong cannot be righted. He doggedly proves that all representation need not be marked by profit motives and general disbelief in the ideal of the profession—to render the best legal aid available to all those who need it. What is the profile of the 1972 graduate of the College of Law? It is marked by respect both for the ideals of the profession and consequently the rights of all men. We need not be Yoricks, nor should any voice Hamlet's barb "Why, may not that be the skull of a lawyer? Where be his quiddities now, his quillets, his cases, his tenures, and his tricks?" Act V, scene i, line 104, **finis**.





Top Left: John Keough, Head of Consumer Protection Division of Attorney General. **Bottom Left:** Law students girl watch in spare time. **Top Right:** Tim Ryan, Student Bar Association, and Pete Dunn, Phoenix attorney and lobbyist. **Bottom Right:** Professor Wayne Godare and law students Dave Hossler and Dennis Katz.

GREEKS: a different alphabet

Feature by Debi Mickey

What can you say about something that has meant more to you than any of your college experiences put together? Especially when you know that three-quarters of the university community has a negative and very critical attitude towards you without having the slightest idea what you really are. That's where a **real** communication gap exists- Greeks: a different alphabet.

Suzie Sorority and Joe Frat Rat are dead. Buried with them are the stereo types of years past. In their places are people-real people, each of them an individual. No longer exist houses of "types" - blondes, cheerleaders, athletes. Greeks today are unique personalities, like you and like me, living together not because they are alike, but because they each have something different to offer each other. I can imagine the reaction I've gotten at this moment by including you-GDI if I might can your own label. "That sorority chick has a lot of nerve saying I'd fit in that rat race," is what you're thinking. Come on, confess. I've heard it many times before. But you are the one that has been left out because you weren't willing to share. Yes, a simple word like sharing is what is behind it all. The houses- the brick and cement and mortar and stone and board- are homes. Much more than austere





**"Suzie Sorority and
Joe Frat Rat are dead.
Buried with them are the
Stereo - types of years past."**

walls punctuated with numbered doors. They are places to belong, where a person can laugh or cry or just be alone. Someone is always there ready to listen and to help or just to go out for a good time. This every day interaction shows how unselfish people can be giving of themselves for another and learning in the process.

Sororities and Fraternities have changed-I'd be the first to admit it. The change is for the better-towards a more realistic approach to college life. But the same bonds of closeness are there enabling greeks to stop leading self-centered lives as we have in the past and to respond to civic

needs as an enthusiastic whole, working together. For example, during Greek Week last year the entire greek system got together and worked towards a common philanthropic goal. We collected close to 1,000 lbs. of aluminum cans to be recycled and donated the money to New Start to help the underprivileged get the education most of us take for granted. Aside from this, individual houses work on civic projects of their own.

Some greeks are active on campus. Why does it happen that 7 out of 10 service honoraries on our campus have a greek president and 2 others are ex-greeks? Most definitely, it isn't attributed to "unfair play," as most crowd followers believe, but because of their enthusiasm and participation-plainly hard work and drive. The Student Body vice-president this year is in a sorority along with nine other greeks participating in student senate.

Some greeks are active in the community. Some are active politically and some are active scholastically. Many are not active at all.

More times than I could possibly count I have been asked why I am a





greek and to defend myself. I'm getting pretty good at it. It makes me sick when people won't leave space in their mind for understanding. A situation that to me is an excellent example of this⁴ is: One day early in this semester I was with my pledge daughter on campus. We stopped to talk with some people and she left for a class. One of the people we were talking to said, "She's beautiful

and really seems to know what's happening." I remarked she was my pledge daughter to which he replied "too bad she's a greek. I won't have anything to do with her."

Why? Because I like to belong. I like to meet friends and retain them as friends and not pass them by because time doesn't permit for them to be anything but acquaintances. I like to spend time helping someone with a project, talk over a feeling, or do something crazy knowing it means the same to her because she's a sister. I know it's not right for everyone. To use the old cliché - don't knock it until you've tried it - but realistically - we don't knock down the walls of **your** world.

It's this diversity - this personal independence - that makes the Arizona greek system different. I challenge you to see why.

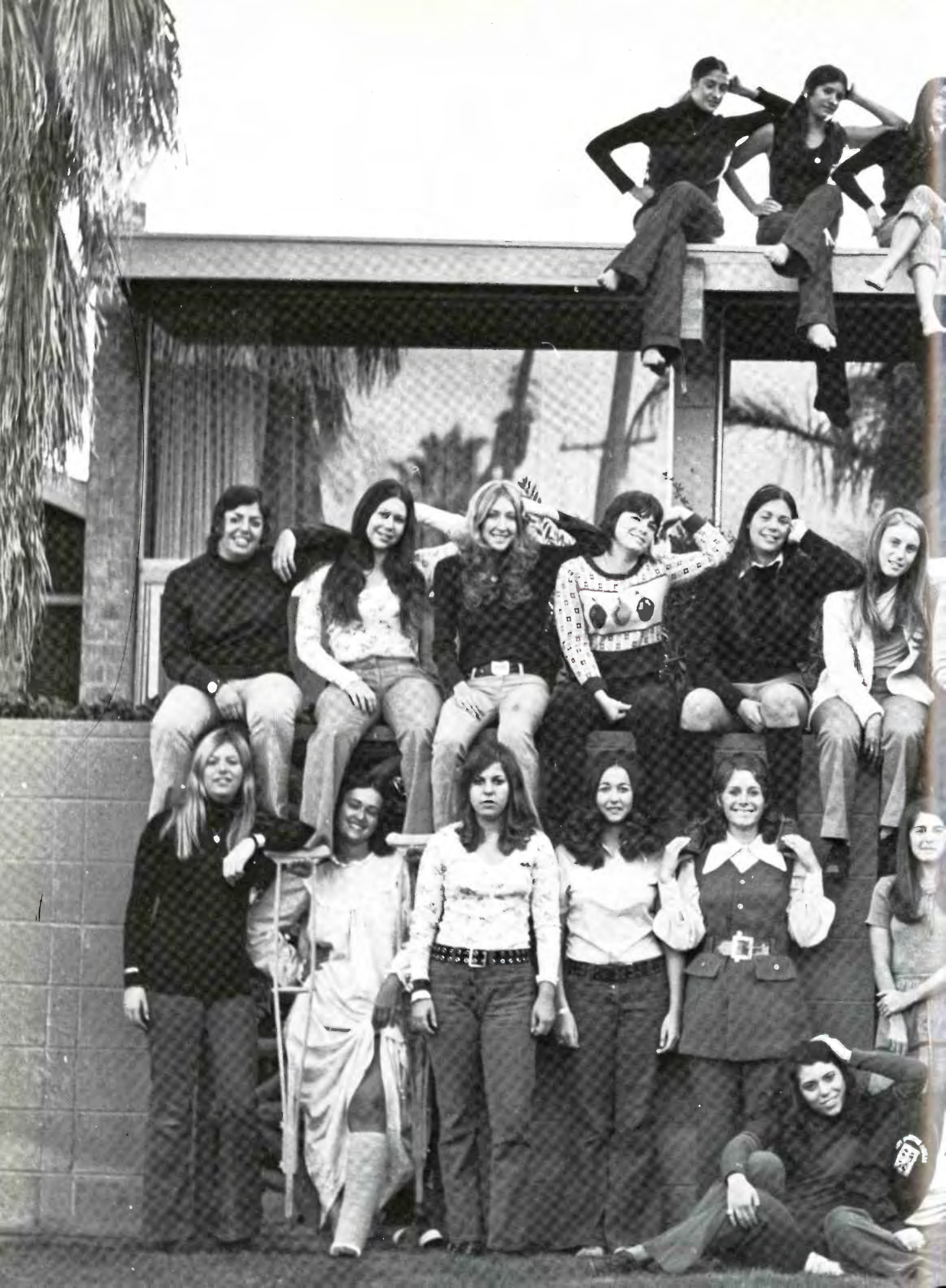


AAII

ON A BICYCLE BUILT FOR TWO...

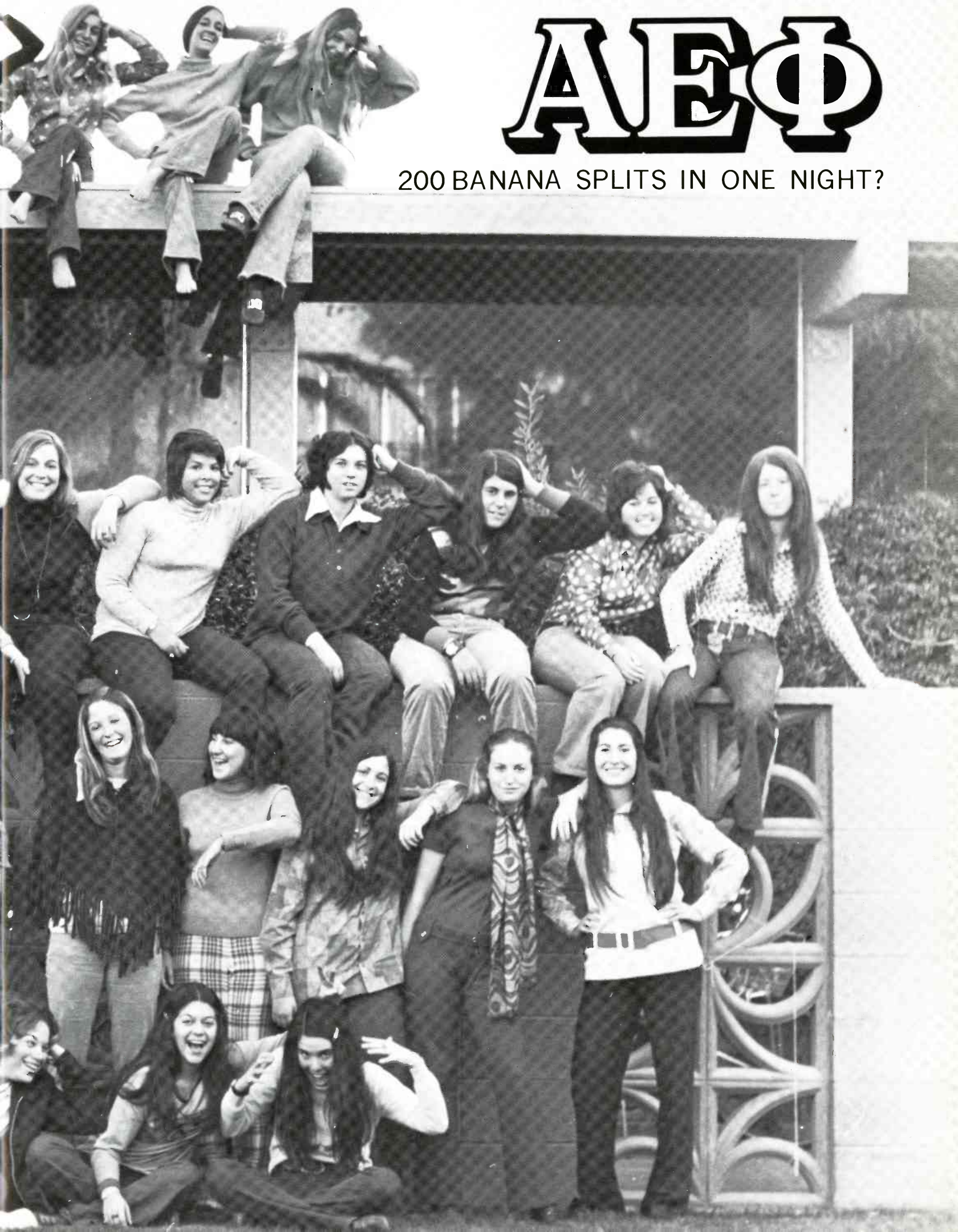






ΑΕΦ

200 BANANA SPLITS IN ONE NIGHT?



AEII

3 BROKEN LEGS...THE HIGHLIGHT OF INTRAMURALS!







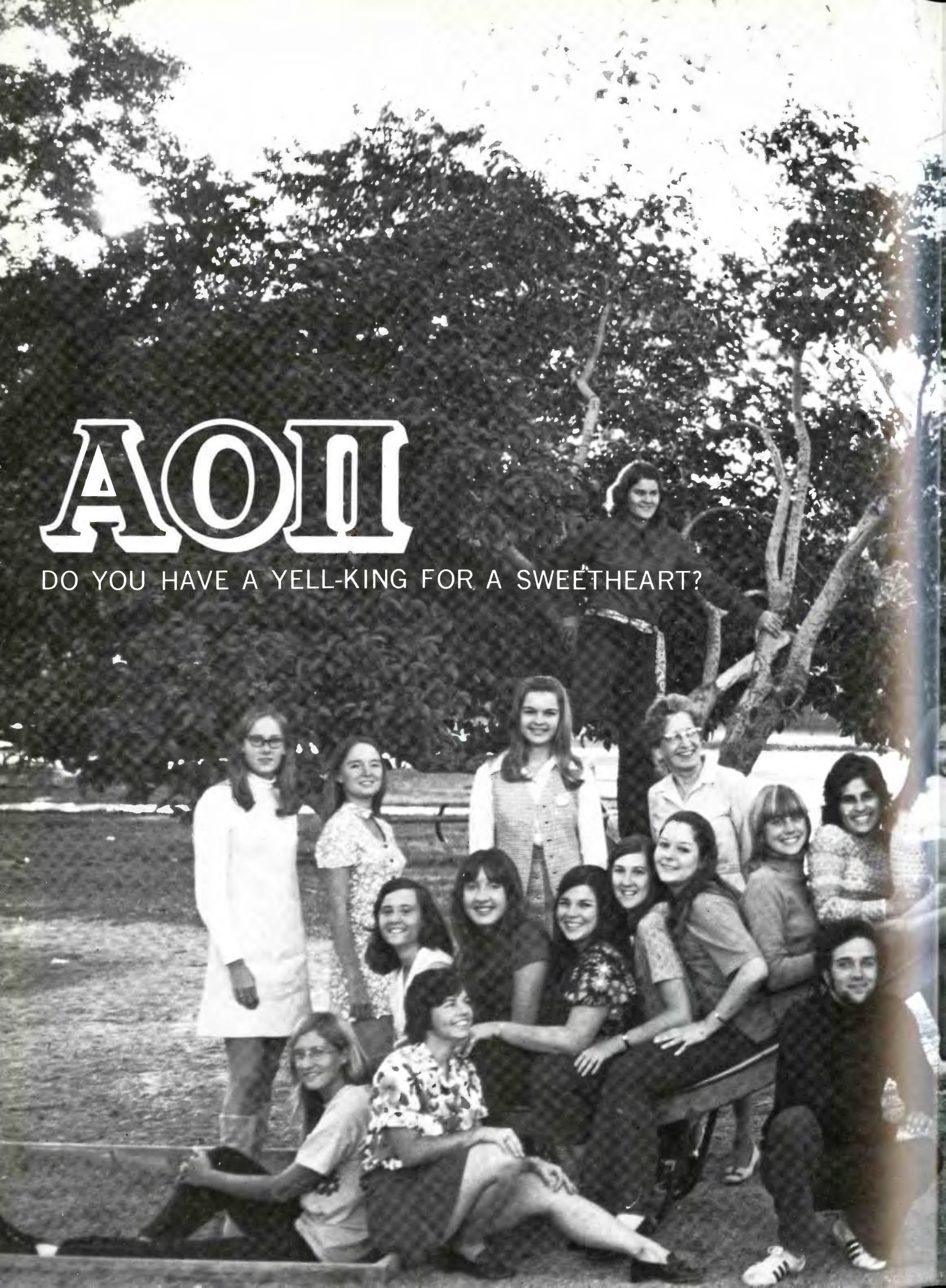
ATP

I'M AN OLD COW HAND...

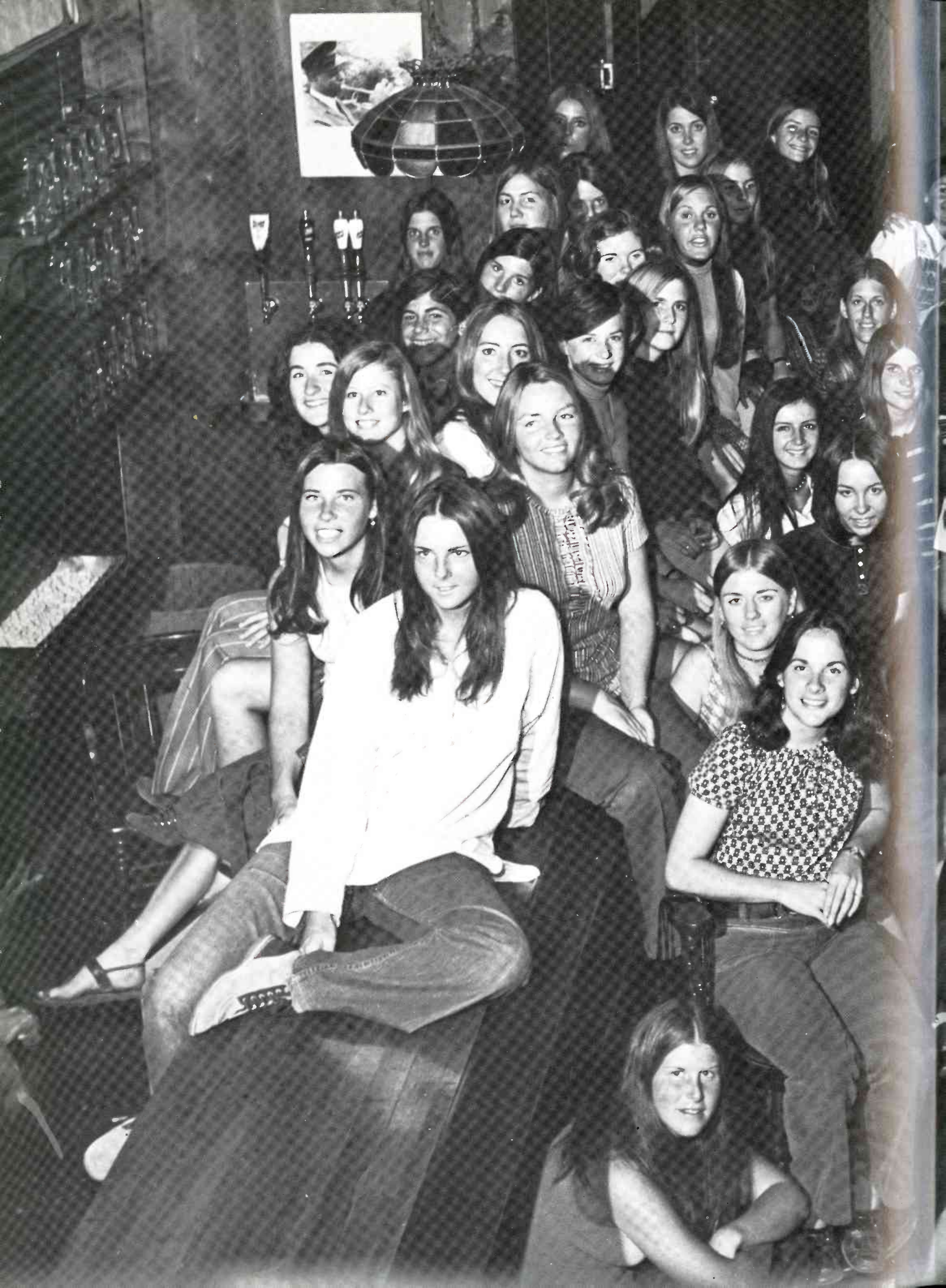


AOL

DO YOU HAVE A YELL-KING FOR A SWEETHEART?

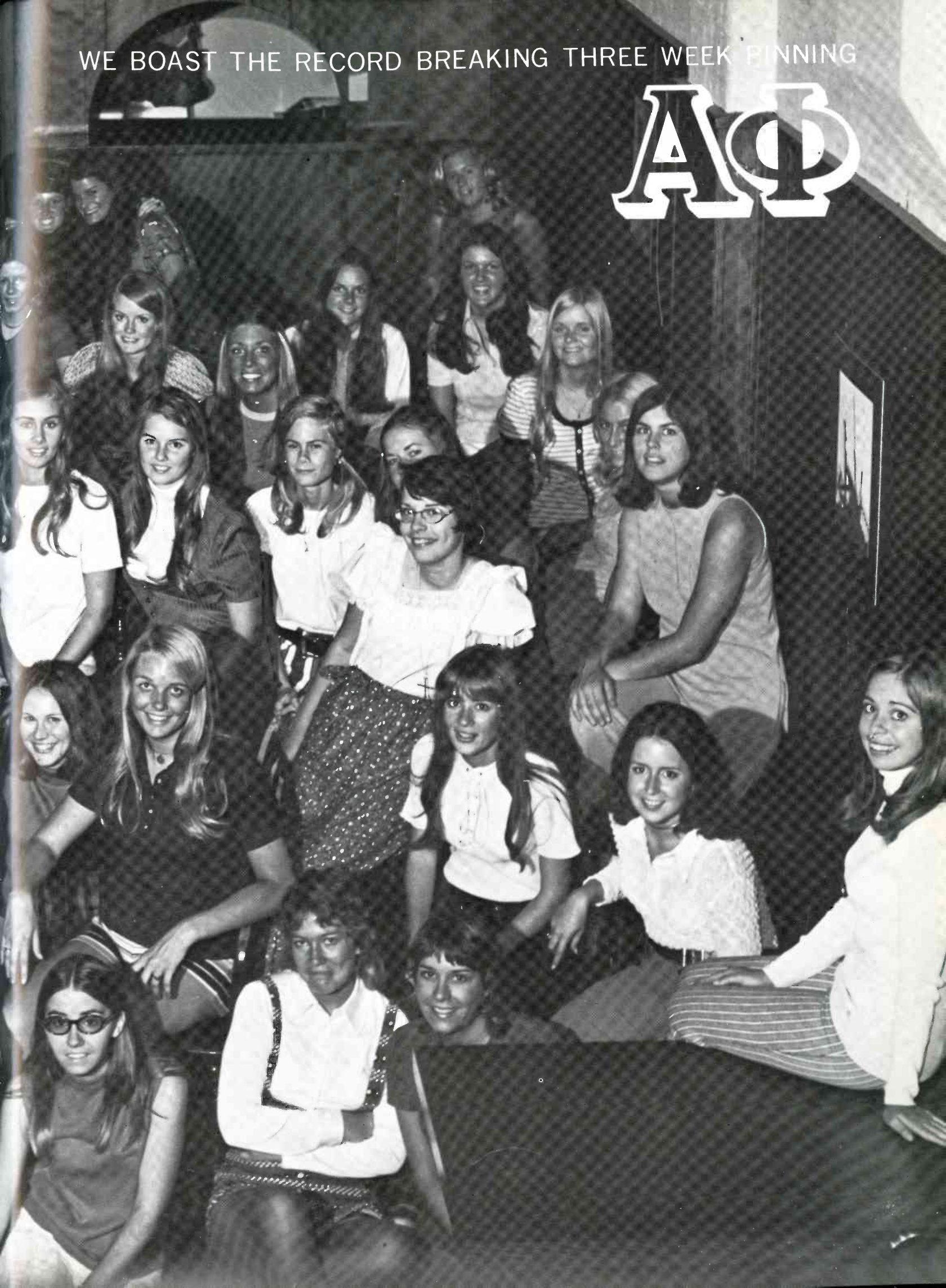






WE BOAST THE RECORD BREAKING THREE WEEK PINNING

ΑΦ





HAVE YOU EVER PUSHED A GROCERY CART 125 MILES?

AKA



XΩ

A FUNNY THING HAPPENED ON THE WAY TO A RUSH PARTY



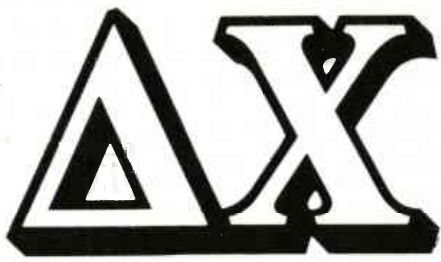




DELTA CHI

FRATERNITY



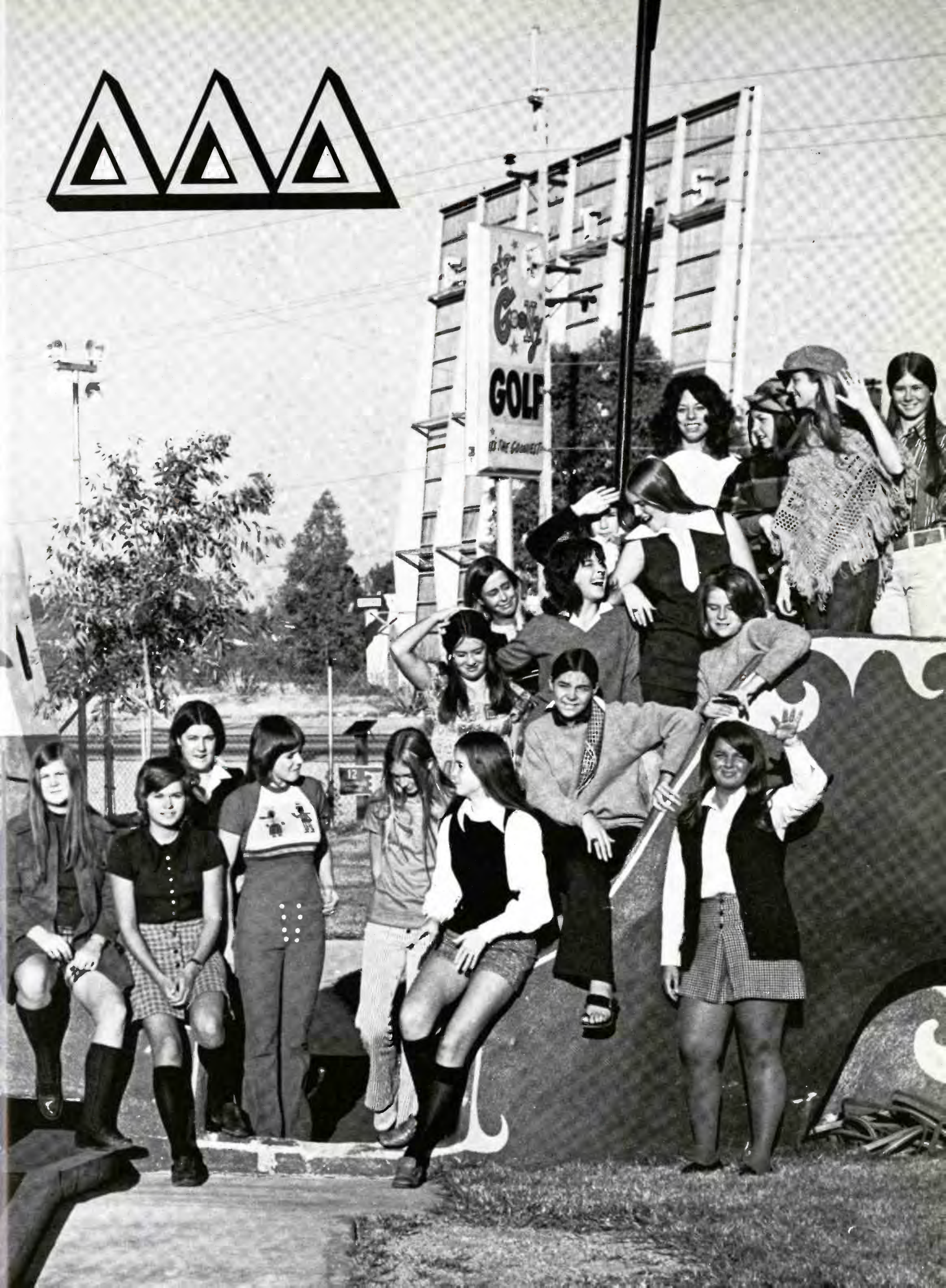


'BEFORE THE AFTER PARTY



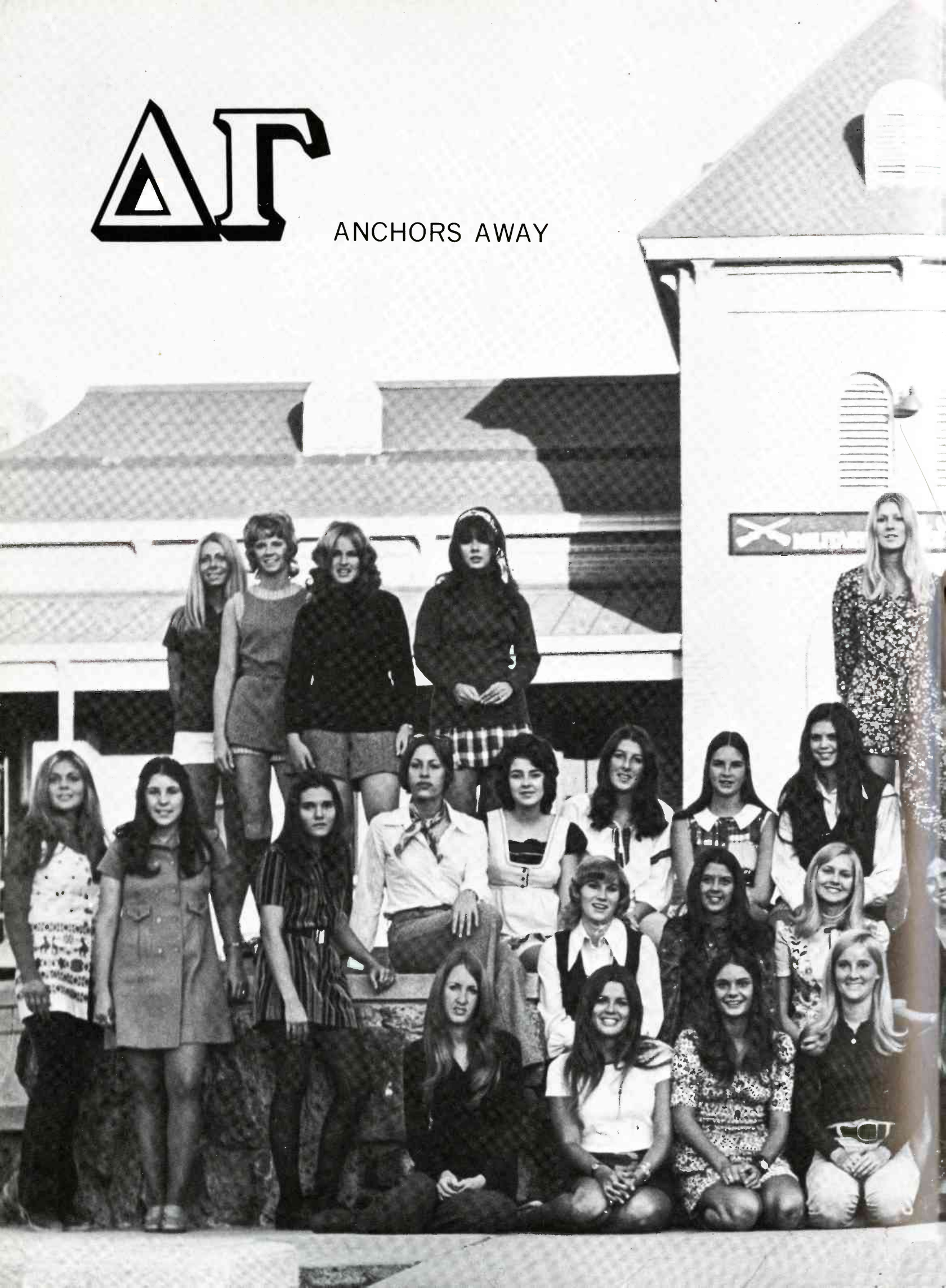
LET'S HEAR IT FOR THE SHAEFER BEER SONG





ΔΓ

ANCHORS AWAY





ATA

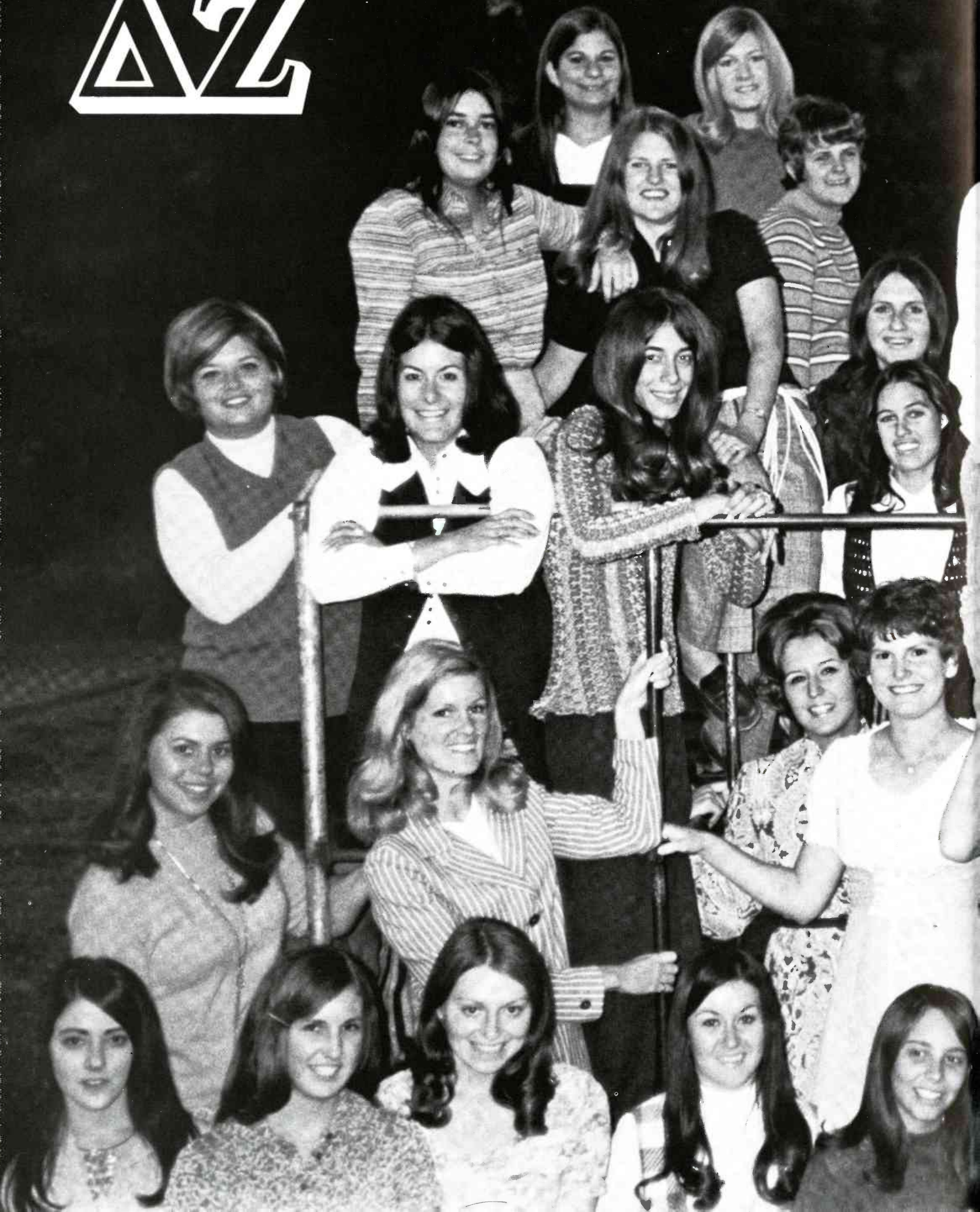


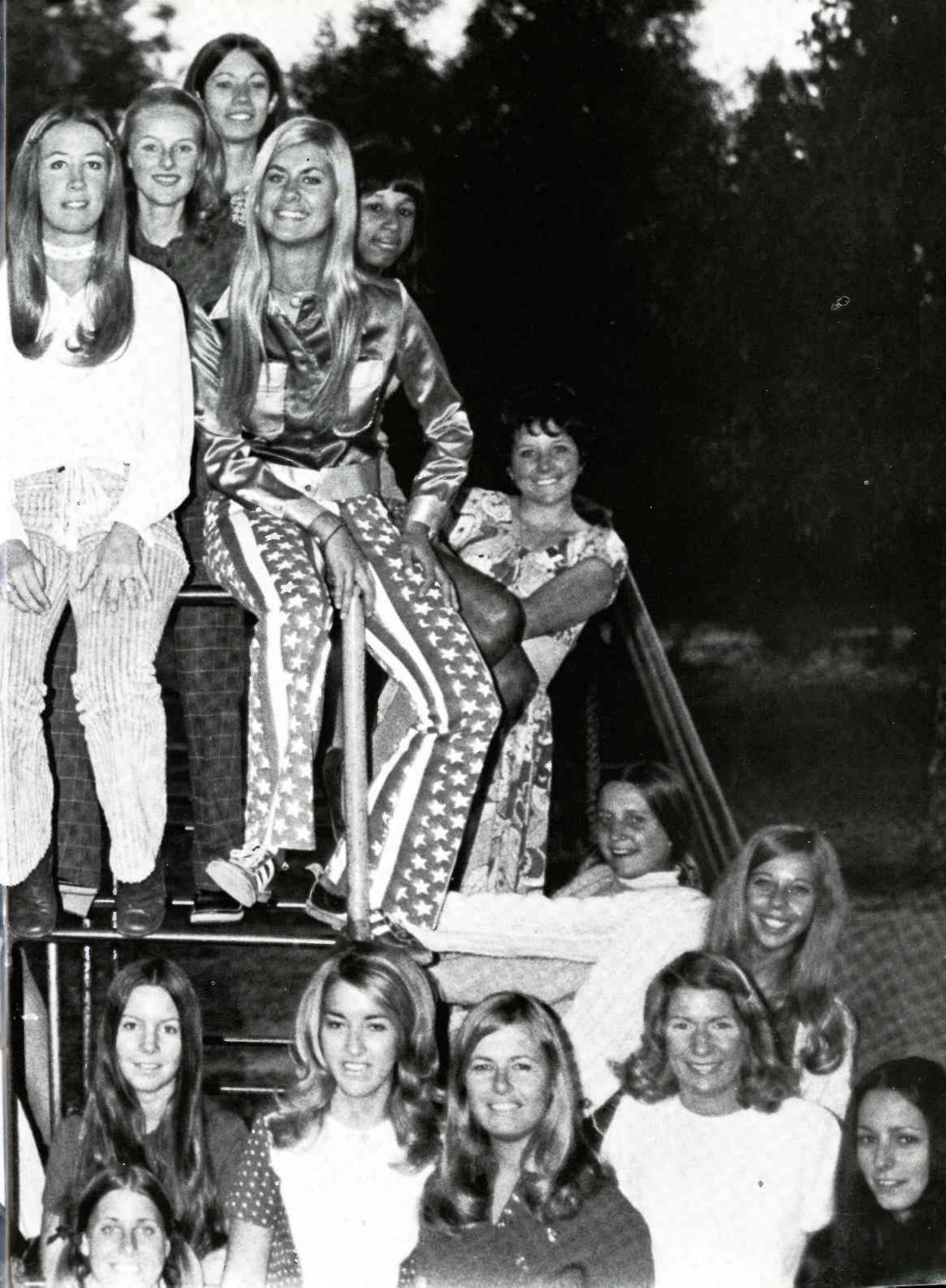
WHAT GOES UP MUST COME DOWN





A LAMP IN THE DESERT





ΓΦΒ

ANYONE FOR SNOW?

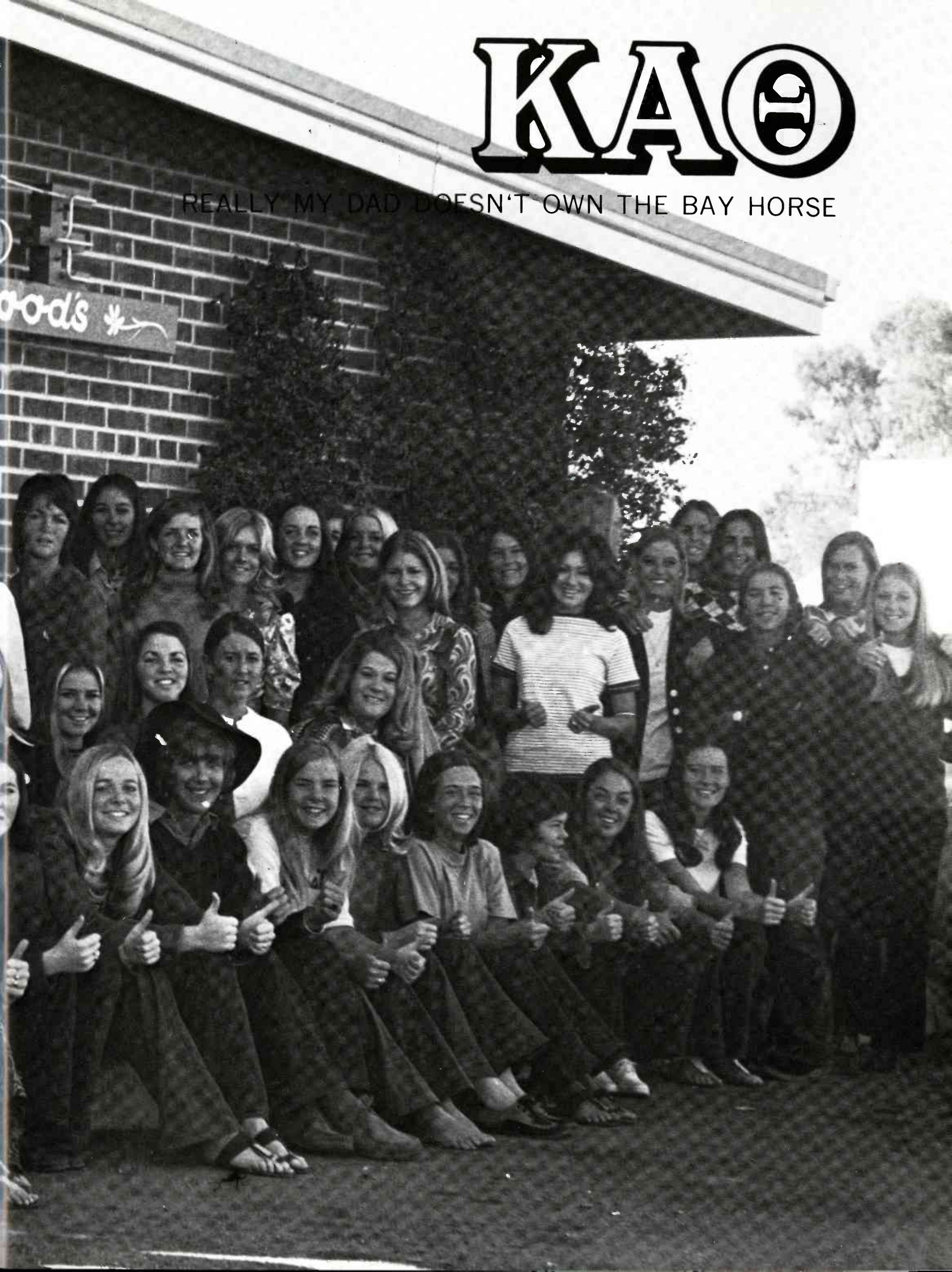






KAO

REALLY MY DAD DOESN'T OWN THE BAY HORSE

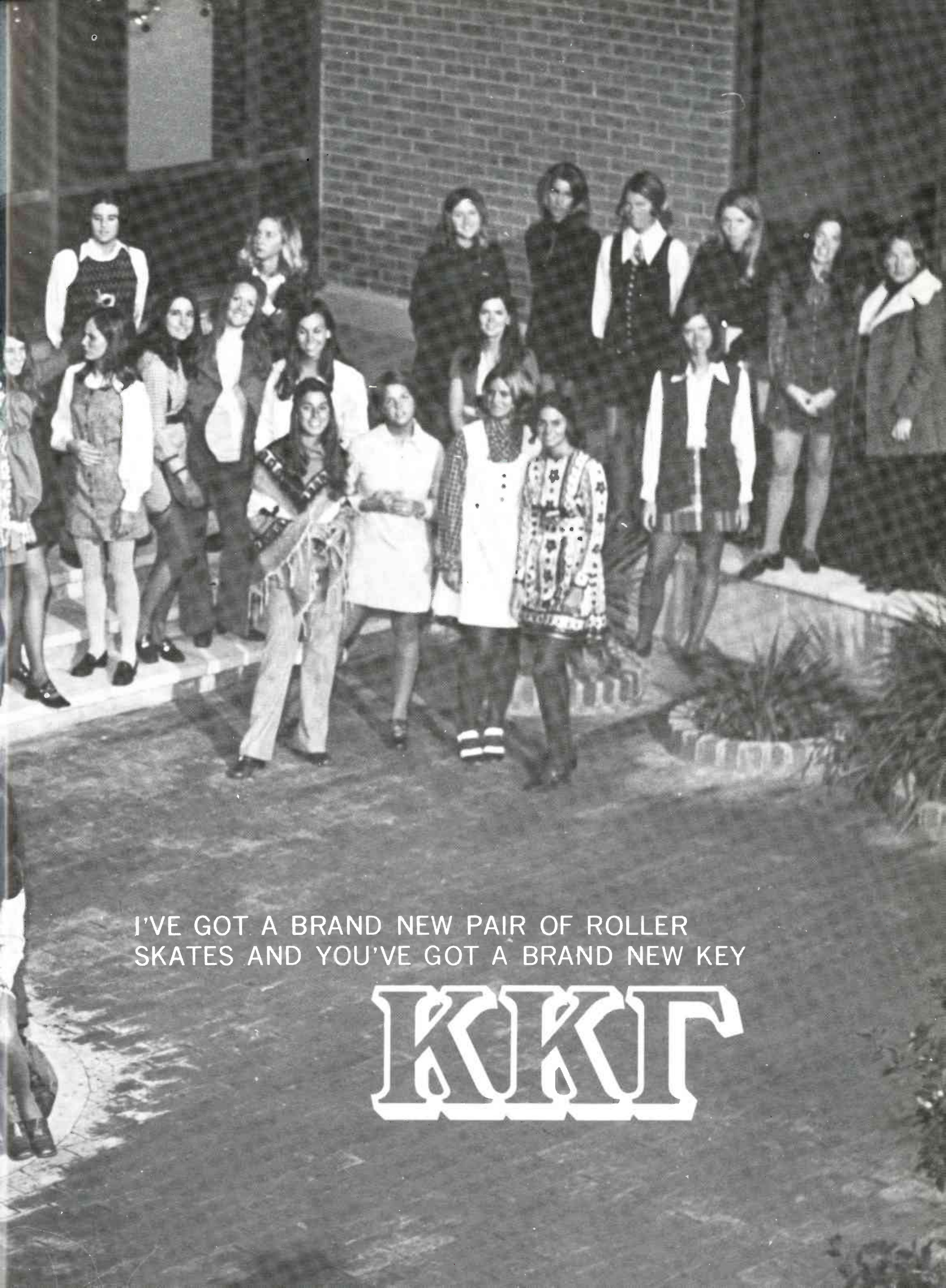




Panhellenic and I.F.C.





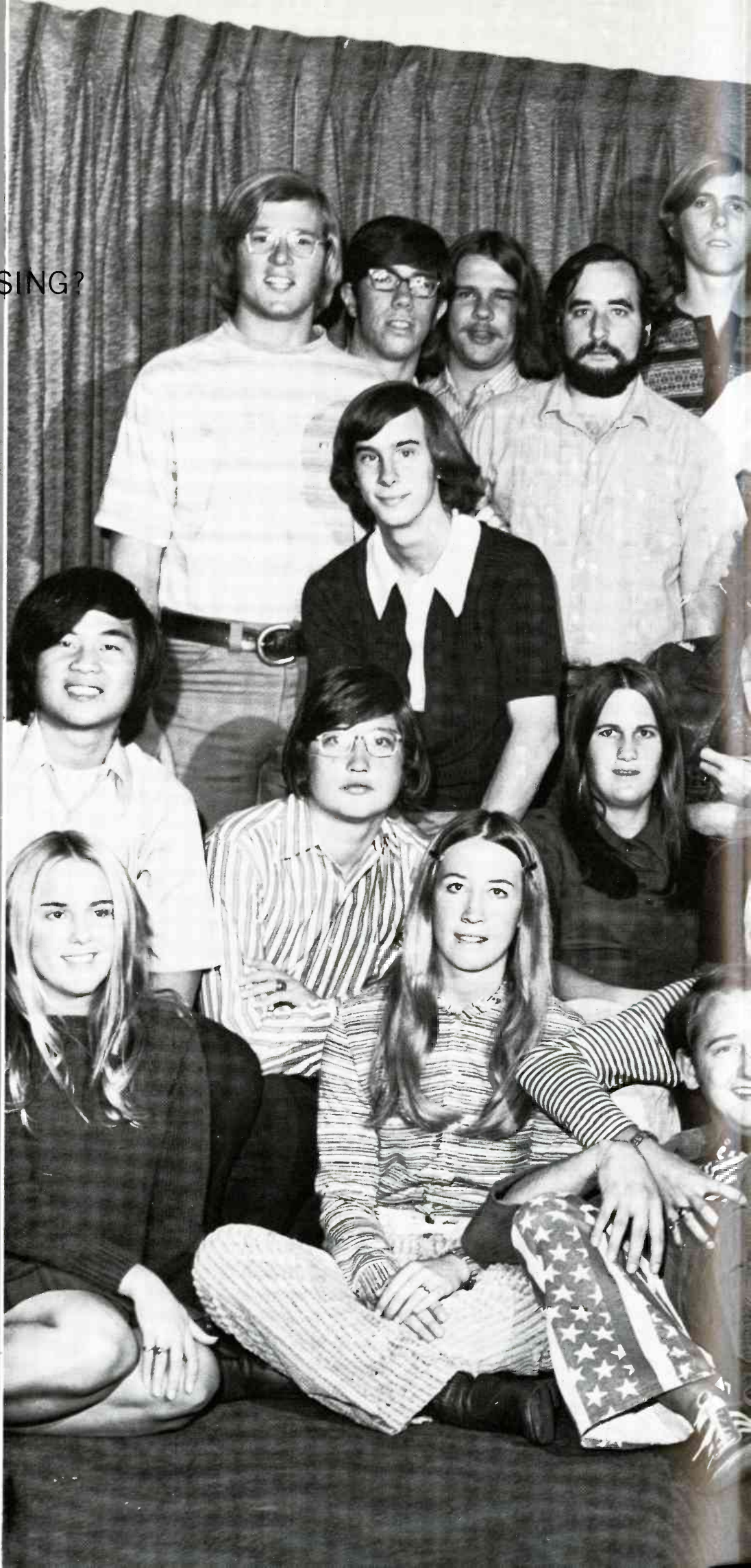


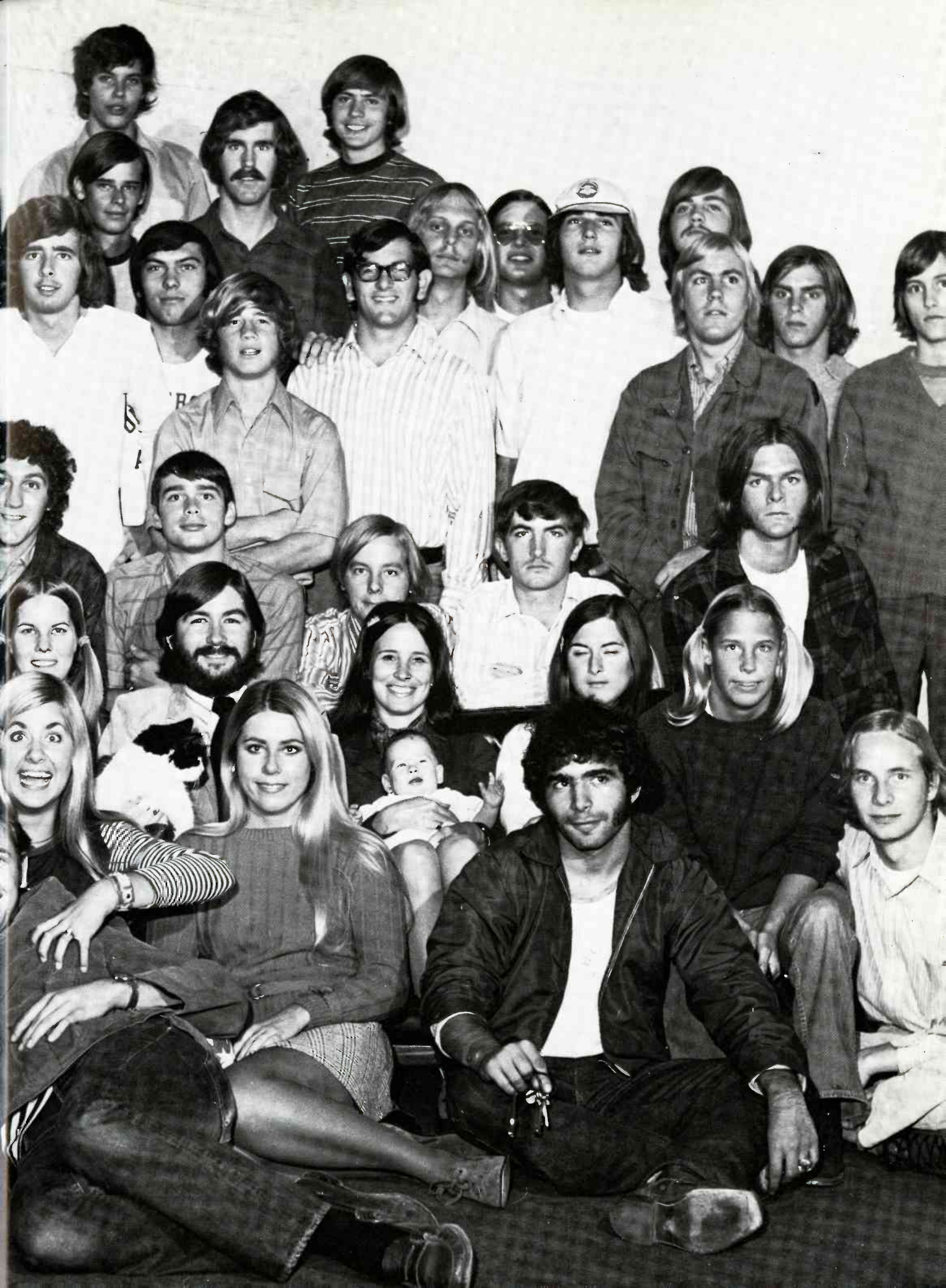
I'VE GOT A BRAND NEW PAIR OF ROLLER
SKATES AND YOU'VE GOT A BRAND NEW KEY

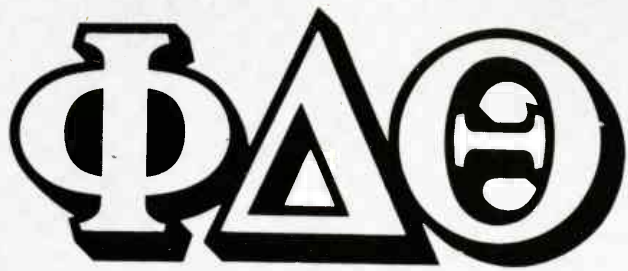
KKT

KΣ

POLITICAL ADVERTISING?







DIDN'T YOU NOTICE THE NEW FRONT DOOR, PLEDGE?





FIJI

ISLANDERS SPIRIT





ΦM

71-72 AND THOSE WERE THE DAYS MY FRIENDS



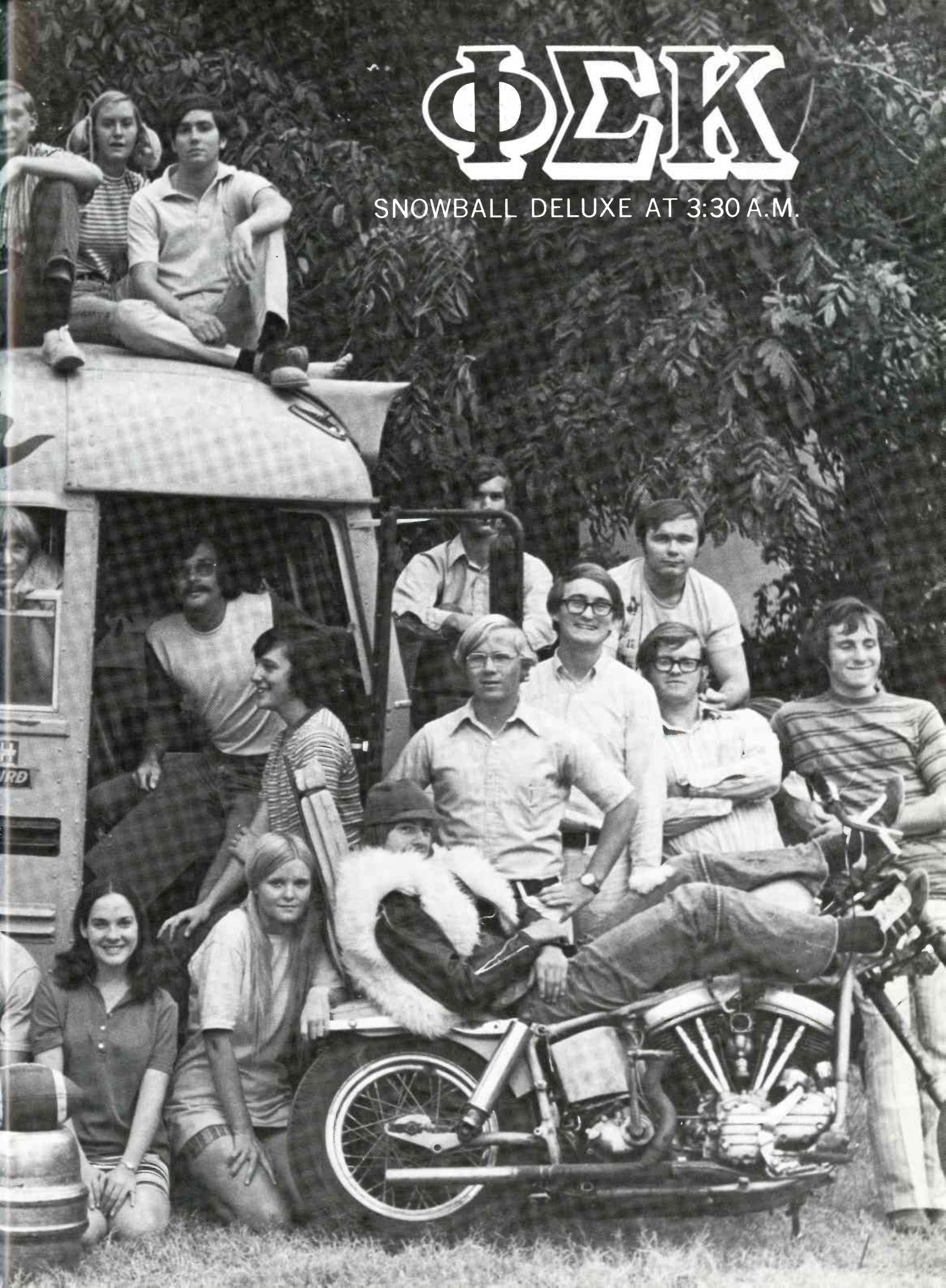
**aztec inn
NAL HOTEL
ARIZONA**





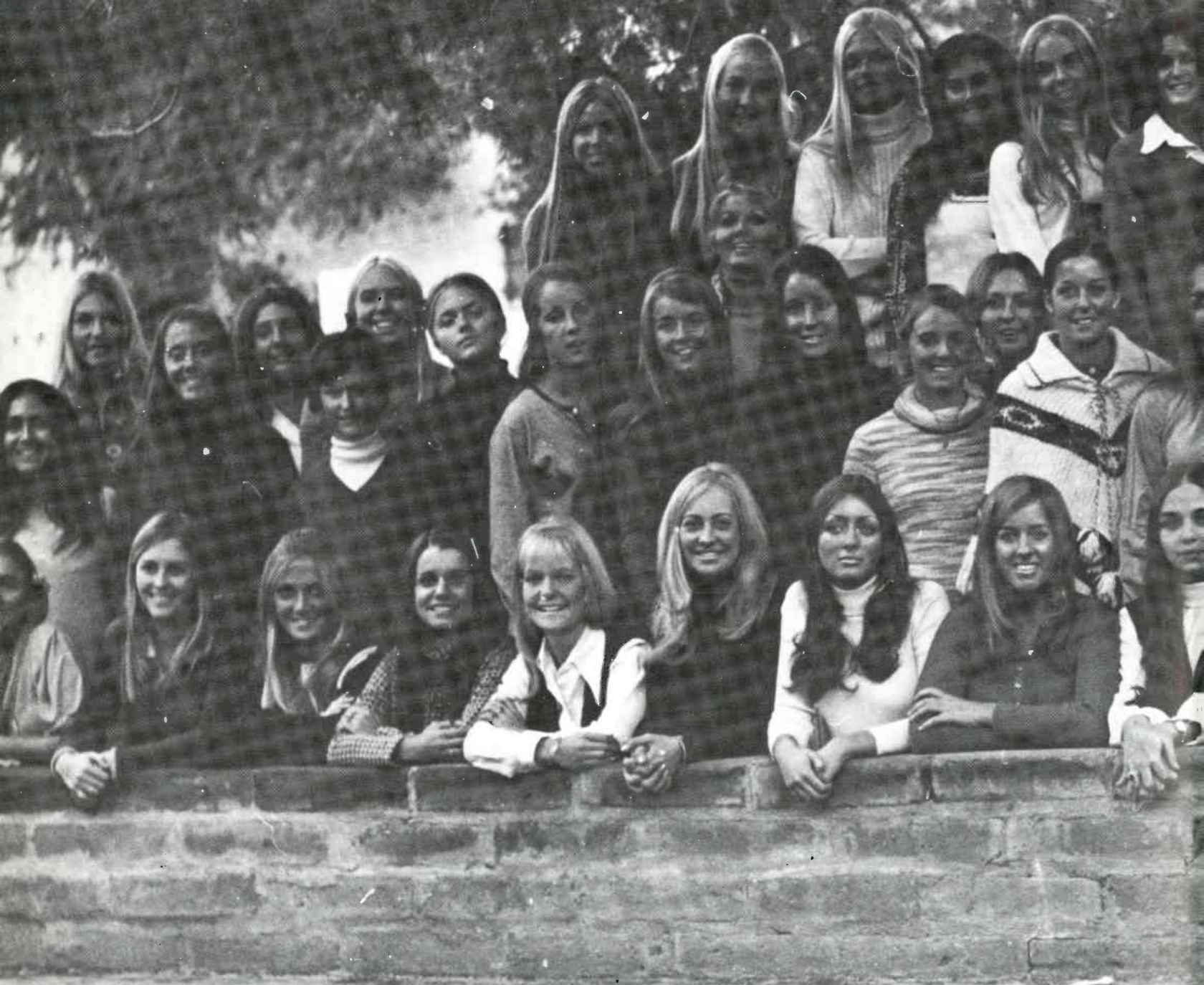
ΦΣΚ

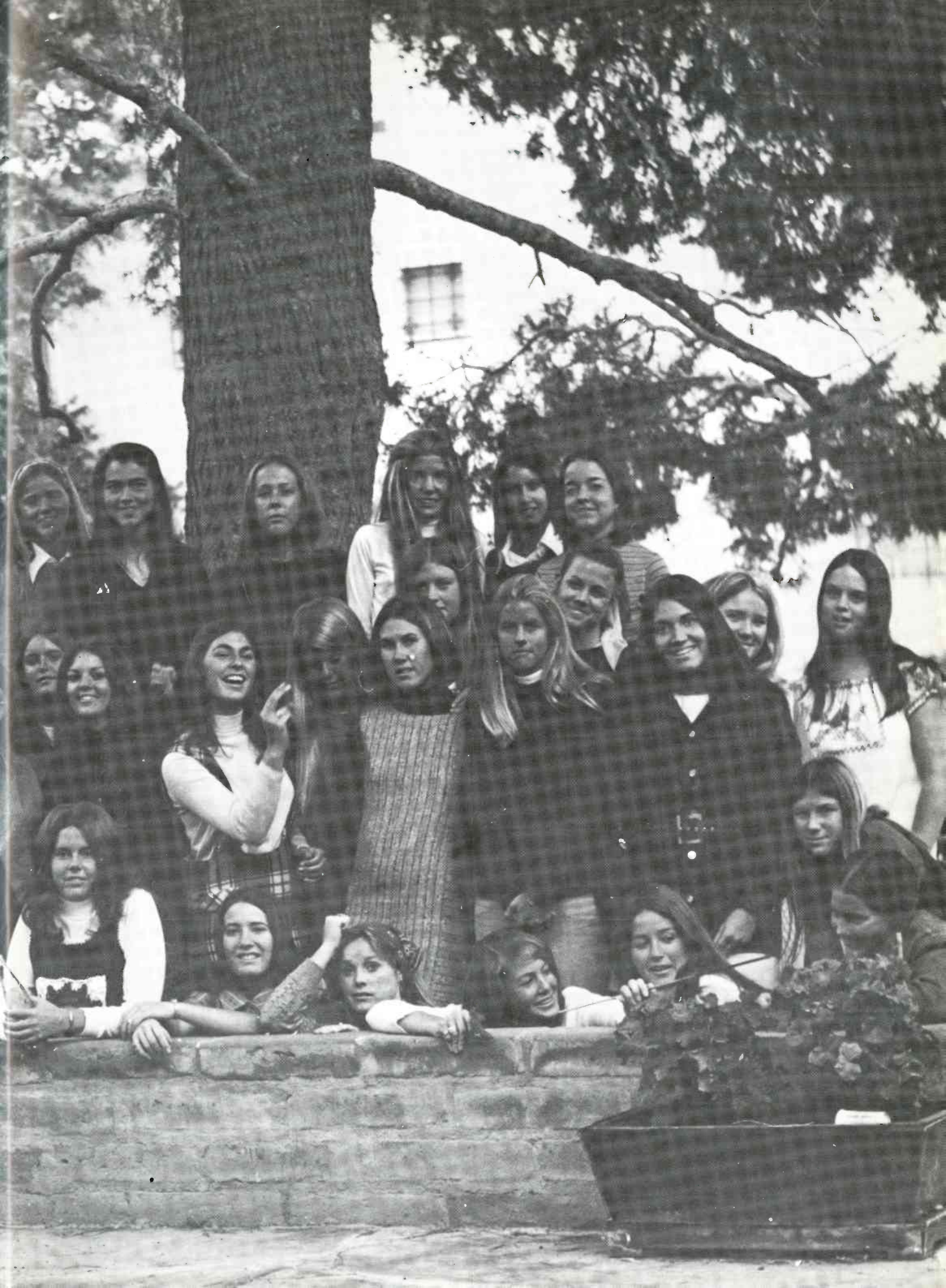
SNOWBALL DELUXE AT 3:30 A.M.

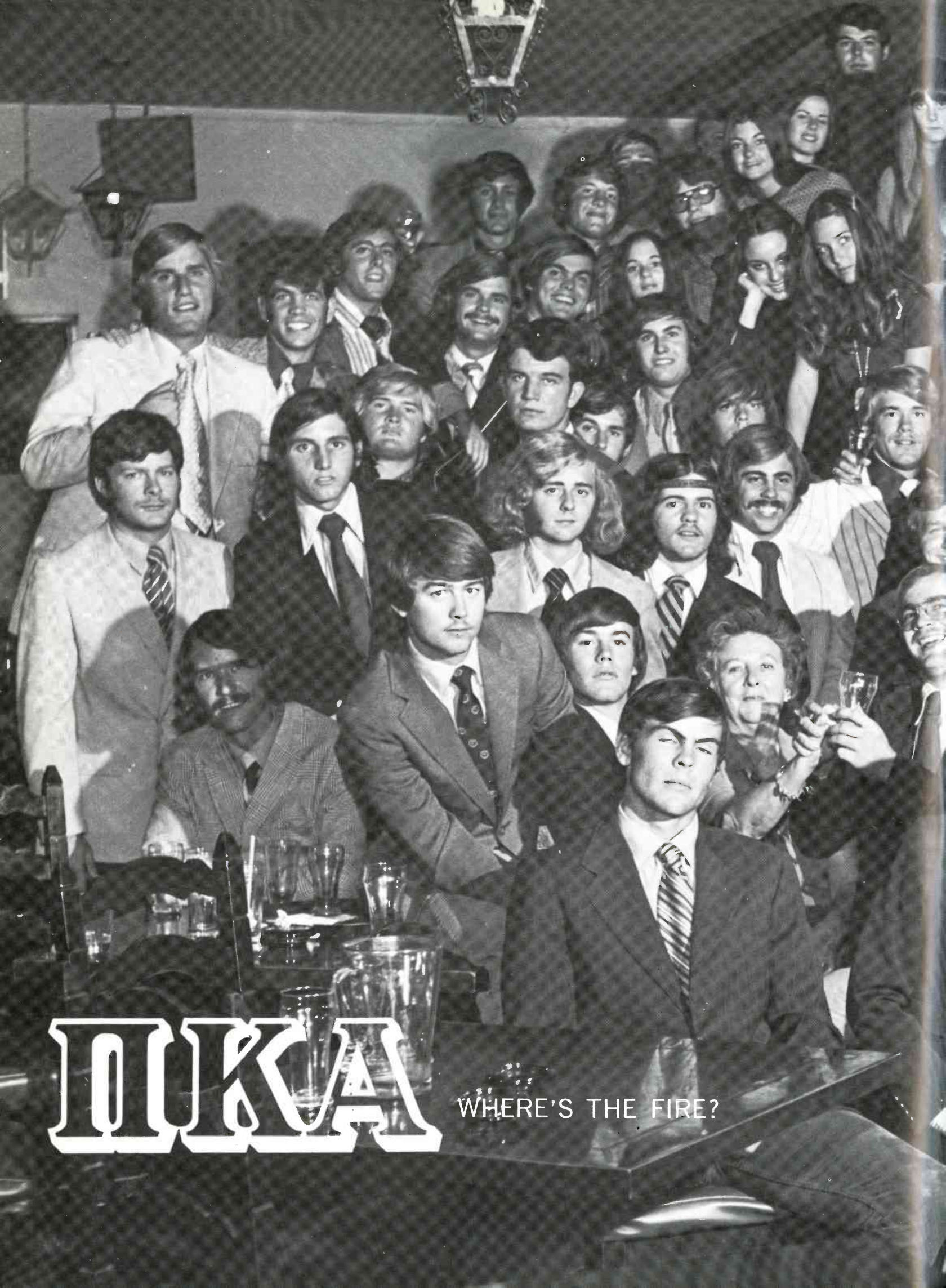


IBO

ME AND MY ARROW







IIKA

WHERE'S THE FIRE?



Miller High Life

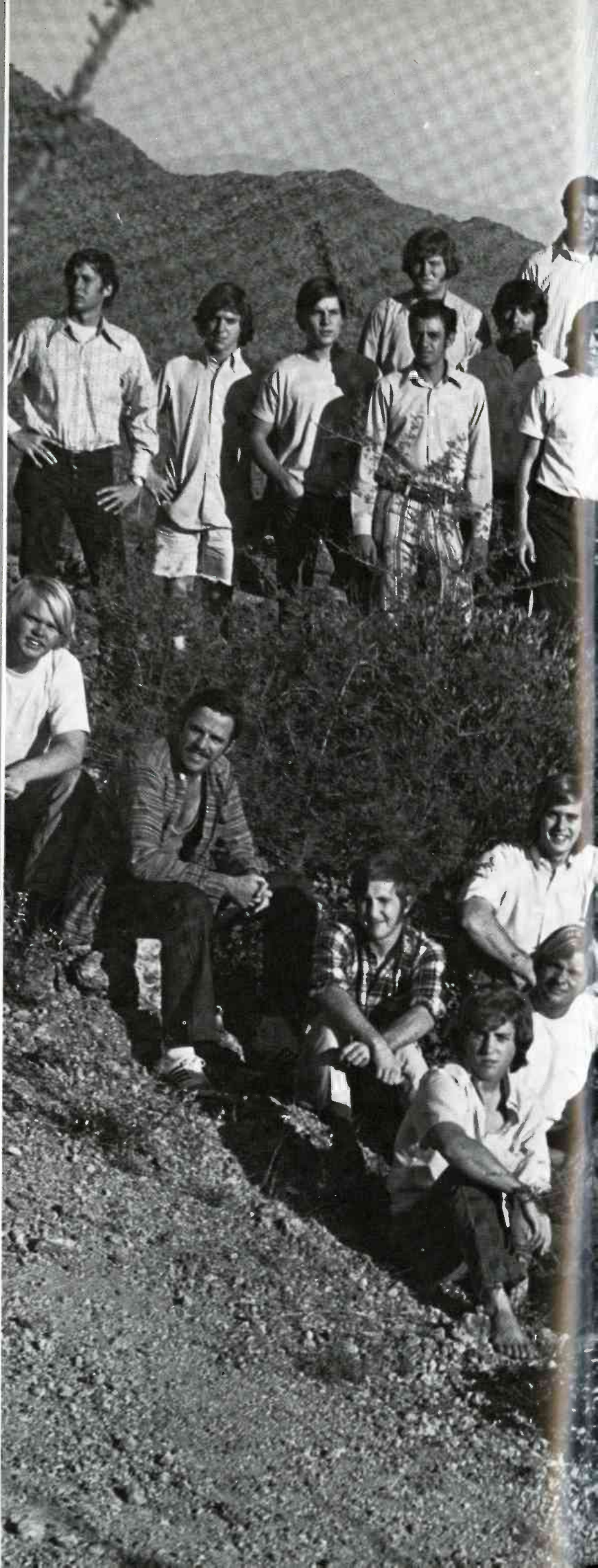


Bottom UP
JULY

NOW!
MICHELOB
On Tap
35¢ GLASS
1.75 PITCHER

ΣΑΕ

LIONS WITH A ROAR







EAT

SMALL BUT MIGHTY



DN

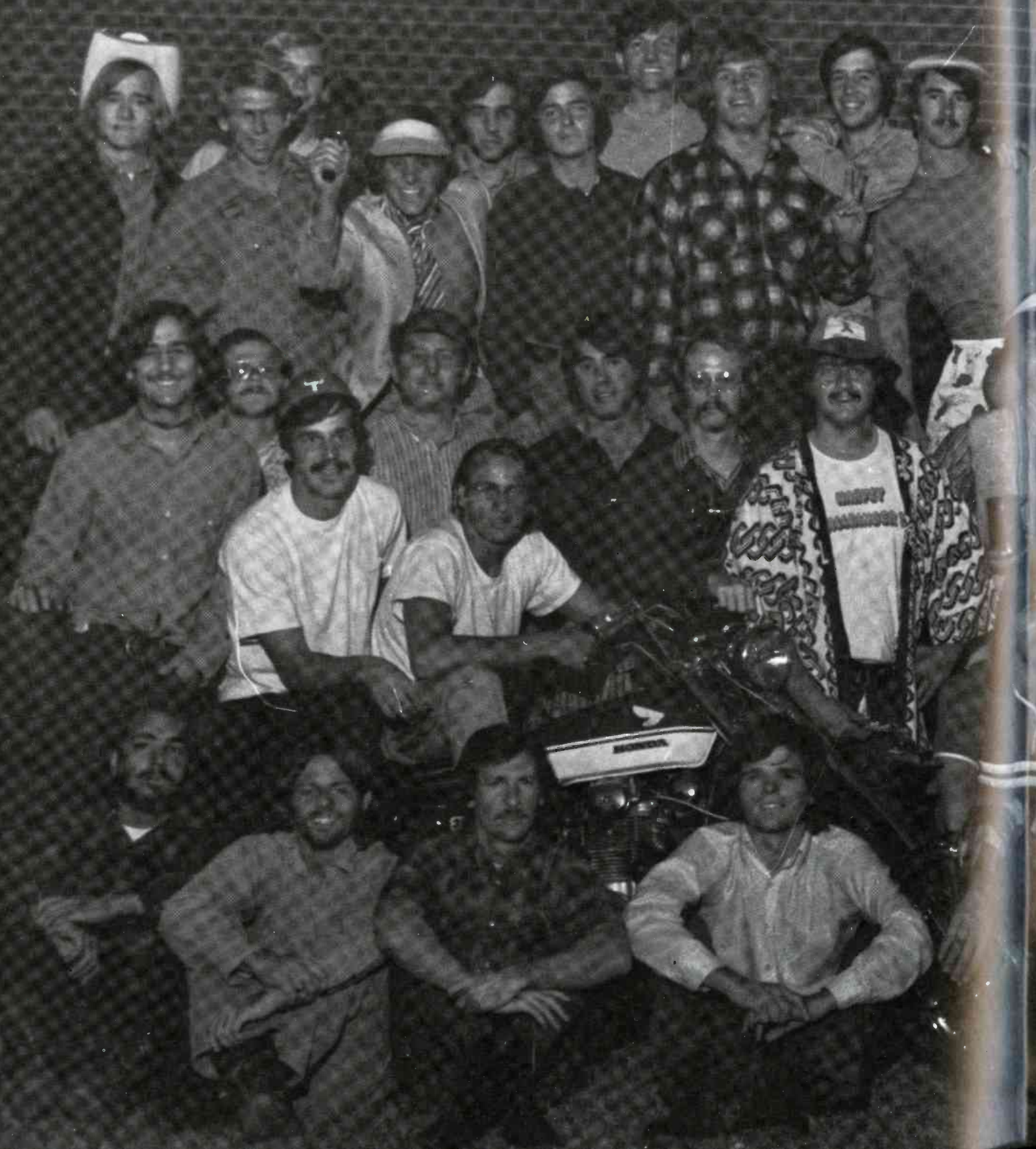
FINALLY SOMEONE ELSE KNOWS WHO POP MICHALE IS.

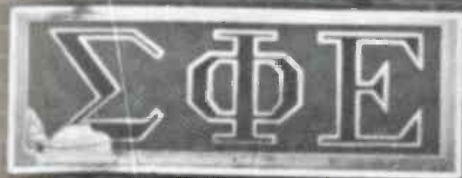




ΣΦΕ

ANYONE FOR HEARTS?







TKE

TEKE IS UNIQUE



GREEKS

Terrie Anderson
Denise Bina
Melinda Bishop
Ann Bolton
Carla Branciere
Vena Coffeen
Carol Contes
Carol Ervin
Debbie Farkus
Linda Farmer
Barba Foell

Alpha Delta Pi

Mary Filson
Lori Foltz
Marilyn Froberg
Catherine Frost
Marilyn Frust
Judy Furst
Lois Hambor
Jackie Hespen
Martha Hood
Tricia Hughes
Liz James
Debbie Kocher
Lynn Marcum
Megan McBride
Debbie Noah
Linda Noel
Julie Ortlieb
Joanie Poska
Nancy Rafferty
Stephanie Raphun
Joan Resseguie
Sally Richards
Kay Ritter
Leslie Ritter
Debbie Roberts
Charie Roth
Christie Rowland
Susan Sayre
Nancy Somers
Dorsey Steinhoff
Julia Teague
Sue Wigand
Marion Wilson
Ann Zuspahn
Brenna Brooks
Kathy Carroll
Francis Cheek
Debbie Chernin
Cathy Conner
Barbara Dain
Susan Dau
Donna Drew
Diane Fishback
Kathy Freidell
Sharon Gustafson
Lynn King
Debra Lawson
Liz Lee
Nancy Levin
Liza Luchina
Peggy Lucht
Marsi Morel

Melanie Mosconi
Patty Rathbun
Deborah Rosen
Barb Sayre
Alice Senuta
Tina Stalker
Alice Stanley
Sue Turley
Kathy Weiler
Carol Weir

Larry Novak
Steve Pitlor
David Schwartz
David Schwimmer
David Silverman
Steve Skutch
Jan Stein
Murray Wartsky
George Weisz
Michael Wolf
Harold Ziesat
Martin Berkowitz
Larry Berkson
Lester Berman
Sheldon Cowin
Art Evenchik
Andrew Hertzfeld
Alan Hotz
Robert Hyman
Richard Kamins
Jacques Lazard
Richard Levine
Larry Lipsman
Norman Ptt
Gary Randall
Sheldon Rubin
Fred Rudnick
Nathan Shapiro
William Terman
William Usdan
Michael Wills
Ralph Yaffe

Alpha Epsilon Phi

Judy Baruh
Debbie Becker
Gayle Feldman
Fanchon Feldstein
Sandra Gordon
Joanne Green
Helen Heun
Leslie Lawrence
Elaine Marcus
Debora Melman
Shelley Opper
Leslie Pinkus
Shirley Powell
Nancy Pregulman
Jan Rapoport
Ellen Shniderman
Hindi Bergman
Barb Buros
Susan Estes
Holly Fishkin
Stacy Fruhman
Linda Garber
Glenna Gardner
Susan Goldstone
Roxanne Goodside
Susan Greenberg
Lynn Harris
Janet Jens
Tracy Landis
Bobbi Marcovis
Renee Miller
Sheri Mills
Linda Misle
Barbara Polsky
Andrea Salant
Luann Shuer
Janet Solomon
Suzan Weinberg
Leslie Zale

Alpha Epsilon Pi

Gary Blumkin
Martin Brien
Jeffrey Buka
Peter Edelstein
David Federhar
Ron Greenberg
William Johnson
Larry Josephson
Mitch Katz
Mark Krasne
Robert Levy
Jeffrey Low

Alpha Omicron Pi

Jodi Abbott
Elizabeth Adams
Susan Aros
Frances Beatty
Gracie Becker
Jill Carter
Catherine Cely
Claudia Cleaver
Deborah De Rose
Laura Einsteadig

Jill Frey
Elizabeth Grotts
Patricia Harrison
Ann Hubbert
Peggy Likens
Ashley Morrison
Suzanne Mumma
Elizabeth Pentak
Kathleen Riall
Kristi Riggins
Candy Scott
Elizabeth Tagge
Mary Waldher
Susan Watkins
Leigh Wood
Ellen Wuesthoff
Mary Yarmul
Marlene Zappia
Kathy Kochendorfer

Alpha Phi

Beth Bauman
Anne Brinkman
Louisa Bullock
Barb Campbell
Susan Conners
Jo Ellen Cox
Christine DeGregori
Cynthia Donald
Andrea Dutton
Mary Sue Fearn
Tracy Guiol
Leslie Hodge
Patricia Kamins
Toni Knez
Lynda Lancaster
Kay Leftwich
Leigh Liming
Virginia Maier
Mary Mattison
Monte McCauley
Emily McKoane

Christine Moore
Mary Moore
Judy Noll
Susan Parkinson
Barbara Pekarcik
Barb Rice
Carolyn Rogers
Jane Russo
Carla Schaefer
Sylvia Schofield
Kerin Schultz
Janell Smith
Karen Smith
Shirley Strembel
Janine Tanner

Barbara Torrey
Janice Woodson
Rodema Ashby
Corrine Bull
Patricia Campbell
Harriett Chavez
Sharon Cook
Barbara Darling
Cheron Draper
Paula Gregg
Teri Howell
Lauren Kdan
Stephanie Keys
Christine Kowalski
Mary Kraemer

Penny Kramer
Elizabeth McBratney
Mary McGaughey
Patricia Merritt
Beth Monier
Debra Mountcastle
Debra Ponchetti
Diane Quinn
Debra Reed
Randy Runacres
Carolyn Stolper
Sarah Strub
Barbara Torney
Terri Trench
Carol Wanty

Alpha Kappa Lambda

James Barnett
Richard Buettner
Frederick Burnham
Ralph Costa

Wayne Crayton
Mark Dahmen
Andrew Ebon
Royal Ellinger
Duncan Ely
Jeffrey Fortuna
Andrew Frumento
David Gordon
Jonathan Gradie
Donald Johnson
Donald Koehler
Thomas Kunkle
Larry Lambert
Terry Lambright
Michael Melendez
James Norville
Lloyd Osako
Vass Philippopoulos
John Reynolds
Thomas Schlesinger
Ronald Skinner

Stephen Timberlake
Barrett Bader
Steven Baird
Terry Cornell
Calvin Eilrich
Larry Ford
Morris Haas
William Jenkins
Terrin Krinke
Paul Levitt
Robert Lipsy
James Logan
Thomas Lombardo
David Mason
Dan Murphy
John Reed
Steven Smith
Steven Spease
Kevin Weise
Howard Weston
Timothy Wipprecht

Alpha Gamma Rho

Thomas Bennet
Robert Dennis
Joseph Dreyfus
Richard Hoper
Noble Jackson
Peter Jepsen
Jay Kuhn
Richard Ladra
Javier Ledesma
Fred Lewis
Edward Pierson
Craig Romine
John Sanders
Richard Sanders
Rocky Snyder
William Stott
Tracy Webb
Patrick Blain
Joseph Bull
Charles Grosscup
William Hall
Casey Kendall
Ross Parsons
James Wellman

Chi Omega

Paula Aboud
Cindy Ashton
Christine Backer
Julie Bennion
Gwen Berry
Hallie Bills
Nita Boykin
Mary Christmas
Lynne Claridge
Cathy Cleven
Linda Cole
Bobbie Dunn
Catherine Frey
Christine Gavitt
Robert Gerlach
Deborah Graham
Gail Hoff
Katherine Johnson
Nellie Johnson
Julie Lauber
Sarah Martin
Elizabeth Martindell
Pamela Maynard
Laurie McEdwards
Barbara Merritt

Brenda Meyers
Debra Mickey
Nancy Miller
Norma Moore
Patty Neel
Carol Nielson
Sherry Phelps
Gloria Queen
Leslie Quinn
Lillian Rich
Cynthia Ricker
Susan Schmidt
Lillie Ann Shrigley
Stacey Spease
Nancy Sternberger
Deborah Taylor
Martha Ware
Gail Weaver
Mary Williamson
Karen Wuertz
Barb Wycoff

Carol Bradley
Deborah Corbin
Deborra Deister
Stephanie Denkowicz
Ann Fabric
Barbara Haake
Jennifer Hill
Nancy Hungerford
Janis Lauber
Paula Livingston
Sheree Livney
Marguerite McCreight
Cathleen Prus
Marion Riffel
Sally Stoddard
Juanita Torpats
Paulette Treguboff
Jan Utt
Paula Van Ness
Alicia Vitale
Barbara Wuertz

Barbara Backus
 Joyce Bailey
 Kristin Bailey
 Dee Ann Barber
 Gayle Bell
 Elizabeth Berge
 Ann Boardman
 Candace Brownfield
 Sharon Clark
 Marianne Cox
 Melinda Engel
 Elizabeth Espil
 Monika Farman
 Melissa Foster
 Margaret Freeman
 Katherine Garrels
 Alison Gent
 Anne Hannah
 Peggy Harrison
 Constance Hickman
 Marsha Johnson
 Sheila Kendl
 Phyllis Lee
 Roberta Matney
 Diane McCarthy
 Barbara Millard
 Laura Morrow
 Barbara Morrow
 Stephanie Nason
 Karen Osterloh
 Laurie Phillips
 Patricia Pinney
 Margaret Powley
 Lynn Reilly
 Patty Ryan
 Marilyn Schroeder
 Janet Simpson
 Penni Smith
 Margo Spencer
 Lucille Swanson
 Kathleen Thatcher
 Mary Anne Thomason
 Cynthia Tiahnybik
 Cynthia Woods
 Elizabeth Worthington
 Alice Abramson
 Patricia Andrews
 Deborah Baker
 Michelle Beck
 Ginger Busch
 Margaret Davidson
 Anne Dittmer
 Nancy Droege
 Linda DuBois
 Mary Finney
 Jennifer Jewett
 Karen Jurgens
 Janann Koranda
 Sara Lawrence
 Susan McDonough

Delta Delta Delta

Margaret McPherson
 Michelle Padilla
 Ingrid Peterson
 Nancy Phillips
 Sue Purcell
 Colleen Remington
 Marcia Tankersley
 Patricia Whalen

Delta Gamma

Christine Agee
 Kathy Allen
 Elinor Baffert
 Amalia Barreda
 Linda Blair
 Beverly Brown
 Marcia Calosio
 Kimberly Cooper
 Nancy Coy
 Catherine Cravens
 Diane Doctor
 Carolyn Doran
 Sally Duffy
 Susan Dunn
 Nancy Dysart
 Christine Eberley
 Maureen Eberley
 Carol Erickson
 Gail Gencur
 Mary Griffin
 Ann Hanson
 Jean Hill
 Sharon Hoierman
 Jananne Hughey
 Gail Jackson
 Sarah Job
 Diane Jorda
 Polly Kengla
 Sue Kuller
 Laurel Larson
 Marcia Longbine
 Christi McCarroll
 Susan McFadyen
 Valerie McMahon

Delta Chi

Lawrence Anderson
 Gary Bendit
 John Bird
 Hugh Birkland
 David Clough
 Kevin Concannon
 Randal Cox
 Donald Croasdale
 Gregory Dantonio
 James Davis
 Mark Davis
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Diana Armstrong



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Julie Biner



Robert Blankenship
Joseph Bossuyt



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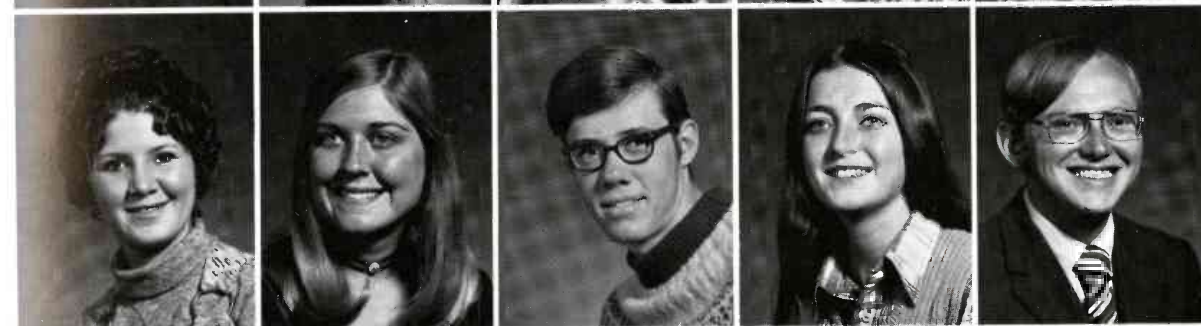
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John Burchinal
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Laura Butler
Kevin Carr



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Harriett Chavez
Suzanne Chernin



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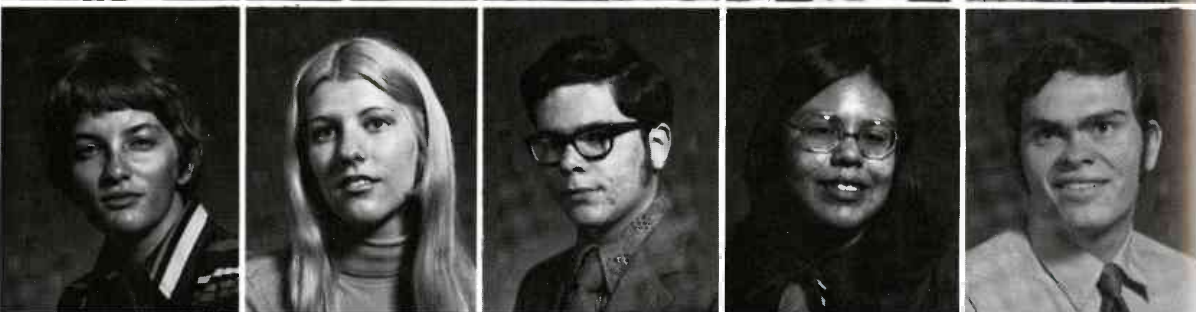
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Jaynee Gage
Curtis Galbraith
Maria Garcia
Ben Gingg



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Gary Hammond
Pennie Marcus
Debbie Hayward



Nancy Heeren
Margo Heilweil
Andrew Hertzfeld
Rhonda Hicks
Harry Hillman



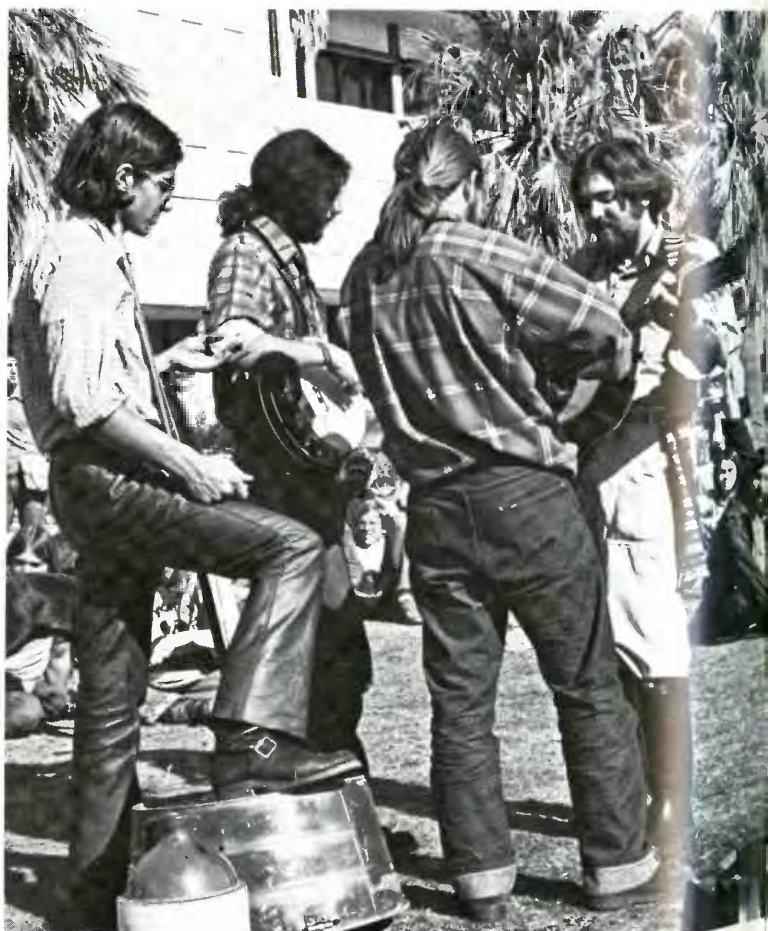
Winnell Hillman
Roger Hoef



Robert Hollings
Donna Horner



Jay Horney
Alan Hotz





Nelson Howe
Michael Hubbard
Mary Hulbert
Robert Hyman
Sue Iazzetta



Juddson Ioane
Melanie Jacobson
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Mary Jensen
Lynne Johnston



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Suzanne Kaiser
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Jay Kenis
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Laurel Kessler



Marcia Klopp
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Korey Kruckmeyer
Wayne Laskin
Spencer Leifheit



Richard Levine
Larry Lipsman
Jane Lopez
Holly Love
Patti Lutz



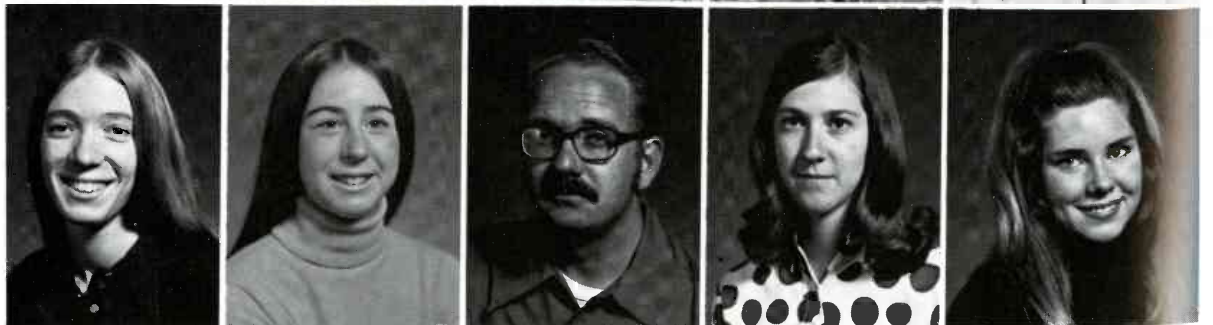
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Dale Mack
Emma Martinez
Jacqueline Maurer
Barron Maye



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Curtis Meese
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Alan Miller
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Shelley Morris
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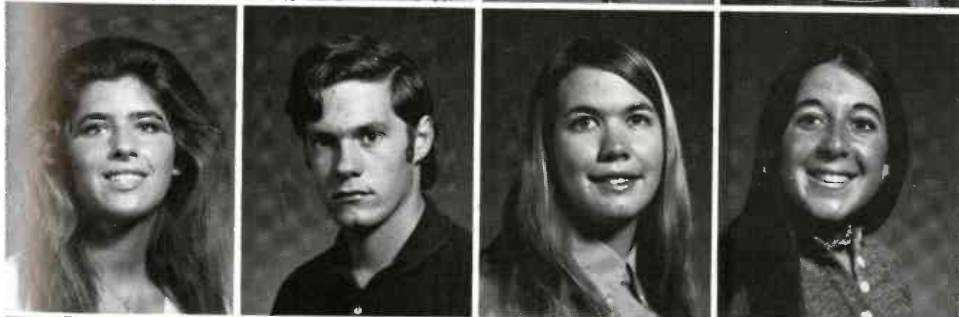
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444

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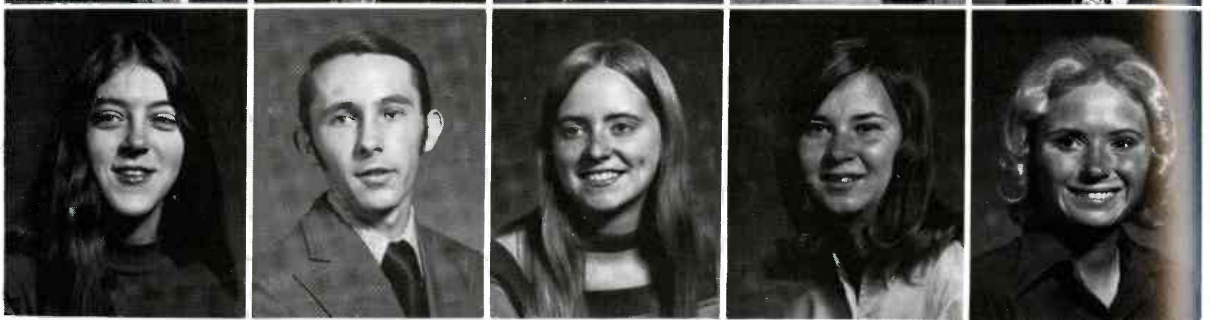
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Jimmie Allred
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Chris Backer
David Baird



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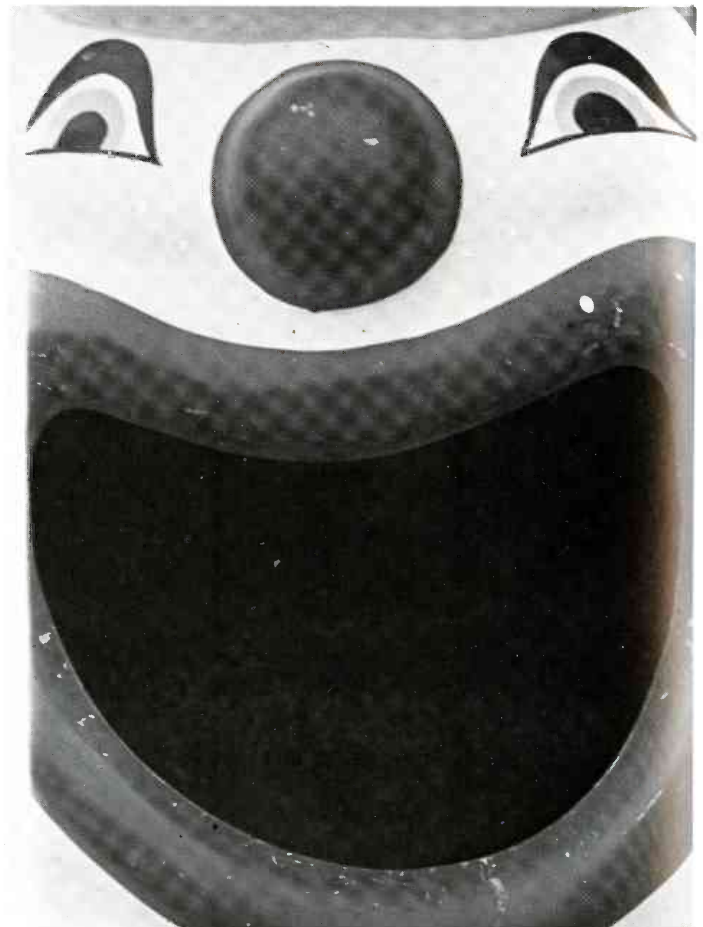
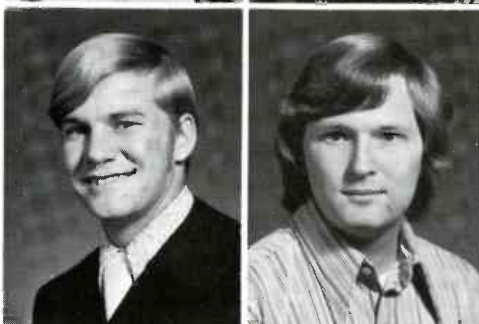
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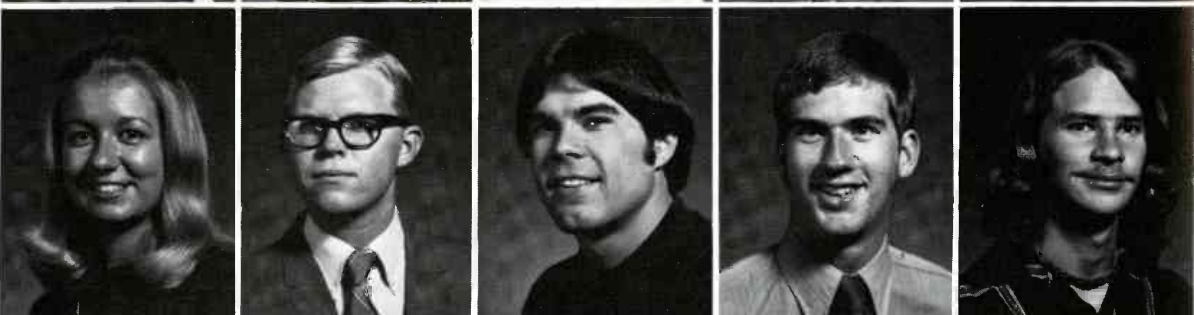
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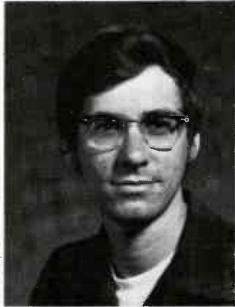
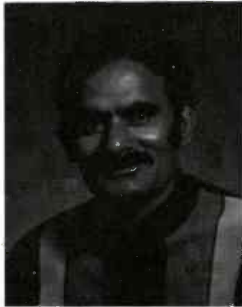


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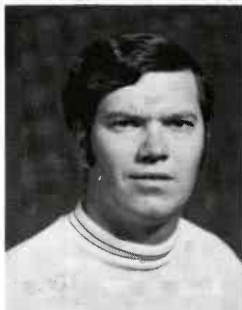




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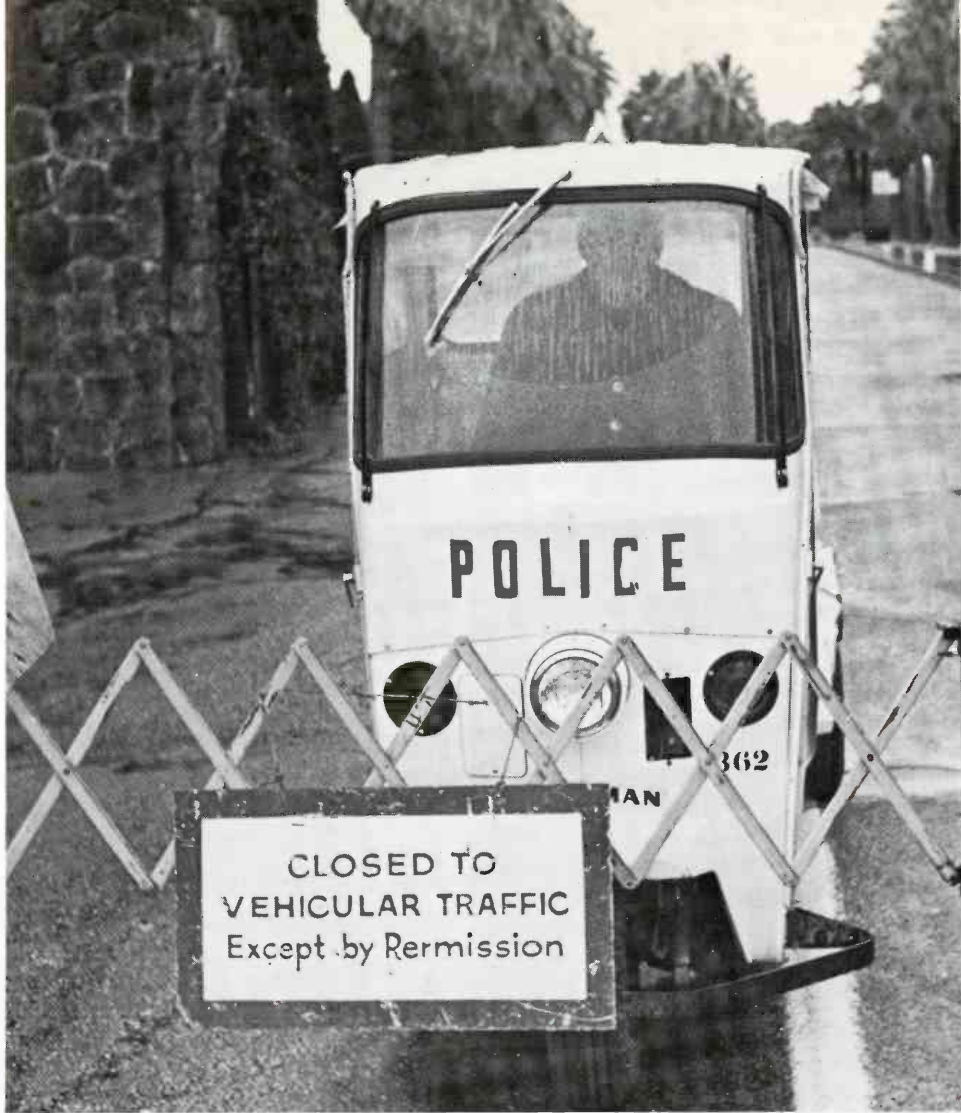


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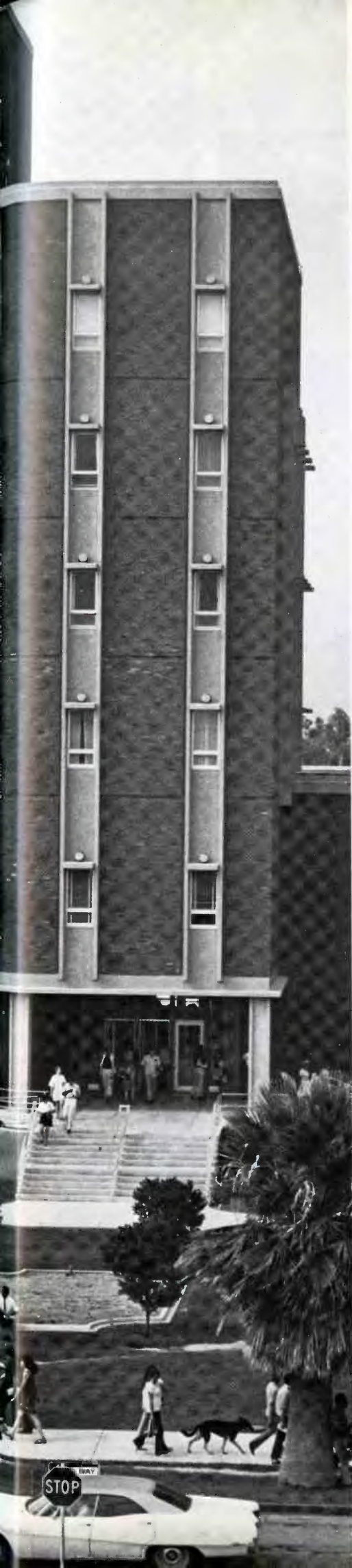
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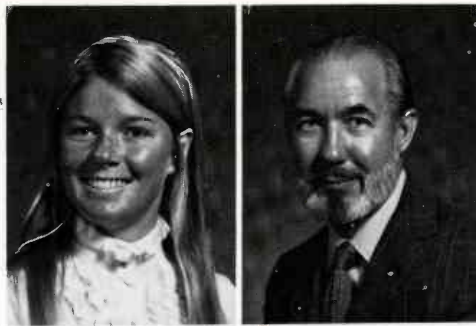
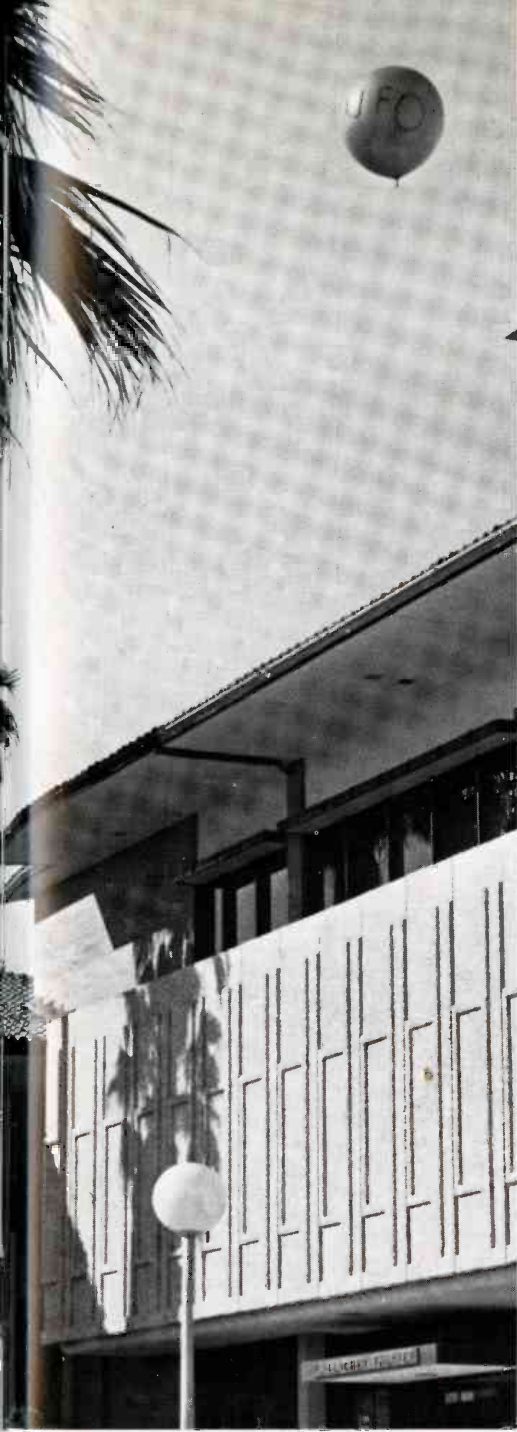


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A Trend of Priorities

by Terry Aron, **Desert '72** Editor

Focussing on a society when criticisms are powerful with eager followers and appraisal is weak with modest whimpers from faceless individuals, I feel no discredit to have something I represent to be attacked and criticized. But if I used a term for what you are holding in your hands anything other than "yearbook" you might be at a loss as to what impressions to have prior to even opening the book. But because these impressions are already molded in place, I must apologize to many readers for selling a product as a yearbook that has not been intended as such. I do not say all readers because to many it will be the same old thing-just what they expected...the seniors, the greeks, the jocks, the tradition, etc. But had anyone opened this book with no first impressions they would most likely uncover more. Hopefully, they would understand the book for its real intent. The pictures are still all there, but the issues are the important ingredient. through numerous articles the understanding of the DESERT '72 comes through analyzing movements. (whether they be social or personal) in several directions.

The mood of these movements was set in the beginning of the book with the thought of reflections. The re-

flection is on yourself, since issues are oriented to those everyone can identify with. It would seem to me that only by reading this book could one understand the meaning of the issues at hand. An example of this is the sports section, highly criticized in the past. The pictures can only illustrate what happened on the scene. But through research and interviews, the story tries to study the "behind the scene" action. How does a football player feel when he's on the field? What reactions and emotions can be observed among the audience of a UA basketball game. These articles have been substituted for the scoreboards and the pictures of the team. I have no doubts that many readers will be upset that the '72 DESERT didn't take team pictures of all the sport activities and insert scores for the season. But, as justification for omitting this and many other aspects usually included in the past, these types of information are not the issues.

The issues are where the priorities exist. This very proposition was demonstrated by the stadium addition issue. The question of whether to build a parking garage, library, or add to the stadium was not the main issue. The question of whether students should have to pay an extra

\$61 for any addition to the campus was not the main issue. The main issue, the priority, was the question of whether students should be able to vote and have a voice in the outcome of the issue.

With this trend of priorities, the DESERT '72 has tried to make some drastic changes, sports only being one of them. Feature articles in the academic section by seniors in the respective college have replaced the traditional nonsensical articles on colleges. Editorials on religion, change, Greeks, activities, boards, etc. have all been tools to a different type of book.

Where is all this leading the DESERT '72. It is an adjusting towards a magazine format. Through a magazine format a more in depth look may be achieved as to the issues on campus. Posed group shots will eventually be completely eliminated and in there place will be features on group activities and at times critiques of the group itself.

In conclusion, if someone asks your opinion of the DESERT '72 before you have finished reading it, I hope your reply will be, "I haven't finished reading it yet."

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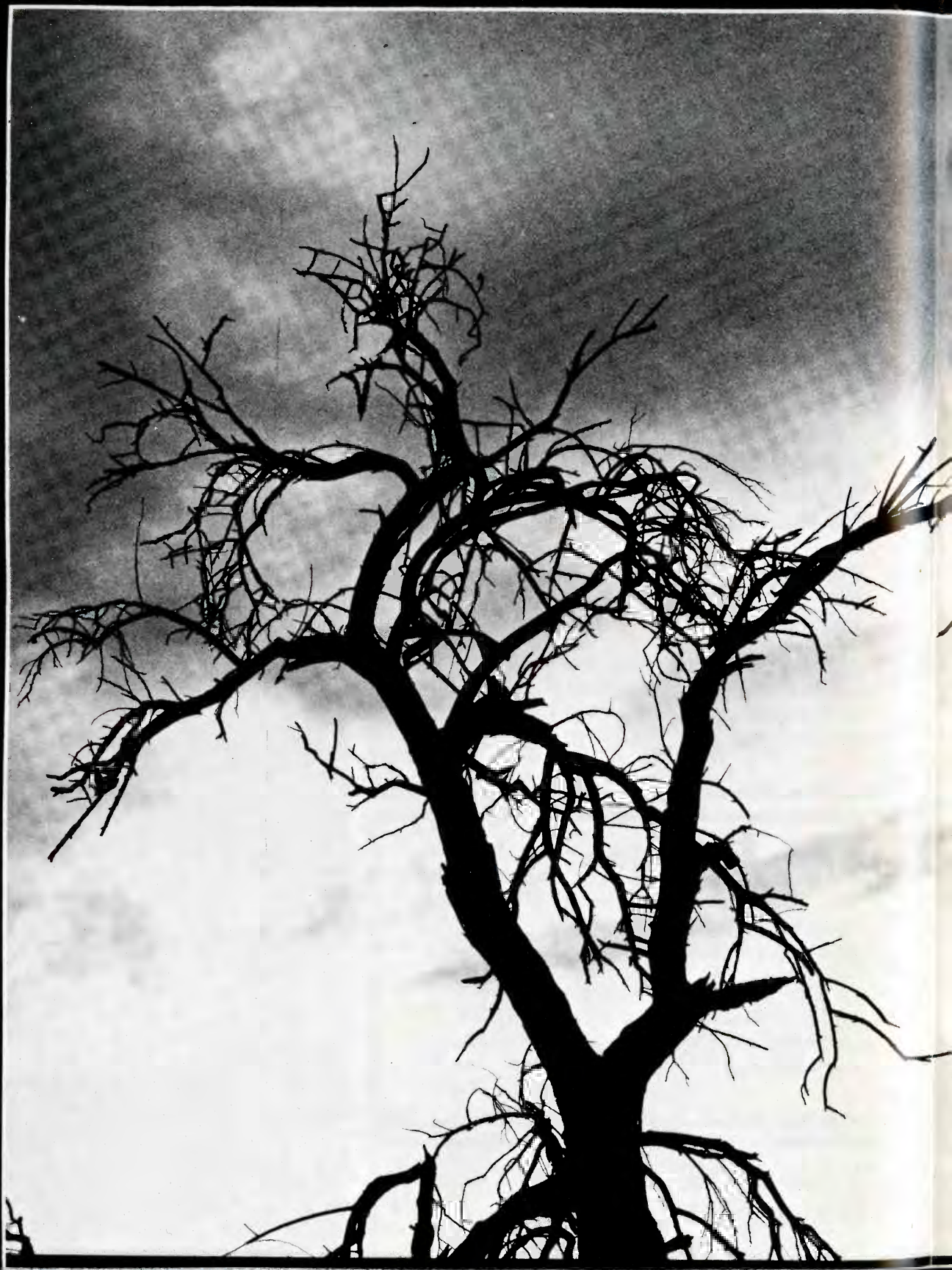
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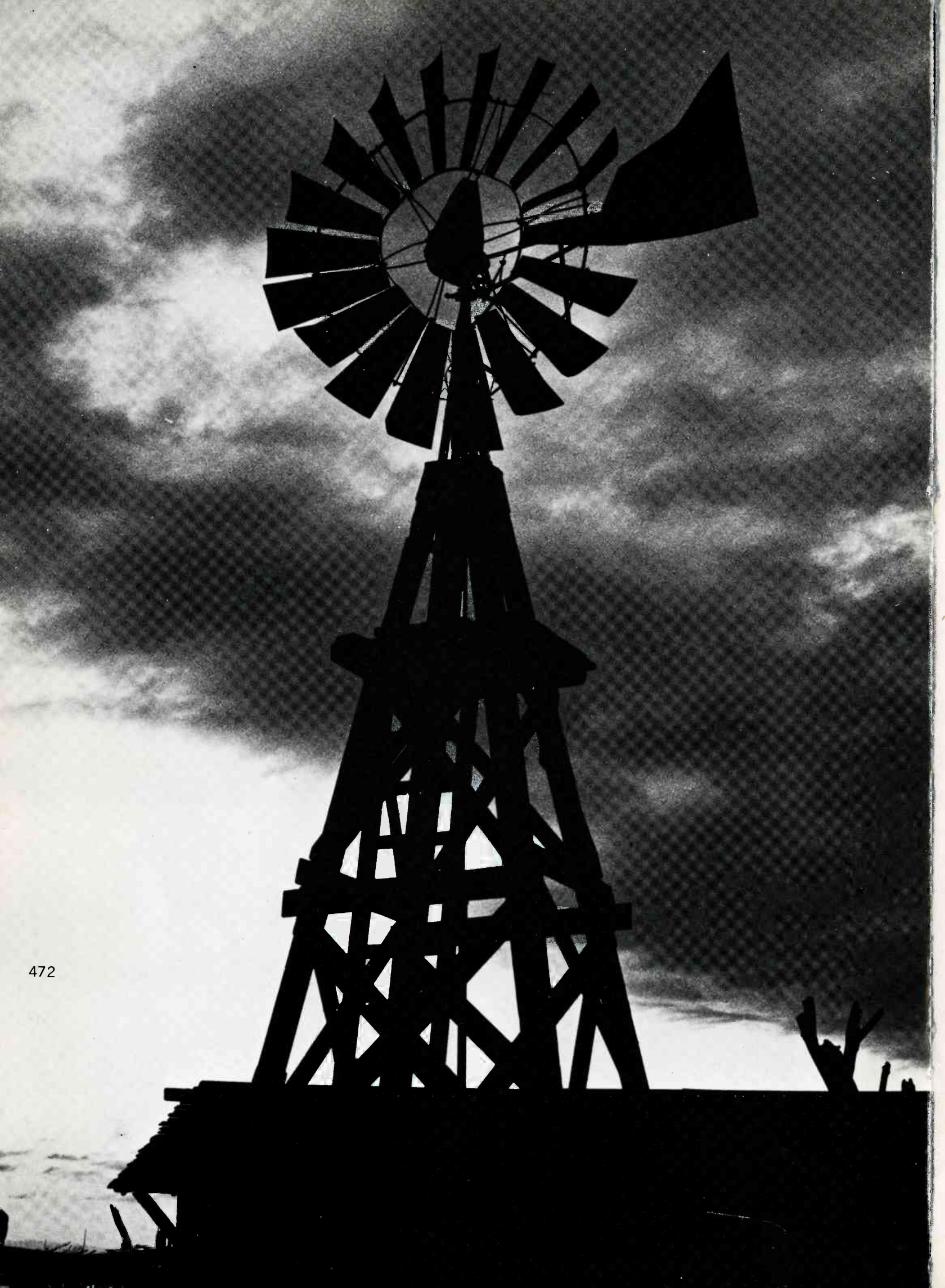
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