



106 To Receive B.A.'s

There are 106 candidates for the Bachelor of Arts degree for the spring commencement, the last one to be held on this campus, according to an announcement from the office of the undergraduate dean.

As usual, the majority of the candidates are majoring in business administration, with most of them residing in Mexico D.F. They are: Luis Arizmendi, Victor M. Cabrera, Ricardo Giraud, Eduardo J. Miranda, Antonio Ochoa, Ralph E. Portillo, Deborah Seifert, Terence M. Sheehan, Enrique Sterling, Robert D. Valladares, David Yaspik, J. Luis Zárate and Susana Zenea.

The other business administration candidates are: Roy G. Beh, Evanston, Ill.; Robert T. Cowan, Streetsboro, Ohio; Daniel C. Green, Jr., Pittsburgh, Penn.; Guenther W. Hintze, Santiago, Chile; Arthur L. Mathews, Eldred Ill.; David E. Morrill, Caracas, Venezuela; Henry H. Rodríguez, Jinotepe, Nicaragua; Howard Roensch, San Antonio, Texas; Walter N. Sabin; William D. Sands, Dallas, Texas; and Federico A. Zadik, Flushing, N.Y.

The psychology department has the second largest group of B.A. candidates with 13. They

are: Jack Baron, Mexico, D.F.; Winnifred R. Burnett; Margaret R. Dechenne, Calgary, Alberta, Canada; Mercedes Díaz, Mexico, D.F.; Cora Ann de Fierro, Mexico, D.F.; Carlos L. Gris, Mexico, D.F.; Laureano P. Nebrija, Salem, Oregon; Marilaine Z. Serallles, Mexico, D.F.; Martha H. Soler, Piedmont, Calif.; Theodor K. Sparkuhl, Laguna Beach, Calif.; Matthew A. Toth, Baltimore, Md.; Bonnie L. Waggle, Palo Alto, Calif.; and Mary C. Wing, Dallas, Texas.

In third place comes the Spanish department with 12 candidates who are: Arlene F. Alexis, St. Georges, Grenada, West Indies; Paul M. Culp, Jr., Abilene, Texas; Rafael de Castro, Panama, Panama; Cheryl Dorsey, Pittsburgh, Penn.; Stephanie Engelking, Mexico, D.F.; Carl J. Fehlandt, New York City; Maria E. Guerrero, Puebla, Puebla; Alice H. de Keesling, Mexico, D.F.; Melchor M. Loret de Mola, Mexico, D.F.; Sarah L. Patton, McLean, Va.; Cruz M. Groel, Mexico, D.F.; and Bryan Wilson, Waco, Texas.

The education department has 10 candidates who are: Bonita L. Beavers, Gouldsboro, Penn.; Claudia M. Brill, Yakima, Wash.; Rebecca D. Chidester, Sikeston, Mo.; Ellen F. Cohn, Mexico, D.F.; Linda D. Loughhead, Cleveland, Ohio; Jean A. Martin, Pasadena, Calif.; Gloria Niño de Rivera, Mexico, D.F.; Ruth Rahn, Mexico, D.F.; Marianne Sauvage, New York City; and Karen A. Smith, Carson City, Mich.

There are nine candidates in both history and international relations. The history majors are: Audón Coria, Batuecas, Michoacán; Albert D. Hernández, Mexico, D.F.; Karen A. Iltz, Portland, Oregon; Anthony J. Martinez, Bellflower, Calif.; Thomas J. Merkle, Carlsbad, Calif.; Luciana Petrone, New York City; Stephen M. Rozelle, North Brunswick, N.J.; Kenneth R. Stephens,

Amityville, N.Y.; and Dale R. Strohline.

The international relations majors are: James E. Dailey, Brawley, Calif.; Claire M. Gibson, Mexico, D.F.; Douglas M. Herrera, Houston, Texas; Edward E. O'Brien, El Cerrito, Calif.; Richard L. Shaw, Oradell, N.J.; Esteban S. Valencia, Ventura, Calif.; Donna J. Waterloo, Lakewood, Ohio; Penny L. Wilcox, Wilton, Conn.; and John S. Williams II, Momney, W. Va.

Next comes the anthropology department with eight candidates who are: Kathleen J. Breski, Chicago, Ill.; Richard Crane, Leslie M. Fetter, San Diego, Calif.; Harriet Luckett, Mexico, D.F.; Mary Mazziotti, Chicago, Ill.; John D. O'Brien, East Liverpool, Ohio; Robert D. Shadow, Redondo Beach, Calif.; and Adriana Sordo, Mexico, D.F.

The English and philosophy de-

partments have five and four candidates respectively. The English majors are: Dolores S. Flores, San Antonio, Texas; Peter L. Pfister, White Plains, N.Y.; Rosalind G. Roland, Riverside, Calif.; Jon F. Schmucker, Bethel, Conn.; and Margaret M. Westerling, Jefferson, Mass.

The philosophy majors are: James Blades, Jr., Richmond, Va.; Barbara Finkler, Elk Grove Village, Ill.; David W. Livingstone, Danbury, Conn.; and Edward P. Lowry, New Haven, Conn.

Patricia Barker, Denver, Colo.; Linda J. Dahlin, Watertown, Conn.; and Richard A. Milholand, Paterson, N.J., are candidates in fine arts, while Robert W. Parks is a candidate in art history. Russell A. Bennett, Mexico, D.F. and Marguerite H. Castelan are candidates in economics.

In addition, there are five candidates with double majors and one with a triple major. Kenneth H. Goodrich, Aptos, Calif., and Kathryn A. Gornito, Palatka, Fla. are both majoring in Latin American studies and humanities, while Sylvia L. Rennings, Clanton, Ala., is majoring in Latin American studies and social sciences.

The last candidates and their majors are: Roger A. Konezal, Rochester, Mich., history-international relations; Dolores Valdez, México, D.F., Spanish-Latin American studies and Larry Younker, Endicott, N.Y., international relations-Spanish.



APRIL, COME SOFTLY—is the title of this painting by UA student Keith Walker which seems to be beckoning you to come see her at Walker's exhibit at the Mexican-American Cultural Relations Institute before June 9.

'New Art' Exhibited

UA art student Keith Walker opened his exhibit of paintings done in the *art nouveau* style last night in the Nuevos Valores Gallery of the Mexican-American Cultural Relations Institute, Ham-burgo 115.

Walker described *art nouveau* as a stylistic trend and crafts movement which arose in the last part of the 19th century in reaction to styles such as Cézanne's dead still life compositions.

"The style uses living things in a moving, flowing pattern, with everything, even the people, appearing as stems, buds and flowers," explained Walker. "I try to place a pattern next to a different pattern with the whole composition characterized by sinuous lines and wandering serpentine."

"The main thing is that the art object, whether it's a painting, a sculpture or a chair, has to fit, to belong in a room. For the same reason," he continued, "the frame and painting must complement each other, not detract from each other."

Walker, who has studied art for only about three and a half years, also said that he never considered his art profound. "Painting is only a decoration and anyone who finds some kind of a message in my work is interpreting it in his own way."

"But if there must be a message, it is only that 'there is beauty', because to me, the art of painting is only an extension of the art of living," declared Walker.

He will have about 15 paintings on exhibit until June 9, all of them done within the last three months outside of class. "When I first came to UA, I tried to please my instructors by imitating their

styles," he explained. "But that is not art and when a student realizes that no instructor at UA will try to force the student into the instructor's own style, then he can begin to form his own style."

After receiving his MFA in June, Walker plans to spend the next couple of months painting for a series of shows in Central and South America. He has been invited to exhibit his work in August by American art institutes in countries such as Colombia, Ecuador and Nicaragua.

After that he intends to return to the States where he would like to teach art techniques in the same manner as Professor Toby Joysmith. "He is an excellent instructor and is the main reason I came to UA to study," he explained.

"I consider myself not so much a painter, but a technician. I would like to show students techniques, because as Professor Joysmith says, 'Art cannot be taught, but techniques and materials can.' And once the student learns these techniques, then art can emerge."

Standards Low, Survey Reveals

According to a recent sociological survey taken at UA, 84% of the students consider this university's academic standards to be average or below average.

However, the survey also disclosed that 76% think that academic achievement by UA students will be greater after the move to Puebla.

The survey was in the form of a questionnaire undertaken as a class project by students in Professor Levi Schwartz's Sociology 201 course. Consisting of 21 questions concerning the move to Puebla, it was given to 149 students picked at random on campus.

In answer to the question, "What do you think of the academic standards at UA?", 59% of the students labeled them average while 25% considered them poor. Fourteen percent of the respondents thought the standards good while only 2% thought them excellent.

Fifty-three percent of those

who were questioned stated that they intended to go to the new campus, with 11% undecided as yet.

More than half of the students were of the opinion that the move would improve their study habits, but adversely affect their social and cultural interests.

Fifty-one percent thought they would study more while living on campus and 67% believed that there would be fewer class cuts in Puebla than in Mexico City. Most reasoned this way because they thought there would be less outside interests and distractions at the new site.

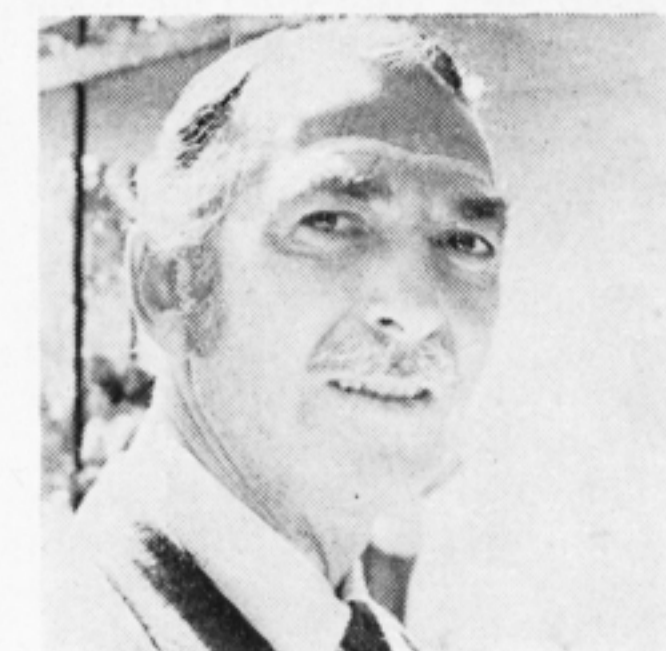
The same reason would probably account for the fact that 63% felt that living in Puebla would not satisfy their social and cultural interests.

In addition, 61% said that if UA were already at Puebla and there were another American university in Mexico City, they would probably be attending the school

in Mexico City.

In answer to the question, "What are your feelings about a 3 or 4 day school week?", 51% declared themselves to be "very strongly" in favor of it while 28% were merely in favor. Seven percent said they were indifferent with 11% opposed to it and 8% very much opposed.

The majority of the students



Professor Schwartz

in favor of a shortened school week said that it was because it would give them extra time to travel and see more of Mexico. This was supported by the fact that a third of the students said their main purpose in coming to UA was to see Mexico.

Only about half of the students answered the final question which asked for further comments. Most of the comments took either a positive or negative attitude toward the move.

Some students said that the move was a good idea because they felt that UA would improve academically as a result of the isolated location, better student-faculty relationships and a more unified college atmosphere.

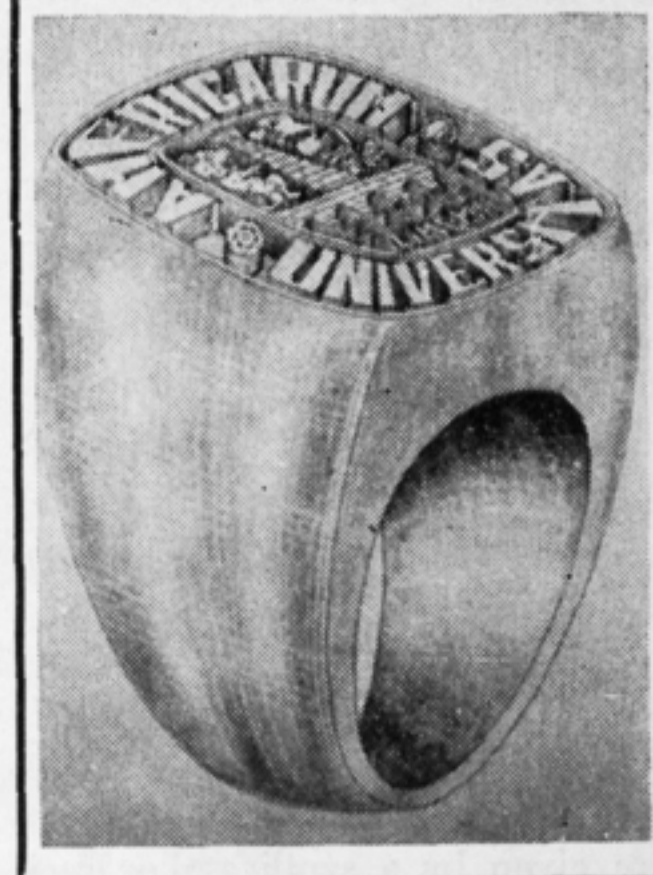
Other students stated that the move was a mistake mainly because it was so far from the cultural and social resources of Mexico City, and that because of this, UA would lose both students and money.

RINGS ON SALE SOON

The new school rings, available in four styles ranging in price from 450 to 550 pesos, will be ready in June at the Puebla campus, according to Gonzalo Ruiz, UA counselor for men.

"Any student, no matter what class he is in, can buy one," stated Ruiz. "The bookstore will have the rings displayed in Puebla, but the jewelry firm will ship rings to the U.S. for students who can't wait for them."

The styles and prices are as follows: lightweight yellow gold, \$450; lightweight white gold, \$500; heavyweight yellow gold, \$500; and heavyweight white gold, \$550.



Freedom Is Always Taken

We are fools to depend upon the society of our fellow-men. Wretched as we are, they will not aid us; shall die alone. We should therefore act as if we were alone, and in that case should we build fine houses, etc? We should seek the truth without hesitation; and if we refuse it, we show that we value the esteem of men more than the search for truth.

—Blaise Pascal

It was a matter of money for most of us. Four newspapers a quarter didn't seem like too much work, and the prospect of trying to rock a boat too firmly anchored didn't appeal to our gaming sense, so we pushed ideas and ideals into the background and hoped we could conjure them up occasionally for appearance's sake.

But within a couple of weeks, something began to happen. Perhaps it was just egotism, pride in our work and the desire to make people read our newspaper. At any rate, we decided we didn't want to build fine houses, but rather to make a complacent and apathetic university tremble with anger; to call mediocrity, mediocrity and inefficiency, inefficiency; to lift the façades and show the real University of the Americas.

It was a year of self-discovery and personal revelation for all of us. We felt the dangers of an unshared idealism. We learned that you don't ask for your rights, you take them. We broke the long-existing paralysis of criticism on this campus and became a sign of life, an articulate, active and concerned minority.

We enjoyed the camaraderie of the Press Room and working closely together. We experienced the intimacy of a common purpose, and the knowledge that we were alone made us find strength in each other.

We believe this university has potential. There are idealists in all ranks of the university that want to fulfill this promise. We hope our work and our attitude will give them the needed courage and stimulus to accomplish the task.

ADVICE AND DISSENT

British Get Boost

by Ibn Sina Radhakrishnan
The debate between college faculty and high school teachers is an old one. Professors say their colleagues in the secondary school do not know "what to teach". On the other hand, teachers from the lower level accuse college mentors of not knowing "how to teach".

As college students, we are concerned more with college teaching.

In a recent issue of the *Collegian*, charges were made of a professor "being paranoid". It seems only a qualified psychiatrist may make a judgment in this respect.

What is probably more relevant is the usual high school-staff evaluation of college teachers: they do not know how to teach. The latter may be brilliant and scholarly, but they have had no background in educational psychology, tests and measurements, philosophy of education, and methods of teaching.

There has been agitation for improvement in college instruction in American universities and in other world universities influenced by the American system. So far, it seems that the majority opinion persists that in the university "command of subject matter" is sufficient and "methods of teaching" are negligible. The student is expected to adjust to the flaws of his teacher and compensates for them by additional reading.

The British think that their system is superior to the Americans'. University examinations are given by a syndicate or reci-

procal arrangements. Thus, Cambridge may give yearly examinations to Oxford students, and vice-versa. The testing is impersonal — the watchers and checkers of examinations do not know the students who take them.

On the other hand, the American system, where the instructor of a class himself administers examinations to his students and checks them, and is therefore personal, allows the teacher to make considerations for a variety of factors, including past performance in class, in assigning grades. The British examiner has no knowledge of the intelligence and personal capabilities of an examinee; if the latter fails, no matter what his past record in the class was, it's just too bad. The American examiner, the teacher himself, with previous information on the capabilities and performance of the examinee, manages to pass a candidate even if his grades fail in the tests for reasons emotional or physical.

This is not to deny that students have just grievances. Sometimes, however, the fault is not with the professor. The fact is, the average student on the campus lacks the scholarship which characterizes his British counterpart. (Certainly, the student who spends his time in jam sessions, smoking pot, talking nonsense in the cafeteria, or reading popular magazines in the library — whose gods are the Beatles, James Bond, and Emily Loring, rather than Whitehead, Maritain, Toynbee, Niebuhr, etc. — will not pass the exams of professors who take "raw score" as the basis of grades, rather than the "normal curve".)

And Lindley Is An Honorable Man

Note: The following poem was submitted to the Collegian through interoffice mail for publication. It represents the feelings of a particular group of people — the office staff — but for obvious reasons, its authors have asked to remain anonymous.

Friends, students, fellow-staff, lend me your ears:
I come to bury UA, not to praise it.
The evil that men do lives after them;
The good is oft interred with their bones;
So let it be with UA. The noble Lindley
Hath told you the Staff was ambitious;
If it were so, it was a grievous fault,
And grievously hath the staff answered it.
Here, under leave of Lindley and the rest
— For Lindley is an honorable man,
So are they all, all honorable men —
Come I to speak at UA's funeral
Which was my life, faithful and just
But Lindley says we were ambitious
And Lindley is an honorable man.
He hath brought many students to the school
But has the staff received its share?
When that the students needed help
The staff has ever helped them not?
Ambition should be made of sterner stuff
Yet Lindley says we are ambitious
And Lindley is an honorable man.
You all did know that on Hernández' debt
For years we contributed, all together
But to the solemn "Burning of the Debt"
Who of the staff received an invitation?
Yet Lindley says we are ambitious
And sure he is an honorable man.
I speak not to disprove what Lindley spoke
But here I am to speak what I do know.
We all did love the school, not without cause
What cause withholds us then to mourn the school?
O judgment! thou art fled to brutish beasts
And men have lost their reason. Bear with me;
My heart is in the coffin here with UA
And I must pause till it come back to me.
In any case, we hold no grudges. We wish all those of the administration who are planning on going to Puebla the best of luck.

—Antony

A STUDENT SPEAKS

by Paul Tierney

I think there is no doubt in anyone's mind — right wing or left — that what has happened at Kent is a terrible tragedy. A nation, so mortified by the deep-running convictions of its youth about the need for peace and an end to war, in fact marched its army out to threaten its children with the very thing they're struggling against.

Those individuals murdered at Kent State are representative of the people who will be running this nation someday soon, if the nation lasts that long. These are the people who generally understand that world peace is a must.

The age has passed, thank God, when people will say, "To hell with the world," and simultaneously, "God save our nation."

This is a time when love and brotherhood must replace fear and hate. I believe the efforts of at least most of those participating in the ill-fated demonstration at Kent were directed toward that realization. They demonstrated for peace, but what happened? Clearly their efforts did not bring peace at all. Is this to be blamed solely on the National Guard? Some would say yes, but before answering I would first ask another question.

What would have happened if the students had thrown flowers instead of rocks? What would have happened if each and every student had stood up and slowly approached the guardsmen with sincere, warm, and loving smiles, shook their hands and said, looking them straight in the eye, "I love you. Let us come together

and put an end to war!" Would the chances of anybody getting shot be greater or would they be less? And wouldn't the students be demonstrating better than by fighting back with sticks and stones and hate?

The students' reaction to the National Guard may easily be considered a natural and justified one, but can only be accepted on the principle that war itself is natural and therefore justified. This was not the principle of the demonstration.

I think what happened at Kent State should illustrate, first, the need for peace and brotherhood, for if such a tragic situation continues to grow, it may easily and obviously end in worldwide catastrophe.

Secondly, and not so obvious to some, it should illustrate the difficulty with which such necessary ideals as peace and brotherhood are lived up to and made real. It should be realized that the conditions that we, the youth of our nation, are fighting against might very well be embedded in our own hearts, and that it is no easy task to eradicate something so close to us. But it is not impossible.

To be in opposition to ideologies held by other people should not mean to be opposed to the people who hold them. Especially in this case, for it is one generation against the other, each of which could not exist without the other.

This is a season in which those whose survival depends upon the propagation of war and hate, in any form, will be unable to continue for long. When the techno-

A Professor Speaks

We Are Manipulated By Our Own Fear

by Clare Mooser

The American academic community of Mexico City, represented in large part by the University of the Americas, is controlled by a form of fear which can only exist in a foreign country such as Mexico, whose real life, goals and development are untouched by these pathetic cultural islands which form among them but are not of them.

The American "intellectuals" who land up in Mexico, most of them sooner or later at UA, are exiles in the sense that they have rejected and are rejected by their own culture. Perhaps they are genuine outsiders, but in these days of commitment to political and psychological goals, where revolutionaries are becoming the fashion, they are more often rootless amateurs who just couldn't make it back home.

But in Mexico City, they find, to their amazed delight, that their flicker of talent is being recognized (by other American expatriots, of course, not by Mexicans). They can write book reviews for Mexico City's only English language newspaper; they can, with only an M.A. degree, become respected college-level professors and even administrators.

At the same time, these wandering Americans discover a standard of living which is far above its U.S. equivalent. In a country of rich and poor, they automatically become the rich, with all the economic and social privileges of a ruling class. Impossible not to have maids, houseboys, gar-

deners, and even chauffeurs—particularly when the life-style of the country demands them; impossible not to fall into a dangerous ease of living.

But there is a price for this Colonialism. The status of ruling class, both economically and psychologically, is awarded us with the conditions of silence and uninvolvedness, and we meet them because of our basic ignorance of the country and its laws, our fear of "what could happen": the police, no rights, the anarchy of bureaucracy and nationalism which from one moment to another can turn us from generous guests to cringing supplicants.

In back of every dean's office at UA, in back of every classroom, looms the naked face of power (i.e., money).

Our kindly Texan leaders, fatherly representatives of the dollar and big business, are always glad to interpret Mexico for us. If they should be wrong in any way, if their representation of reality should seem a bit authoritarian, if a few trouble-makers should suddenly disappear, we can appease our consciences with the comforting philosophical axiom that after all, "truth" is really just a matter of interpretation.

It is precisely this fear-power syndrome which attracts certain Americans to UA, and which permits them to be exploited indefinitely once they have tasted the heady fruits of respectability and success. Once here, they are manipulated, choosing the illusion of power granted them by a wise administration in return for compromise; choosing the sleeping pill and the chauffeur over strength of character; choosing the road of self-deception over the uncomfortable bedrock of reality.

Until the Americans here are able to take their own power, the power inherent in every job at every level, from secretary to professor to dean, the image of UA will never change. From the peninsula of Yucatán to the deserts of Chihuahua, the school will continue to drag its load of collective injustice. The evils that existed ten and twenty years ago in the college have institutionalized themselves through the weight of time: they are no longer individual wrongs, but accepted social practices. The few idealists who still retain the hope that "new blood" is the answer will find that, in most cases, new blood is as tainted as old; it has been hired for that reason.

The change must come from ourselves, collectively, not individually. Let us hope that we can make it; more important'y, let us hope that we want to make it.

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Peace Now the Slogan Even at UA

After Kent State: What?

by Adrián Acevedo

Five years ago this month a battalion of U.S. Marines landed in the Republic of Vietnam, the vanguard of a massive American troop commitment to that country which was to be matched in kind by the People's Republic of North Vietnam. American firepower proved to be more than a match for the North Vietnamese Army as the U.S. scored victory after decisive victory.

There was no doubt that American troops were winning, as proven by the impressive

statistics which so characterize the Vietnam War — enemy body counts; weapons, supplies and food captured; military targets destroyed in North Vietnam; Hoi Chanhs or enemy who rallied to the South Vietnamese government; numbers of pacified hamlets; the destruction of the Viet Cong infrastructure.

No, according to the statistics, there was no doubt. All that was needed was a little time and more troops. More Marines and more infantrymen and more air wings, who in turn required more support troops, were sent to that war-torn country until

last year when there were 550,000 American servicemen in the tiny republic.

Ever since 1965, however, there were a few Americans who felt the U.S. had no right to be in Vietnam. Consisting mainly of students in the beginning, this very vocal minority increased along with the troop build-up in Vietnam. As the tides of war ebbed and flowed in Southeast Asia, their strident voices were matched by government denunciations of their protests as helping to prolong the war.

Nevertheless, it became ob-

vious after last November's Moratorium that the internal tensions in the U.S. caused by the fighting were forcing more and more Americans to choose sides. Polarization it was called. But then President Nixon began a gradual withdrawal of troops, pulling the skids out from under the antiwar movement which began to lose momentum immediately.

Suddenly, however, there was the American move into Cambodia and the Kent tragedy, the aftermath of which spread quickly across the country and even reached down into Mexico

to a tiny American school known as the University of the Americas.

People who had remained silent before now felt they had to speak out. Even former Secretary of Defense Clark Clifford termed Nixon's move as "his biggest mistake of the war". He gave three reasons why the U.S. should pull out of Vietnam.

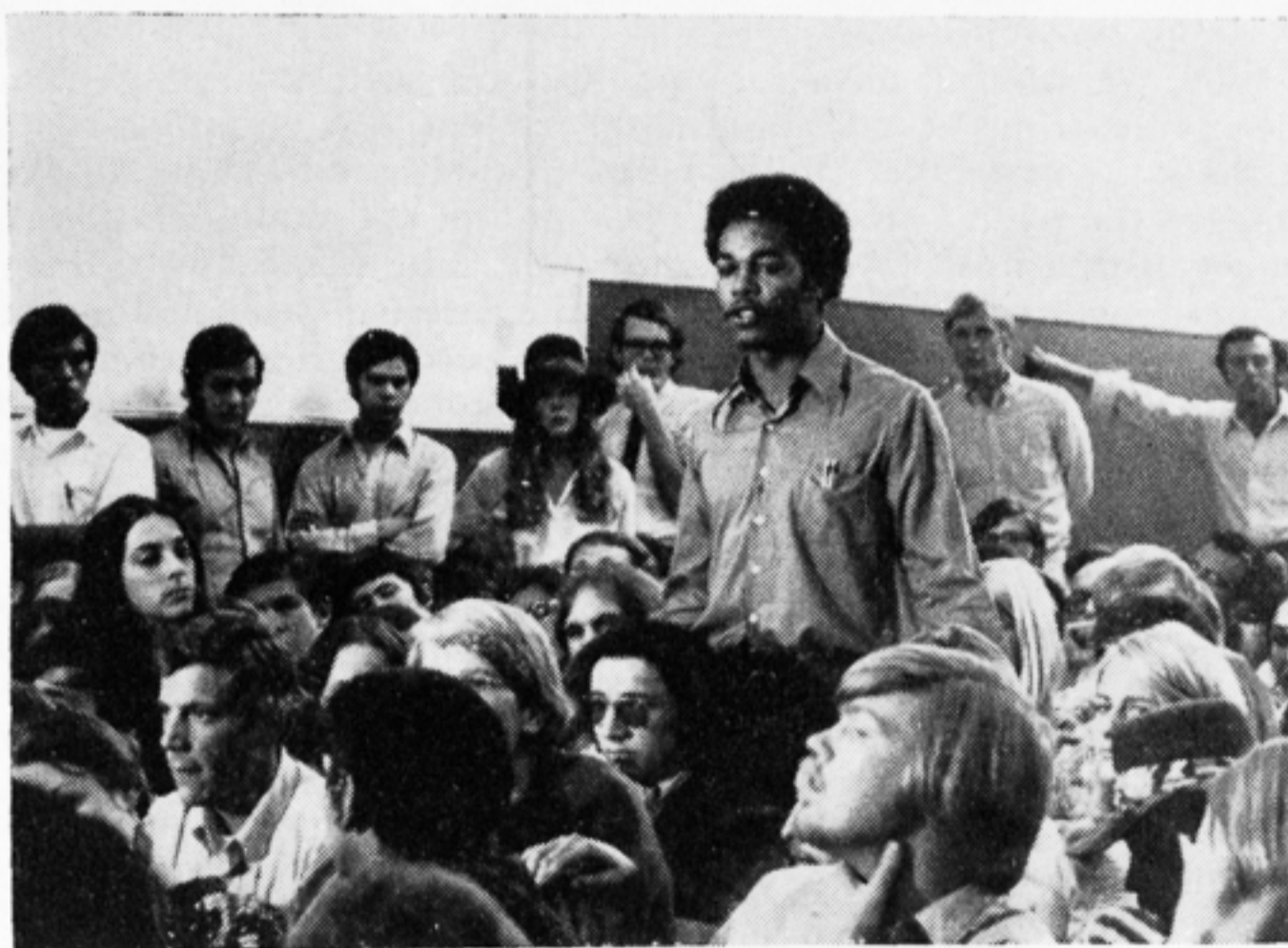
The first was that the national security of the U.S. was not involved in Vietnam and American national interests didn't warrant its presence in Southeast Asia. The second was

one which has been obvious even to Nixon for some time — the U.S. simply cannot win the war without a total commitment of troops, time and money.

The final and most important reason was that the war was causing irrevocable and irreparable harm to the United States in the form of internal strife and tension, whose aftereffects will probably continue to plague the U.S. long after the war is over. There is no doubt in anyone's mind now that the war must be ended. But the how and when still remain unanswered.



Washington Delegate



Black Speaks



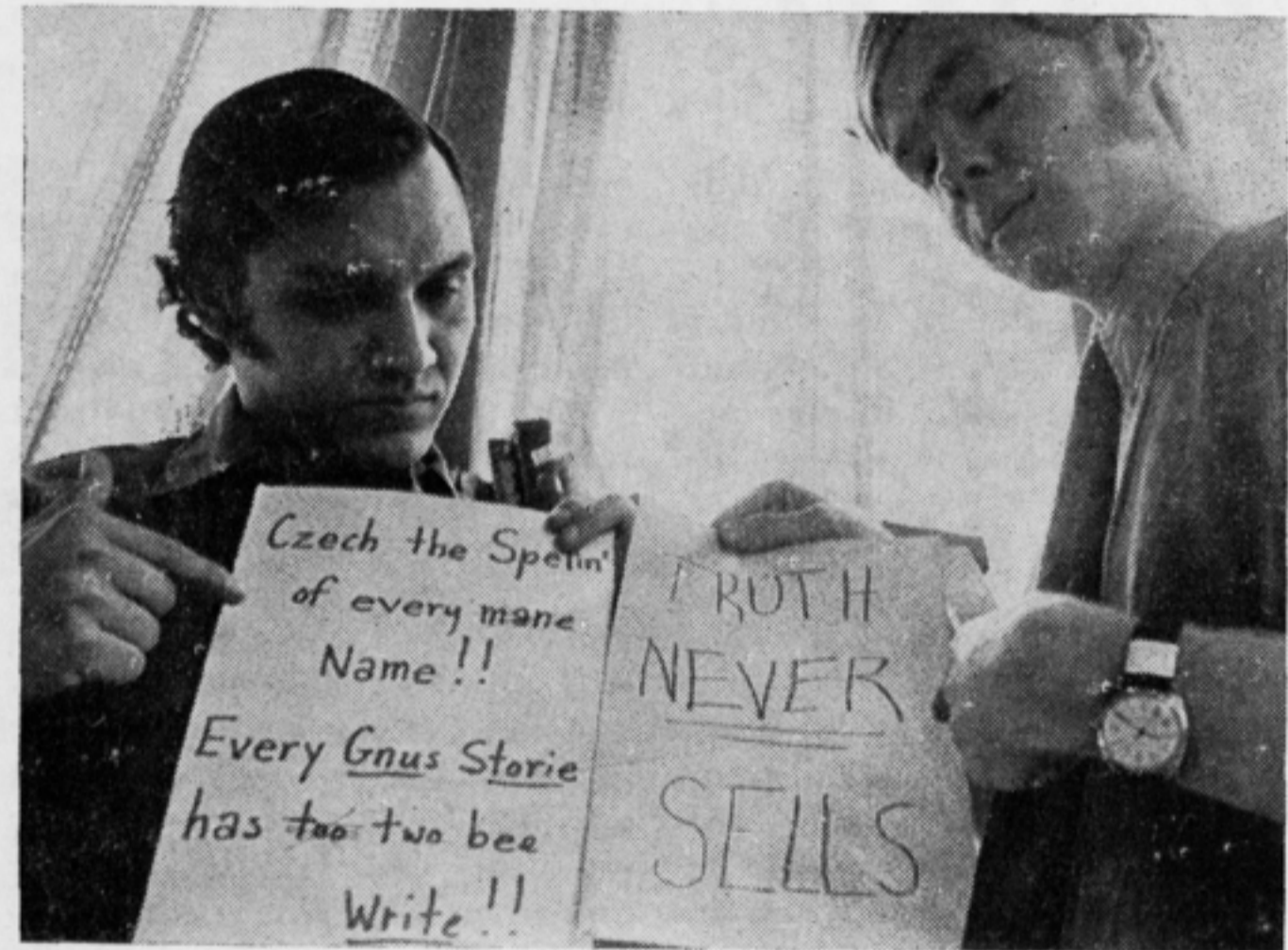
Students & McBride



Theater, May 8, 1970



CROWNING GLORY—Audón Coria, Collegian editor, finishes an editorial on deadline day while Managing Editor Jon Schmuecker adds a little "incentive technique".



MAKING THEIR POINT—Editors Audón Coria and Jon Schmuecker instruct new reporters on certain aspects of journalistic style. The Collegiate Press voted Coria "Most Valuable Speller", while Schmuecker was voted "Most Blatant Liar".



MIXING HIS CHEMICALS—"Flashbulb" John O'Leary emerges from the dark room with half a gallon of his famous "Lone Star Corn Squeezings". Said O'Leary: "It sure beats my last batch of Red Mountain."



PRESS ROOM GANG—The above convicts, women beaters and child molesters were rounded up by campus police just after this last issue went to press. They were sentenced to life for printing subversive material which undermined UA's international, intercultural, multimedia many-splendored image.

Adiós UA

Several members of the University community were recently asked to comment on the Collegian. As usual, the most interesting answers came from the administration.

"The Collegian should be a very good yearbook this year. I only hope it is a financial success," said one high-ranking administrator. Another commented, "It's an excellent college. My nephew went there." Still a third remarked, "The collegian today has it a lot easier than when I was in college."

Remarks from the faculty and students were not much better. "Is that some kind of a new turn-on?" said one freaky student. "I hear they grow it on the slopes of Popo." A faculty member stated, "Dustin Hoffman does a superb job as that college kid." His department chairman asked: "Do you take it with lemon?"

In case any of you up there on the upper campus don't know yet, the Collegian is UA's own news rag. It has been discarded from the library and swept off the terrace for over 23 years. The first Collegian was not the Collegian but The Conquistador, named by victorious GI's who had just returned from WW II. It ran timely articles on flying saucers, a column aptly entitled "Vet Dope", and comments on the threat of a third political party in the U.S. by a man called Wallace, this time Henry.

In the second issue of The Conquistador, the editor, Floyd E. Matteson, stated its editorial policy: "The editorial policy of this newspaper is, like Roosevelt's famous 'left of center' policy, just a little 'right of center'. We will disagree with the ultra-conservative as much as we will with the extreme liberal. Yet we will never, we hope, call any one or any group 'communist' or 'fascist', merely because we cannot see eye to eye with them."

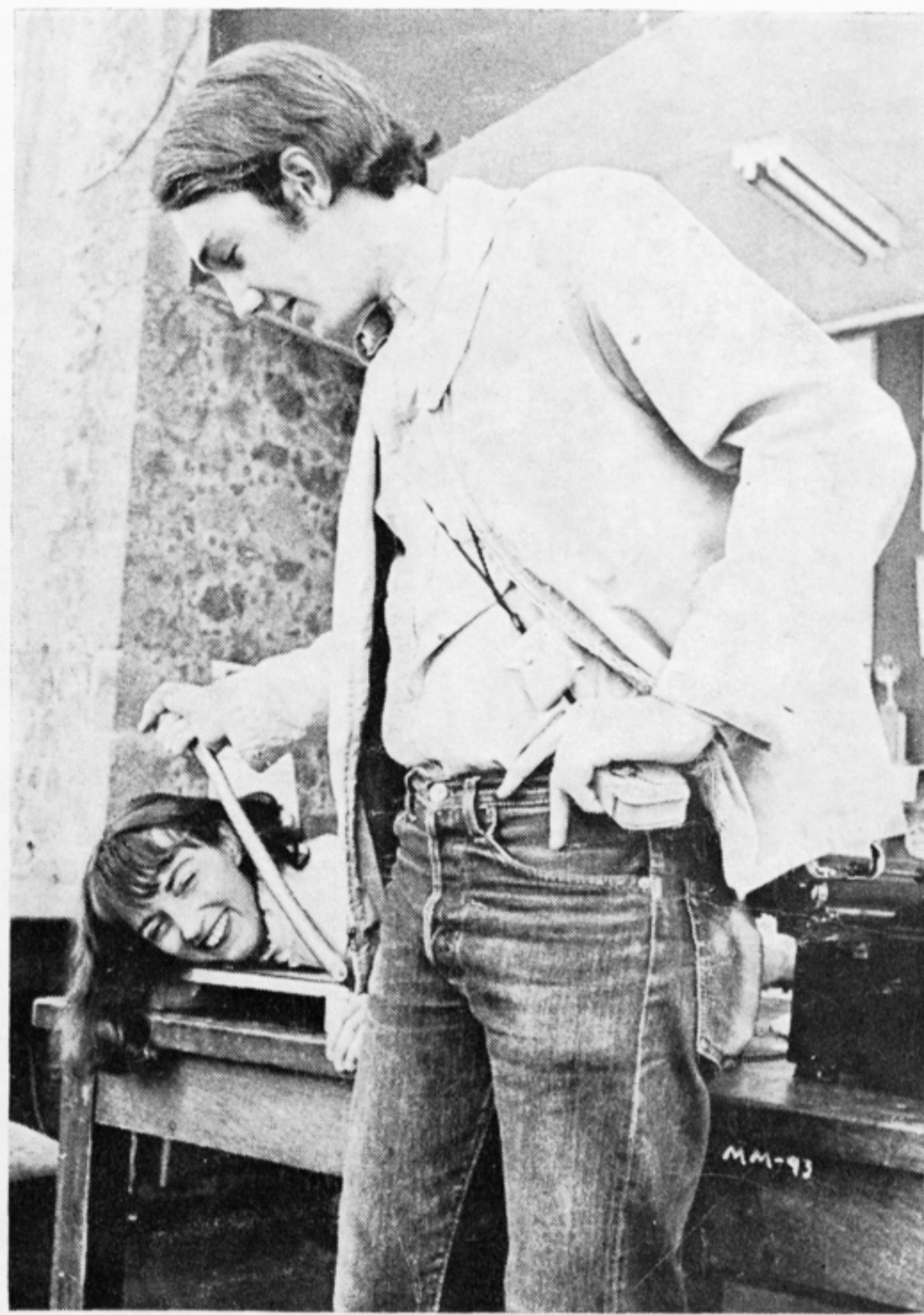
Since that time, Collegian editors have been branded communists, fascists, pigs, cows, dogs, skunks, snakes, and several have even been addressed as "you old goat". To borrow a phrase from Simon and Garfunkle, we have been "slandered, libeled, we've heard words we've never seen in the Bible, and we're oh, so tired of trying to keep our customers satisfied, satisfied."

Well, we went all out this year, fans. We turned the tables, cut the apron strings, cut the mustard, and cut our own throats all at the same time. We slandered and libeled a few old rivals. We changed the paper's image from an organ of the administration to an organ that was playing our own tune. The editors worked for the students and tried to point out the internal problems in the University. The response was about as encouraging as the stock market. We were flooded with a grand total of eight letters all year from students. The faculty and administration were even more responsive. Unsolicited material totaled two letters and one postcard from Miami Beach.

Make no mistake about it. We are not seeking personal gain. We make very little money selling stolen paper clips on the street, and there certainly isn't a big market for used carbon paper. Seeing our names in print didn't help the matter either. All it ever did was get us into trouble. So, as the Collegian moves to Puebla, where it will probably be renamed the Prairie Star or the International Multi Media Intercultural Exchange News Bulletin, we here at the old Collegian would like to say: "SO LONG, YOU S.O.B.'s!"



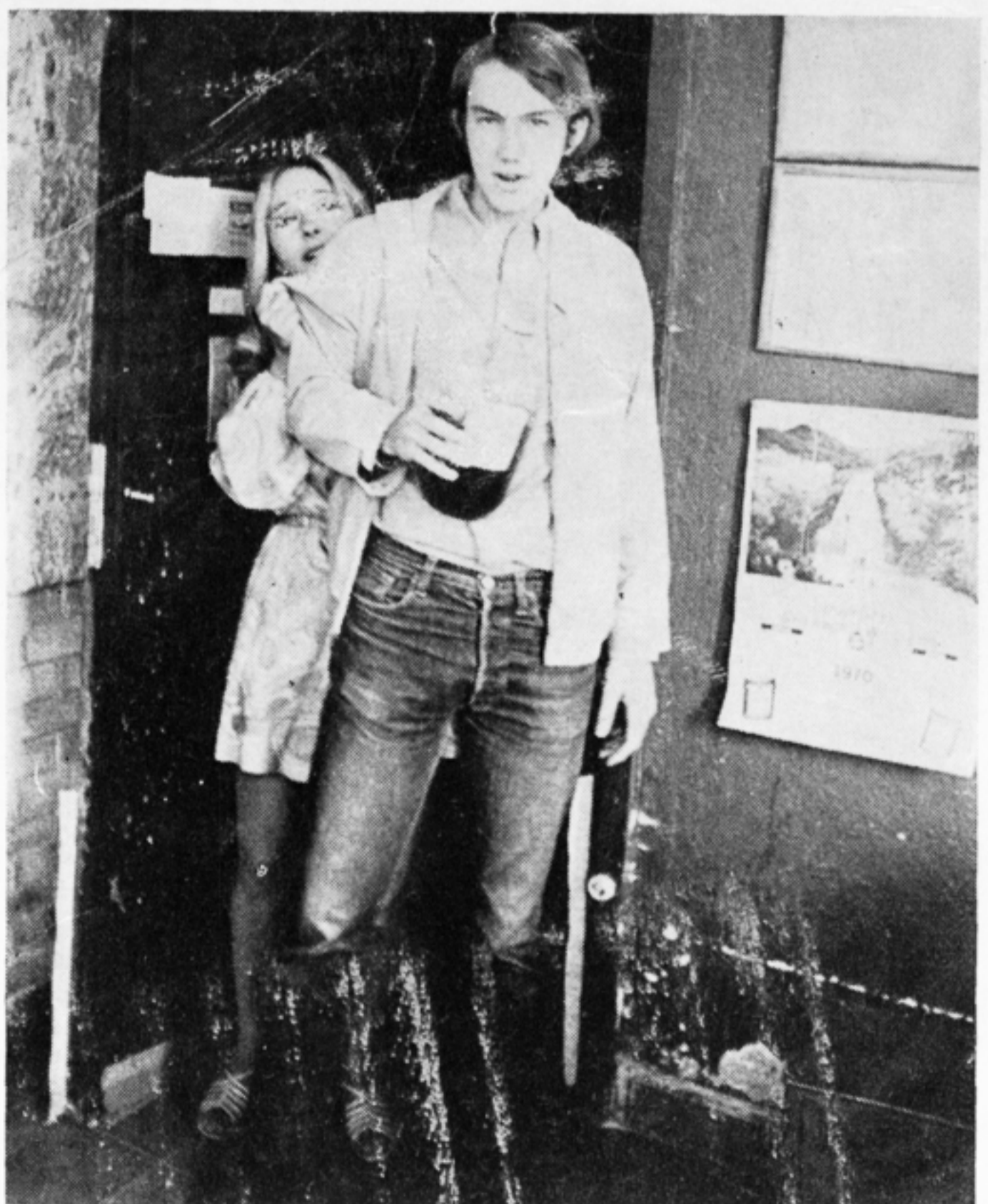
CORRECTIN HIS SPELIN—Jon Schmuecker, UA English major whose spelling and punctuation have been rated on the level of a below average third grader, finally drives proofreaders Audón Coria and Clare Mooser over the brink.



OFF WITH HER HEAD—Collegian Advisor Clare Mooser takes the honorable way out when her editors failed to meet the last deadline. Photog "Lens" O'Leary, fed up with Mooser's comments about his "lousy pics", is only too glad to assist. Said O'Leary: "This is my finest hour."



ALL IN FUN?—Collegian editors, locked in the press room for three straight days and ordered to produce, finally lose their heads on Monday morning when comely Linda Hollenshead opens the office.



CAUGHT IN THE ACT—Collegian photographer John O'Leary and secretary Linda Hollenshead were taken by surprise last Saturday by fellow staffers who dropped in to work on a weekend deadline. Said O'Leary: "Linda and I just wanted to see what would develop."