



# Talon

THE CADET MAGAZINE OF THE USAF ACADEMY

MAY 1972

VOLUME 17, NUMBER 9

CADET, SOCIETY AND CHANGE





## Daddy, what did you do in the war against pollution?

Of course you can always try to change the subject.

But one answer you can't give is that you weren't in it. Because in this war, there are no 4F's and no conscientious objectors. No deferments for married men or teen-agers. And no exemptions for women.

So like it or not, we're all in this one. But as the war heats up, millions of us stay coolly uninvolved. We have lots of alibis:

What can one person do?

It's up to "them" to do something about pollution — not me.

Besides, average people don't pollute. It's the corporations, institutions and municipalities.

The fact is that companies and governments are made up of people. It's people who make decisions and do things that foul up our water, land

and air. And that goes for businessmen, government officials, housewives or homeowners.

What can one person do for the cause? Lots of things — maybe more than you think. Like cleaning your spark plugs every 1000 miles, using detergents in the recommended amounts, by upgrading incinerators to reduce smoke emissions, by proposing and supporting better waste treatment plants in your town. Yes, and throwing litter in a basket instead of in the street.

Above all, let's stop shifting the blame. People start pollution. People can stop it. When enough Americans realize this we'll have a fighting chance in the war against pollution.



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# People start pollution. People can stop it.



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Page 8



Page 15



Page 30

CHARLEY BABY	Page 2
THE TALON EDITORIAL	Page 4
HOW TO CHANGE THE EDUCATIONAL SYSTEM	Page 6
THE ACADEMY AS A SUB-CULTURE	Page 8
1968: A CHANGE IN CIVIL-MILITARY RELATIONS	Page 12
USAFA HONORS SMSgt McVEY	Page 14
LISA—TALON GIRL OF THE MONTH	Page 16
KAFA	Page 18
BLUEBARDS SCHEDULE PRODUCTION	Page 19
TALON REPORT— THE STUDENT REVOLUTION	Page 22
TALON ESSAY "BRAVE NEW WORLD"—FICTION OR PROPHECY?	Page 24
VOLUNTEER MILITARY—AN EXAMINATION	Page 26
WOMEN AT USAFA?	Page 28
WINTER SPORTS	Page 30

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## Charley Baby

Another Monday, roll over, get up and check the alarm clock to make sure it says 0715 hrs. (quarter after seven for you *rotc* types). Had to assure myself that I wasn't getting up too early for my first period class.

I saw Nino at our favorite luncheon spot on campus and he yelled at me "Hey you 7&%\$#\*\*" Man, did the tower ever fall on him! "You man!" Form 10. And a chastising "I say, my man, I spent umpteen years stationed with the British and the one thing I cannot tolerate is profanity." Actually, I don't feel a bit sorry for Nino — him being in the military and all — Shucks, nobody says 7&%\$#\*\* in the real Air Force.

After class I strolled down to Pierre's room and noticed that the admin officer had another five feet of forms on his desk. Just try to go to your sister's wedding without writing at least five subject-twos. And all this has to be kept track of for something called an ORI. Good year for ORI's, this year you get three chances to excell. Pierre and I were discussing the question of what happened if you hadn't passed by the third try, when his AOC strutted in wearing his riding breeches and brown boots, brandishing two ivory handled revolvers. (Who did he think he was anyway?) He reminded us that "you can't get too much of a good thing." Well... There is only one "good thing" I haven't been able to get too much of and it isn't ORI's... but he went on to ask.

"Are you men going to the optional training lecture this Saturday?"

"No sir."

"What? Why not?"

"Because it's optional."

Harumpphh — "If you people don't start attending the optional training, we're going to start making it mandatory."

So Pierre and I split and headed up into the clouds in Fairchild Hall to deliver some gifts we had collected for the powers in Counseling and Scheduling. Pierre tripped on the kneeler in the vestibule and spilled the incense but it didn't matter, we still had the frankincense and myrrh. I sure hope that our gifts to Counseling and Scheduling were accepted, otherwise we may end up with TWO dead days before finals.

Isn't cadet life exciting?

charlie

### letters to the editor

"And they're off!" Do you ever get the idea you're in a race? More times than not, the concept of competition builds and becomes your sole motivation at USAFA. We are continually reminded of squadron competition, order of merit, GPA, masters programs, etc. We are relentlessly pushing to surpass the achievements of each other in all facets of cadet life. Our rewards for successful competition are many and are instilled and re-emphasized constantly from BCT to graduation and UPT assignments. Think of your roommate or the guy down the hall who is struggling to become an officer. He may never make it to that "nirvana" of his career because he is motivated only to self-edification and personal goals. Do we need to be superior to be competent and efficient officers? Do we need to belittle and condemn the actions of our peers to be successful in our chosen career? Is this bloody battle which eliminates the sincere effort and par score really the only way to achieve the "unsurpassed (?) glory of a USAFA grad and an Air Force officer? I don't think so, but I'm still open to suggestions.

C3C Rod Hayes

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An Editorial Essay

# The Student Revolution: A Balance Sheet

WE ARE PEOPLE OF THIS GENERATION, BRED IN AT LEAST  
MODEST COMFORT, HOUSED IN UNIVERSITIES, LOOKING  
*UNCOMFORTABLY* TO THE WORLD WE INHERIT.

Those were the first words of the Port Huron statement of the Students for a Democratic Society in 1962. With that manifesto, concerned students initiated a social movement whose purpose was to "start controversy across the land, if national policies and national apathy are to be reversed." The result has been a social movement which swept America and the world and did come to shake national policies and to some extent American apathy. The SDS spearheaded a rebellion against inhumanity, mass institutionalism, technocracy and the theory of *in loco parentis*. The student movement teamed with the student press and provided a strong impetus for the democratization of the university campus, the breakdown of the Fraternity system, and the development of relevant education.

Today the campuses have quieted somewhat. Perhaps this is because the student revolution is mellowing into a populist movement. Perhaps the economics of the nation have removed

the security that supported the student unrest. Perhaps the movement is simply faltering from its own consumption. Or, more frighteningly, perhaps the national apathy has once again surfaced. Whatever the reasons, it is time to stop and review the history of the student movement and take a count of its accomplishments over the last ten years.

Based on Psychologist Kenneth Keniston's research, the student activist was any college student who was concerned with some ethical, social, ideological, or political issue; who noted an injustice or evil toward himself, others, or society; AND who was willing to collectively work to change or destroy that injustice. The student activist was politically optimistic, active, and socially concerned. He expressed his convictions concerning social injustices. He espoused no formal ideology and questioned the ideals of any group or party while remaining dedicated to the traditional American values of free speech, democracy,

justice and equal opportunity. He seldom demonstrated because his own interests were jeopardized (those who protested the draft were seldom likely to be drafted). Most activists were from relatively high economic status families; majored in humanities, social or political sciences; went to the better schools; and were of well educated parents who held liberal views. Generally the activists were outstanding students who became disillusioned with the system and the established concepts of success.

The Researcher Keniston differentiated between the student activist and the culturally alienated. The alienated were pessimistic, opposed to the system and preferred to portray their dissent in private (dress, etc.). The culturally alienated had a distaste and a disinterest in politics and society. They were the drop-outs who rejected their parent's values but were not committed to social action.

The student movement arose from a socio-cultural milieu which

emphasized youth and youthfulness, was steeped in social criticism with a history of protest and violence. It was a society which legitimized youth's idealism with the comment:

He who is not radical at 20 doesn't have a heart,

He who is still one at 40 doesn't have a head.

In this environment, the student movement mobilized on a multiplicity of issues: The War, the draft, civil rights, ecology, technocracy, alienation and the university system.

The movement questioned in its moral, ethical, and legal contexts a war which was based to some extent on perceptions of a so-called world communist conspiracy which few countries besides the U.S. later shared. The students challenged a society of material hypocrisy with a vast dichotomy between what it could and should be and what it really was. They rejected the leadership supported by a technocracy in which science held the hope of mankind but failed to achieve.

The student activists rejected the careerism, materialism and familyism of a society which stressed the acquisition of specialized skills rather than the education of the person. For some, institutionalized religion (as in anthropological and historical contexts) tended to be the conservative, legitimizing institution of society rather than a force in the avant-garde of a movement for social justice. They condemned the state for its impersonalism and its power structure which retarded change. Some students believed that the sham of capitalism was an economic system that alienated man from his labor and

made social relationships subject to money transactions. The students decry a Madison Avenue which created needs for an affluent society but never questioned the value of the goods produced.

In their activism, the students often lacked a sense of history and its effect on the present; they were often violent and students engaged in much verbal pollution (we always thought that "repression" meant that someone knocked on your door at night and you were never seen again). For some sexual degeneracy and drug abuse took its toll. For those "revolutionaries" who went the circuit from loud music to drugs to sex to the Jesus Freak scene made exactly that — a single revolution — but were scarcely revolutionary.

Despite their extremes, the students had a general liberalizing effect upon the older generation (especially concerning the Vietnam War) and were influential in increasing human awareness in American society. They challenged the myth of technology, pressured for more relevant education, raised the issues of American racism and poverty, and improved the ecological awareness of Americans.

In view of all this, what is the balance of the student revolution? To a degree the answer to that question lies with the values and perspectives of the individual reader. We have talked to generals and to students and the factor in our minds is the gross stereotypes to which each subscribes and the vast breach of communication. With this in mind, we are not overly optimistic about reconciling the two. Being moderates, we have sometimes found we could selectively discuss topics with either of the positions. By

the same token, however, the moderate position often becomes the brunt of both sides' vituperation.

Mutual understanding (or at least intelligent toleration) will come only in getting various positions to recognize the value of the others ideas and perspectives. For example, it needs to be understood that the conscientious objectors serve a vital function in a society by registering a moral disapprobation. Likewise, in a hostile world, the necessity of the George S. Pattons is almost a *sine qua non* in times of war. The essential factor is to prevent domination by the conscientious objectors in times of crises and to hope the George S. Pattons die at the appropriate time. The value of recognizing that every perspective or collection of ideas has some validity in our world is almost as important as the freedom to express those ideas.

In our view, the balance of the student revolution is this: If our society is tending to move toward conservatism in a backlash, the important factor is to grasp the valuable contributions students have made in civil rights, ecology, the War, and human awareness and concern; incorporate those contributions into our society; and, lastly, to prevent a return to the dogmatism and injustices of the earlier McCarthy, Red Fear era. More important, however, is the need to recognize the vast complexities present in our society and to realize that no group or doctrine possesses ultimate solutions or apodictic perspectives.

Jack D. McCalmont  
Publications Editor



# How to Change the Educational System

By  
Michael Nishimuta

At the conclusion of last month's article, the need for a Wing Academic Officer was addressed from the viewpoint that an important function would be to insure the implementation of a wing-wide major's selection and career orientation program to fulfill a basic need at the Academy today. In this article, I will investigate some of the other responsibilities that his job would entail, first, by looking at the functioning of the Wing Academic Advisory Committee (WAAC), the Curriculum Committee, the Academy Board, and the role the Wing Academic Officer (WAO) would serve in the midst of them; second, by looking at the Squadron Faculty Officer (SFO) – Squadron Academic Officer (SAO) relationship and seeing the need for a WAO to evaluate the performance of the SAO, which is now being done by the SFO, and the empirical evidence of the squadron grades listed twice a semester. It is hoped that the reader will gain a better understanding of how, under the present set-up, curriculum changes are made, what proposals are under consideration today, who constitutes the Academy Board, and what changes in curriculum and policy have recently been made.

In the previous article I stated the need for a dynamic Wing Academic Advisory committee, which I said did not exist. In 1970 the Dean of the Faculty established this committee with C1C Tom Stewart as its first chairman. The following year under the direction of C1C Charles Lucy the present auditing system was established. The young committee has

quickly stagnated since that point due to a lack of wing interest and awareness and a lack of authority. According to regulation, the committee is the only body with the authority to propose a cadet-sponsored revision to the curriculum, but it has not felt enough responsibility in the last year to be effective. It also has suffered from inaction due to a lack of time on the part of the cadets involved.

The present committee chairman is C1C Mark Ewing, and with C2C John Van Coevering and C3C Mark Shepro doing much of the present work, the committee is investigating three areas: The revision and/or substitution of core requirements, the possibility of a two-core plan and the possibility of a pass/fail grading scheme for Military Training and Physical Education courses. To see how the chances of such changes fare, let's look at the process by which a change is made.

According to USAFA regulation 537-20, if a curriculum change is recognized as needed by a faculty member, he will obtain the support of his representative to the Curriculum Committee, composed of the heads of all the academic departments, representatives from the Athletic department, the commandant's division, the Registrar, and the Dean. If the change is a cadet proposal, he will discuss it with his SAO, who will discuss it with the chairman of the WAAC, who will submit a formal change proposal to the Dean. Simply to meet the approval of the Dean, the proposal must be feasible, reasonable, in the interests of the mission of the

Academy, and it must have strong support from the Cadet Wing. To this point, no proposal has met the Dean's approval since the auditing proposal was passed over a year ago. If such a request is approved by him, it will then go before the Curriculum Committee for a vote. Succeeding there, it will then go before the Academy Board. The Academy Board is composed of 10 members: the senior chairmen of the departments in each of the four major academic divisions, the Commandant and Deputy Commandant, the Director of Athletics and his assistant, the Dean of the Faculty, and the Superintendent. Since five of the ten members of the Board are from the faculty, issues passed by the Curriculum Committee rarely are vetoed by the Board.

Changes in the curriculum are not impossible. The Curriculum is ever changing and it requires the inputs of faculty and cadets to keep it responsive to new demands.

A look at the new 1972-73 curriculum handbook will show that a considerable revamping of several majors has been made by the faculty. The Military Arts and Science major has been eliminated. All Areas Studies majors have been eliminated and are now branches of the new History and International Affairs majors. The Political Science major has been merged into the new International Affairs major which now has three branches: International Politics, Area Studies, and American Politics. The Wing Academic committee is now investigating several exciting possibilities: the elimination of the



foreign language requirement; the two-core system for humanities and engineering majors; the elimination of overlapping topics in Physics, Electrical Engineering and Mathematics; it would like to propose the elimination or reduction of courses which the wing feels are not applicable to either major studies or career interests.

According to the C3C Mark Sheprow, "in a questionnaire circulated by the committee and answered by almost 300 first and second classmen, approximately one half of the cadets questioned felt that one particular core course was not helpful in their major and was not worth taking on its own merit. Many other courses aroused this opinion in over 30 to 40 percent of those responding. The results also showed a strong disagreement in the value of courses between cadets in engineering or 'hard' science majors and those in humanities or 'soft' science majors, especially where there was a second semester

core course involved. For example, whereas only 10 per cent of the science majors felt that a certain second semester core course was not worth taking, 46 per cent of the humanities majors held that opinion. This trend was present to some degree in all subject areas."

Yet not one of the proposals will likely meet the Dean's approval: the wing is not mobilized to support these changes. Why is the Wing not mobilized? For one reason, because the members of the committee are only part time. If the chairman were appointed to the duty of Wing Academic Officer, it would then be his full time job to insure the proper utility of this committee.

Anyone who is or has been on academic probation lately surely has been amazed at the inconsistency that surrounds the enforcement of weekend academic call to quarters, or "WACQ's" from squadron to squadron and group to group. In the chain of command, the SAO receives his instructions from the Group

Administrative Officer, who receives his from Wing. The job of Wing Administrative officer is a busy one, and he does not have the time to formulate the procedures and investigate the usefulness of this procedure. In forty different ways these WACQ's are being administered, with no one really knowing how effective they are, or how effectively they are being administered. This is the ideal situation in which a WAO could exert his usefulness, and a proper repository for complaints by those on academic probation would be established.

In the same manner, forty SFO's and forty SAO's are "doing their own thing." While some *are* doing an excellent job, some aren't. An SFO is an extremely busy man. Besides his day-to-day classes, he must, at least twice a year, interview each of the 60 third and fourthclassmen, counseling them on grades, study habits, and majors' selections. Much of the basic work should be handled by the first class officer, with the SFO serving only as an advisor, employing his unique viewpoint and experience to point out the pitfalls in selection of majors and study habits. A WAO would be able to insure that the SAO's are doing their proper duties, leaving the SFO's free to serve in more of an advisory role.

Considering the time spent on academics, nothing at the Academy is more important. It is becoming more and more difficult to "breeze" through academics, and more and more dangerous to try to "ride the curve." It is only sensible that the Wing have a cadet officer and sergeant to oversee and direct the many important responsibilities associated with the job. If the size of Wing Staff is fixed, and will not increase, then the Academic Officer could remain in his squadron, as does the Wing Safety Officer, yet still maintain his authority in this area. If the Wing really wants to run the Wing, then individuals must assume the responsibility that goes with it. Each individual cadet, especially the underclassmen, must feel directly responsible for the future course of the Academy curriculum and act accordingly.





The

Academy

As A

Sub-Culture

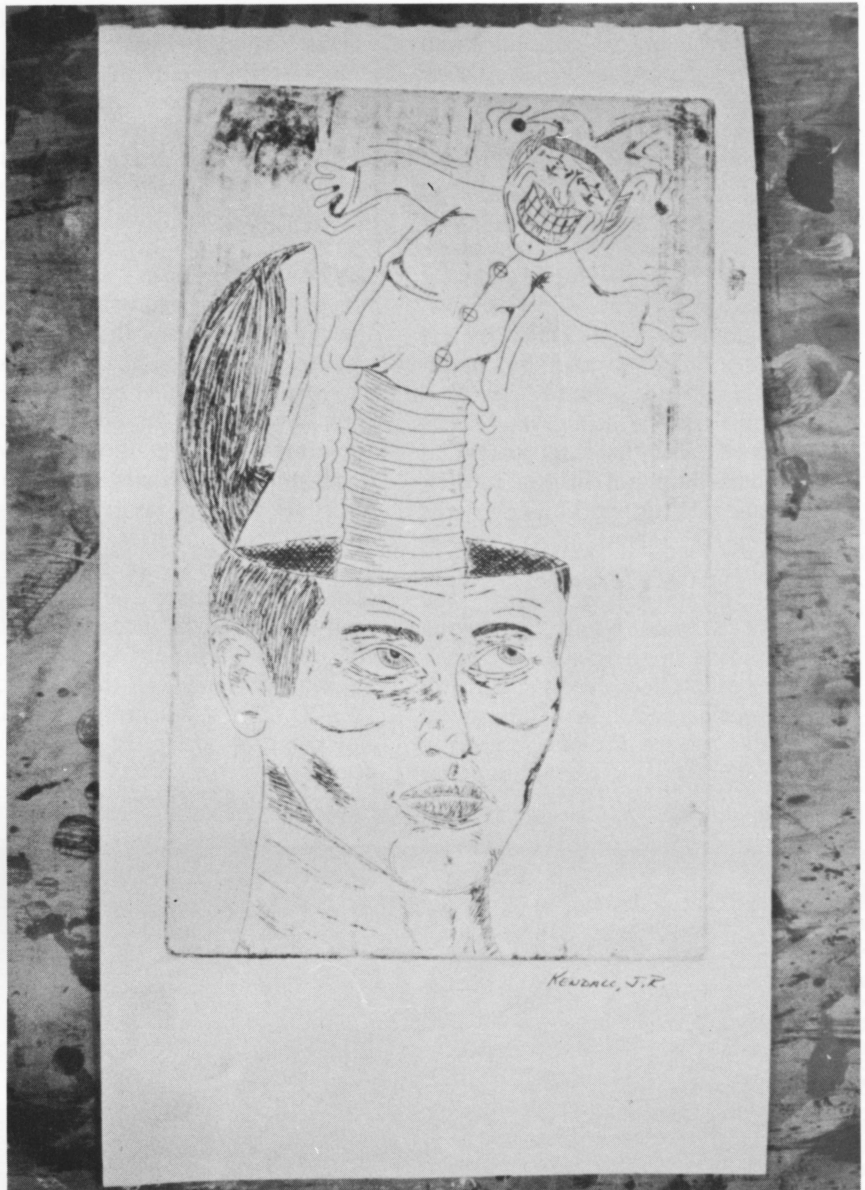
By  
Hugh Parker

How many times have you exchanged looks with someone in an airport and found a returning antagonistic glare, a glance of detached indifference, or a wink from a pert older lady? Have you ever conversed with a friend or acquaintance and discovered that they have developed notions about the Academy and about your part in it, independent of glimpsing the "inside story" as you feel you have? Did it ever cause you to wonder whether the Academy has instilled within you a quality that arouses these feelings in others, or if their judgment process is entirely a contrived perception on their part, generated by the color, style, and

tailoring of your cadet garb? Or did the thought ever cross your mind that living in a secluded mountain resort for young men has placed you in a group apart from the mainstream of society?

When thinking about it, what exactly is our society and what indices would we employ in determining ourselves categorical misfits or not? In general, we can ascribe certain functions that our society performs for us as citizens, such as regulating conduct, setting norms (direct and indirect), and (especially in our colleges) acting as a socialization forum. Naturally, many factors contribute to the formation of a social

atmosphere which overlay numerous groups in the society, regardless of orientation (these factors may be positive or negative in effect, yet, they do provide some stimulus to most people), notably, the government, the laws, and the economic situation in the country. But a "society within a society," as the military has been called, and specifically the Academy, must have a few aspects which others perceive as peculiar in order to justify our uniqueness. For the sake of academic protocol, we should consider Webster's definition of a subculture: "an ethnic, regional, economic, or social group exhibiting characteristic patterns of behavior sufficient to



distinguish it from others within an embracing culture or society." By the confines of this statement, the cadet wing does exemplify all portions of the definition, however, not by virtue of being a homogeneous group, but rather by combining the various elements, each element manifested to a different degree in each cadet. So by common usage, one would probably have to depart from Webster because certain "group-like" tendencies have emerged, even though the wing is an amalgam of many different influences. A note must be emphasized at this point: we do not appreciate stereotyping as many of have seen it happen all too often; therefore, of course, no generalized statements about cadets can be completely accurate because we all are individuals. Each comes to the Academy with a certain cultural background. He may be from the South and voice conservative ideas, he may have grown up in Harlem or he might be an exchange student from South Korea. It is probable that his home will linger in his mind and he will have certain gut feelings about it, depending on the duration of stay there and the experiences he encountered. Each cadet brings with him a unique personality and he reacts to situations in a slightly different manner than the one standing next to him. So we see that this unique combination of environment and hereditary factors renders each entering candidate an individual, offering no validation to the proposition that only a certain "type" of person comes to the Academy. Granted there are similar qualities (wanting to be in the Air Force, wanting to fly, wanting a "good education:" there are as many reasons for coming to the Academy as there are entering young men) and each does have to be accepted by the Academy's evaluation boards, but there are attributes gained here which probably cannot be fitted to the mold of their previous existence.

One such experience is the awareness of being part of a group which is forced on a basic cadet when he learns that it is important to the upper-classmen in his squadron to do well in group projects. The juxtaposition of stress and need, both

psychological and physical, for others seems to ingrain an affinity for group togetherness or action in a group that one would not attempt to undertake alone, to wit: the old Friday night movies where it was not uncommon to see a girl blush at the sight of the "pre-game" activities. Many of those participating could not have done the same things alone, but the comfort of being shielded in the group was enough to allow the action. Along the same line, it seems to be a commonly held belief that if a group instigates an action (leaving class after five minutes when the instructor does not show) there will be no punishment. Perhaps, the "New Look" is alleviating the situation somewhat, because he extended privileges seem to be separating us a little more by not forcing us together on the weekends as much. Perhaps this is the reason why many cadets on Academy Exchange to West Point have felt that they have more "atmosphere." In the past some of the rules of life around here consolidated cadets either for or against the regulation or policy in question. It may be now that the main issue that is fervently pursued is that of hair, and yet, that has been diffused to some degree.

In addition to the group feeling of the Academy itself, cadet-with-cadet and cadet-with-officer, the overall milieu of the military character has its effects. And one would probably admit the military has certain unique situations related to economics (pay structure), social isolation in terms of base location, job orientation (although divided into support and operational objectives), and a type of ethic toward satisfying prescribed goals.

Considering the cadet as a "different animal," the main objection seems to be in the realm of getting something for nothing. From personal encounters, our contemporaries find fault with their funds being diverted to supplying our education. And I think that this is the chief gripe of many college students today in our general area. I once heard a C.U. coed remark that her parents could hardly help her through, let alone put spending money in the pocket of a complete stranger who was not sacrificing at all for his

diploma. Whether the logic in this is valid or contrived is immaterial with respect to the value of education received at a Service Academy (except in a rationalization for the justification for the system to exist at all), but it does enter the area of perceptions of others as to cadets as a group. An analogous problem is confronted by the Blacks, who too often are judged by their color or outward countenance, rather than by their ideas and feelings. The same coed also remarked that one could always tell a cadet by the way he walks. Your guess is as good as mine as to what she means, but it does suggest that peer rejection is something tenuous and perceived without ample investigation into the matter. Unfortunately, too many of us perpetuate this misconception by remaining isolated and not interacting in problems of human interest.

The Academy Assembly and Black Arts Festival are two examples of how cadets can get involved and give a more apt impression of what they individually represent. In short, whether we feel part of our society, or are alienated and rejected has a great deal to do with the amount of effort we put into human relations. And this does not mean that "selling the Academy" should be our aim. To do so would be detrimental and more misconceptions would blossom.

So, it seems that the best way to create a meaningful transfer of interests between the Academy and the outside world is through verbal exchange between cadets and those interested in gaining an understanding of USAFA. These same individuals, as taxpayers, ultimately provide the *raison d'être* for the Academy, and for that matter, the military.

Is the Academy a subculture apart from the body of the rest of families and friends? We can demonstrate aspects of life here that would support the thesis, but the lack of valid statistics makes it difficult to form an argument that is unscathed by attacks from any side. One thing is certain: as long as enough cadets stay in touch with the people they seek to support through military service, there may be fewer malignant perceptions and better communication between cadets and their civilian counterparts.





By Barry Smith

Today almost every American institution is experiencing in some way the present social revolution. The colleges and universities are the foci of the new generation and have consequently undergone a fair share of reevaluation and change. One of the new concepts on the academic scene is the pass-fail grading system. This new method of evaluating student performance has been hailed by many as a panacea for the ills of the present stratified systems such as letter or number grades. However, it appears that many of the pass-fail advocates are merely fed up with the drawbacks of the current system and therefore all too eager to grab any new system that comes along. Before throwing the old out for the new, a serious look ought to be given the good and bad points of each and determine the actual relative value of this "either-or" system.

First of all, an explanation of the pass-fail system is in order. Under the widely used letter grade system, a student's performance in a course is rated from excellent to below average (A-D) or failing (F). The pass-fail system eliminates the qualification of the passing marks, A through D, and replaces them with one all-encompassing category - Pass. The alternative to the Pass is the Fail which remains unchanged. To date, the pass-fail has only been instituted limitedly. Antioch, reputedly an

avant-garde, has turned its entire curriculum over to a form of pass-fail. Its grading system, set up as Credit-No Credit, even goes beyond the normal limits of pass-fail, since a student's records do not reflect any courses in which No Credit, or Fail, is given. Yale, too, has been influenced by the new system, but its action has been more of a name change than a change in policy. Yale has dropped the letter grade method but its version of pass-fail is not too different. That is, their pass category has been broken down into three classifications Honors, High Pass, and Pass. This represents a net loss of one grade or mark, but, as can be seen later, fails to correct any problems of the old system.

The problems symptomatic of a letter-grade or similar system are largely evident although usually generalized. Along this line are the complaints that grades are not accurate, they receive too much emphasis, and "certainly, grades don't advance learning." Each problem merits some analysis, as well as a look at how well the pass-fail system alleviates it.

The accuracy of grades has always been a cause of concern. On an individual basis, the grade earned for a course can be misrepresentative for a number of reasons. A single exam, taken at a time of physical illness or outside mental pressures, can easily

influence a student's average by at least a letter grade. Under a pass-fail system, however, the student's grades or average have a goodly amount of leeway which can compensate for any exceptionally poor scores and still merit a Passing. For the poor student, however, there would be no change if he fell below the passing line.

More important is the inaccuracy as represented by the lack of any standardization between institutions, departments, and even instructors. That is, one professor's "A" is not necessarily the same as another's. The personal experience of anyone who has attended college, or even high school, can bear this out. The standards of grading or the requirements for a certain grade vary with the policies of the institution, department, or the personal policies of the teacher. In fact, the very personalities of different instructors can affect a student in different ways, affecting his desire, if not his ability, to do well in a particular course. With the introduction of a pass-fail system, the problem of standardization is not wholly corrected. The grade categories of the new system are much larger and more general and, hence, part of the problem (or the acuteness of the problem) is eradicated. But the problem will then arise as to standardization of what is passing and what is failing.

The real problem lies, however, in the emphasis put on grades and their importance relative to learning. The pass-fail group feel that the entire concept of grades is detrimental to learning from grade school through college. Basically they feel that the pressure on the student to achieve high grades directs his efforts away from learning itself. One observer sees the situation as one of survival, in which the student will forsake learning in order to devote himself to getting high marks through whatever means are available. He feels that the student is forced to rely on cheating, conning, pointless memorization, and the like to beat the evaluation system. Furthermore, he states that most all "A" students are "concerned only with their own grubby self-advancement."

Another of similar opinion feels

that a good student looks good only because he is being supported by comparison with the mediocrity of the poorer students. But how valid are these arguments? An "A" student did not get high grades by sacrificing his fellow students. His marks generally reflect his performance which would most likely be the same regardless of the comparatively poor or good performance of the others. My experience has shown that the better students do have, in general, a better aptitude or desire for learning. The high grades generally reflect good work on exams which means that the student had to have learned at least some of the correct answers or ideas. The fact that exams generally hit upon the main or most important areas of the course, shows that the student with a high grade probably learned a proportionate amount of the course material. "A grade... is at best an imperfect measure of what (a student) knows of the course content." After all, isn't that learning?

If the student has achieved high grades, one is apt to claim that he crammed, and did not actually learn. But in a college major, it is quite common that one course builds upon the concepts of another that is a prerequisite. In this case, some amount of knowledge is necessary for continued high performance. Cramming for a one day stand would be to no avail. The only other possibility is that the good student cheated. Again, one must rely on experience. In my four years of high school, I found that the good students did not (or did not have to) cheat. Those who did cheat were the average students whose less honorable efforts rarely netted more than a slight increase in overall evaluation.

The adverse effects of grades are also seen in another way. This is that the fear of big exams and the fear of failure (failure to pass or failure to get an "A") create such an anxiety that optimum learning is impossible. On the other hand, many non-anxious students would lose effectiveness without this motivation. This is to say that grades do provide some with standards of self-appraisal and for motivation. It would be a monumental task to determine the percentages of

anxious and non-anxious students and the degrees to which fear of failure and motivation affect them. As far as motivation is concerned, I would like to bring experience back into the light. There is a sarcastic saying around the United States Air Force Academy which states that if the minimum was not good enough, it would not be the minimum. For the most part, I believe this to be true in learning for most people, although some set for themselves a standard of an "A" for a minimum while others are content to work for a "gentleman's" "C." If the system were changed to pass-fail, the only minimum available would be passing, which would motivate far less learning.

The letter grade system should not be held totally responsible for the anxiety created by the desire for high marks. No two people have the same abilities and it is in part up to the student, by means of grades, to realistically accept what his abilities are and to recognize areas where he needs additional work. Not all people are big football heroes and by the same token should not expect to all be academic successes either.

Attainment of high grades should be recognized as one of the keys to success, not success itself. The current misconception, that grades are success, should be corrected by new emphasis to the contrary, not by removing grades altogether. It should be emphasized from early grade school that grades are important, but not an all-important goal. Very few people are Rhodes Scholars and it is far from being shameful to be in the excluded majority. Removing grades is analogous to doing away with scorekeeping for the sake of those who are not otherwise competitive in the sport.

In this respect, grades do have an important function as a means of comparison. Grades do, however imperfectly, reflect something along the lines of knowledge, aptitude, and desire or initiative. All three of these are important to an employer or an institution of higher learning. The pass-fail system would virtually eliminate this means of comparison and would be unfair both to the good student and to the would-be employer.

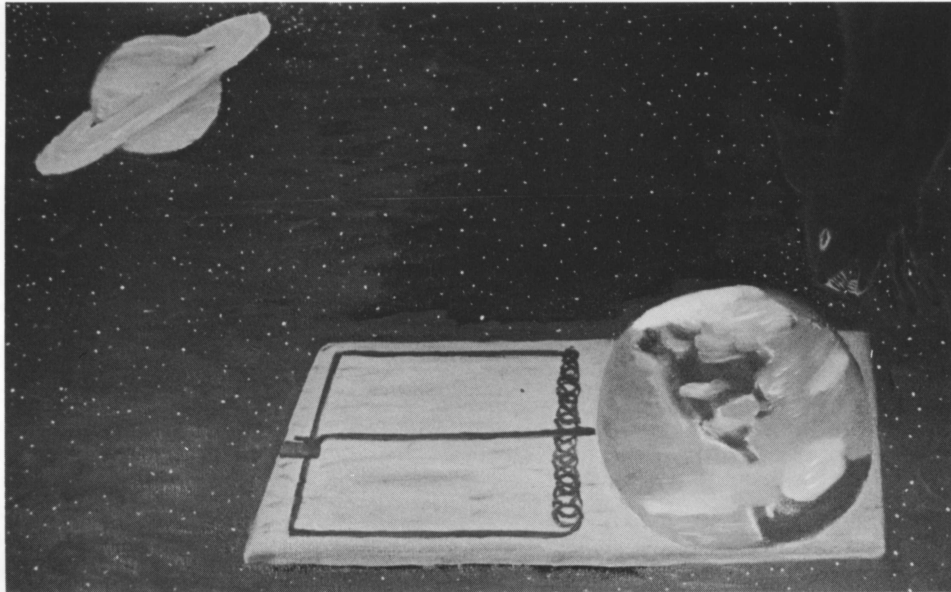
Some proponents argue that a personal evaluation of each individual should accompany the Pass grade, which would compensate. However, a large part of the support comes from the fact that pass-fail is simpler and would involve less work on behalf of the teachers. A personal evaluation would require, on the contrary, a great deal more work. Further it is more open to bias and prejudice, and in the case of the large college lecture hall it would be next to impossible.

This is not to say that the pass-fail system is, in the long run, altogether worse. On the contrary, the pass-fail system, in a limited role, may provide great benefits. The college or university student must develop as a person as well as a master of his major. Because of the desire to maintain high grades or Grade Point Average, many students stay clear of any non-required course, regardless of his interest in it or its possible value out of fear of receiving a low grade in an unnecessary course. If the student were allowed to take courses outside of his major on a pass-fail basis, it would afford him an opportunity to take desired courses without fear of lowering his overall scholastic record. A science major could therefore take an interesting history course without having to compete with history majors to earn his grade. As with auditing, however, certain guidelines would have to be established as to if and when the student may opt for a letter grade or vice versa, and what would be done if a change in majors occurred and the course was needed for grade.

The pass-fail system, therefore, does have a useful place in today's schools, albeit limited. It allows a student to broaden his knowledge into fields other than his major without fear of getting an unnecessary low grade. However, the pass-fail system fails to offer a better system overall than the stratified or letter system. In fact it would only increase problems. At best, it would ease the pressure on the average student, but only at an unfair cost to the good student and to the prospective employer or alma mater. A reorientation of emphasis, not a new system, would better solve the major drawbacks to the present grading system.



# 1968: A Change



## In Civil-Military Relations

By  
Vaughn Clauson

Nineteen sixty-eight was a time when Americans widely perceived the existence of a "generation gap" in our society. Although this concept has been over-used and abused, it does hold considerable relevance in the context of the events of that year. The cumulative effects of education, mass-media, and social and familial changes in America intruded dramatically upon the young minds of the post-World War Two generation, creating the different "world view" of these young people. Arthur Waskow, in a speech given in 1968, delineated the role of the events and stimuli which influenced the present youthful generation of Americans:

*If you are 20 years old today,*

*you probably first became conscious of political events when you were 15½. The great world of politics probably first intruded on your private personal life when John F. Kennedy was murdered in 1963. This had a major impact on you...it shook your automatic faith in the political system and the society you had grown up in...*

Then, in 1965, at the age of 17,  
*You began to realize that the professors on many leading campuses thought that the bombing was a disaster. You heard that thousands, and thousands of students...were protesting against the war.*

During the next three years, leading up

to 1968:

*It was three years during which the government you had been brought up to believe in conducted a war that you came to regard as despicable, obscene, illegal and both politically and morally stupid. But above all, obscene. Above all you find yourself sickened by every day's daily news...*

*You saw the President of the United States as a liar – indeed, the media in talking about the credibility gap endorsed that view; as a purgurer...as a murderer...*

*So that is your America. You are 20 years old now. Your heroes have been dishonored, killed, or attacked. Your society*

*seems unutterably corrupt. And this process has filled the whole of your conscious political life. From the time you were 15 until now, your experience as an American has been one of betrayal.*

*I realize that many of you say that what a 20-year-old remembers is not the history of the world. But I ask you to question yourselves. Which is the real world? . . . And in any case – in any case – it is the world that an entire new generation of Americans believe is real. Once there was a generation – yours – that formed itself around the event of Munich and has been looking for Munich every since. Now there is a generation that will always be looking for Vietnam. It will walk into any event believing that the President is probably lying – that the United States is probably committing murder – rather than coming painfully and dreadfully to that conclusion after long torment. I think they will be the first generation of Americans who believe their government is illegitimate. And they will live for fifty years.*

This perhaps “carnival mirror” image of the events leading up to 1968 is certainly not universally accepted by all members of this so-called “New generation.” In fact, it would probably be quite correct to attribute a Waskow-type view to a very small minority of our young people. “And yet that elusive conception called ‘the spirit of the times’ continues to nag at the mind and demand recognition, since it seems to be the only way available in which one can make even provisional sense of the world one lives in.” And this “spirit of the times,” will, as Mr. Waskow stated, cause reverberations that will last for fifty years.

The year 1968 contained many events which influenced the formation of this generational perspective. Some of these events, all formidable in scope of effect and worth a book in themselves, include: President Johnson’s March 31 statement on a bombing halt and his decision not to

run for a second term: the assassination of Martin Luther King in Memphis on April 4; the student uprising at Columbia on April 23; the May 10 revolt at the Sorbonne in Paris; Robert F. Kennedy’s assassination on June 4; and the Democratic National Convention in Chicago in September of 1968. The main task of this essay is to assess the impact of these events on the values of our generation, and the implications of these values for the future of American civil-military relations.

Certainly the issue that comes to mind when reflecting upon the “consciousness” of American youth is the Vietnam War. Many observers relate the violence and tumult of 1968 to the fear of the draft among young people. That the issue of the draft was a cause of concern in American youth is not questionable. James Kunen, in his diary of the Columbia “revolt” stated that, “If a country has to draft men to defend it, then there is nothing to defend. If there is something to defend, but a draft is still necessary, then the nation’s defense is not in question.” Thus, the draft issue may be the cause of much of the hostile student image of the military. However, a survey taken immediately after the Columbia event indicated that attitudes toward the demonstration, and participation in the demonstrations, were *not* related to an individual’s draft status.

*Generalized unhappiness, with the war was important, but this applied regardless of draft status. . . the draft is probably not irrelevant to this unhappiness, but it makes everyone unhappy, regardless of their own expectations of being drafted. . . . All are unhappy with the situation, and there is a sense of solidarity, a community climate of resentment and resistance.*

This sense of community, beyond the irritant of the draft itself, was a significant development in the year 1968. The “community” emerged at Columbia, but was dramatically reinforced and fortified in Robert Kennedy’s death and the Chicago Convention. Robert Kennedy’s murder set the stage for the events in Chicago,

for many of the young people were determined to carry on what they felt Kennedy had started. But at Chicago, the young people were greeted by over 23,000 extra police, National Guardsmen, and Regular Army Troops, and the famous “police riot” ensued. This use of armed, military force had direct consequences for perceptions of the military. In the young viewer’s mind, the Vietnam War, as prosecuted by the Administration, became associated more closely with the military institution itself. The connection between military violence in Vietnam and “military repression” in Chicago was easy to draw:

*Foreign journalists covered the convention as if it were a part of the Vietnam war, and not without reason: overarmed authority had met a human problem with massive force that seemed to generate its own momentum.*

In a speech given in Grant Park during the convention, a delegate cried through a bullhorn: “Your presence has made clear (that) the war is continued not only at the point of a gun in Vietnam, but at the point of a bayonet in Chicago.”

In Chicago, the forces became polarized. The student/youth community were the “forces of light”; the governmental/military institutions were the “forces of darkness.” A radical, new, alienated community-consciousness emerged. There are, however, two semi-distinct sub-communities from which this “consciousness” is derived; first, the academic or campus community, and second, a kind of ad hoc “community” which could be termed the “counter-culture.”

The academic community perspective was forged out of the Columbia uprising, and the Sorbonne general strike in Paris. “The meaning of the Columbia uprising is that one too many persons has been educated, and one too many wires has linked peoples’ thoughts together, for power to breed power any more.” Thus the great outcome of Columbia was *consciousness* of this community, and a heady feeling of solidarity and influence.

Continued on Pg 20



# USAFA Honors

## SMSgt McVey

Each year as the Cadet Wing embarks upon Spring Break, the enlisted men assigned to the Academy assemble in Mitchell Hall to honor the top noncommissioned officers, airmen, and first-term reenlistee. You may wonder why this is of importance to us, the members of the Cadet Wing. Although the Cadet Wing is not present in person, it is represented by the Wing Commander. The Cadet Wing donates a wing sabre and plaques to the winners which are presented by the Wing Commander. The sabre goes to the outstanding NCO, and this year's winner was SMSgt Norman

McVey, the superintendent of the Civil Engineering department, electrical branch. He recently was in charge of the Cadet water survival training facility. The three remaining winners received a plaque. The NCO of the year was Sgt Mike O'Shea. Sgt O'Shea is a trainer with the Department of Athletics and provides emergency treatment to Cadets injured in an intercollegiate or intramural sport. He has served as the head trainer for the football JV "Brown Tide" and for the hockey team. I am sure that each cadet that has known Mike knows that

The Airman of the Year winner was A1C Mark Teubner. Airman Teubner is a medical material specialist at the Academy hospital. The first-term reenlistee, SSgt Milt Obenoskey, also is assigned to the hospital. He serves as a liaison NCO between the hospital and the cadets. He assists hospitalized cadets in obtaining textbooks and taking tests to keep up with their studies. The guest speaker for this year's banquet was the former baseball great Albie Pearson who spoke on the importance of love in the world and especially in the family.





The first thing you notice about the University of Arizona is the weather. It's a beautiful surprise for those who come from the north. The sun is very warm and the mountains are so beautiful. The University of Arizona is a great place to study and live. It's a beautiful campus with many great buildings and a great atmosphere. The University of Arizona is a great place to study and live. It's a beautiful campus with many great buildings and a great atmosphere.



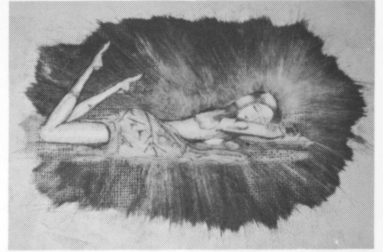
# girl of the month



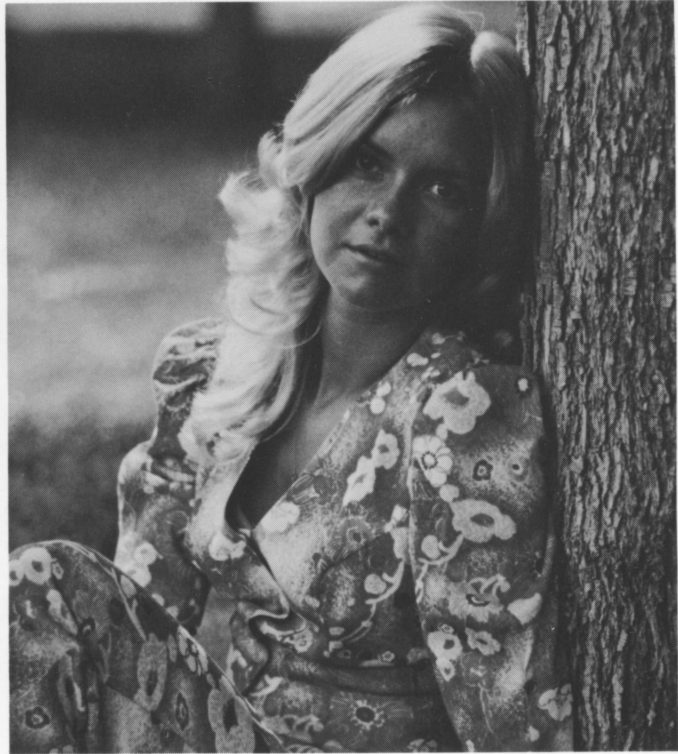
# LISA

Miss Lisa Pickett, a freshman at the University of Arizona, is pursuing a major in child development. Lisa is known for her warm, friendly personality and says she loves people. She is very active and enjoys bicycling and swimming. Lisa hopes to be an airline stewardess after she graduates from college. Lisa may be familiar to some cadets. She was Third Squadron's candidate for Homecoming Queen.





Photos by Lou Arkoff





# KAFA



After more than a year of broadcasting to the Cadet Wing, KAFA is coming into its own as medium of communication with and entertainment for USAFA.

The past year has been one of expansion and innovation for KAFA. Beginning with limited programming and only the essential equipment to get on the air, the station has gradually brought its operation into line with the standards expected of a commercial station. Valuable assistance has been provided by Airman Charles King who is assigned to KAFA as a full-time adviser. Airman King holds his bachelor's degree in broadcasting.

Throughout the year KAFA staff members have taken trips to Denver to observe first-hand the operation of

professional stations. In addition, some of these staff members have earned their FCC third class licenses.

The changes most evident to the listeners are those made in programming. KAFA now broadcasts a wide variety of regularly-scheduled programs to appeal to all interests of the Wing.

For those music buffs, KAFA airs a music feature daily at 4:30 and 10:30 p.m. This program might feature music from the "archives" or could review a current group either on the top or showing potential.

Sports enthusiasts will enjoy the daily sports feature at 7:30 each evening. During the past year, the station was successful in broadcasting all of the home basketball and hockey games and several away football

games.

The calendar of coming events is featured daily at 6:30 and again at 8:30 p.m. Thursday evenings at 6:30 is reserved for Air Academy High to air its schedule of events.

"Spotlight" reviews interesting events within the Wing or features an interview with a key individual at USAFA. This program is aired at 9:30 p.m. daily.

"The Album of the Week" is broadcast each Thursday evening at 9 p.m. The type of album chosen each week is varied and is always played straight through to provide uninterrupted listening.

Looking toward the summer, KAFA plans on being on the air from about the first part of July.

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# Bluebards Production May 12, 13

What happens when an eccentric millionaire leaves his estate — which includes among its many assets the Chicago White Sox — to the Russian government?

The delightfully funny answer to this question is the story of “A Pennant for the Kremlin,” to be presented by the Bluebards May 12 and 13 at 8:15 p.m. in the Arnold Hall theater.

The two performances will be the product of six weeks of memorizing

lines, rehearsing scenes and perfecting techniques for the 30 performers involved.

“A Pennant for the Kremlin” will be the fourth Bluebard production presented this year. This is unusual as the cadet thespians normally produce only two plays annually.

Last Fall, the Bluebards broke with tradition by presenting two short plays together, “No Exit,” and “The Man Who Married A Dumb Wife.” By staging two short plays, the Bluebards

found that their offerings appealed to a wider variety of people, since an evening’s entertainment consisted of both a comedy and a drama.

Early in March the Society presented a one-act drama, “Brewsie and Willie,” which was another innovation as it was an all-freshman production. The production was the result of an unusual number of freshmen who joined the Bluebard ranks this year.





## Continued from Pg 13

In contrast to this "activist" temperament, the counter-cultural community is extremely alienated, and a-political. The only "program" which this community articulates is a change in life-style and consciousness, as was described by Charles Reich, or in the words of Theodore Roszak, a kind of subversion by consciousness: "A political end sought by no political means." The counter-culture therefore excludes most politically-minded individuals. With respect to government, organization, "the Technocracy" in general, they are apathetic, alienated, and insulated. Their attitude toward the military is similarly apathetic, and can be adequately described as "The Great Refusal" in Herbert Macruse's terms; a refusal to associate the self with anything so unutterably perverted as the Technocracy.

These two communities, the academic and counter-cultural sectors, are not entirely distinct. Although they co-exist in tension, they are universally appreciated by young people through the medium of rock music, whose lyrics range from sizzling political tracts and manifestoes, to the a-political withdrawal and "refusal" of the "dropout." As impossible and absurd as it may seem, the new civil-military relations will have to be constructed in the midst of these subliminally-shared values of our generation.

What consequences do these values have upon the current development of our volunteer military force? Some authors have suggested that authority relationships will change — leadership will be based on persuasion rather than coercion. Admiral Zumwalt, as he stated several weeks ago, sees it as a problem of simply removing "irritants," allowing sailors to wear beards, hear rock music in the clubs, miss reveille, and drink beer in the barracks.

More than these superficial changes, however, some fundamental characteristics of our civil-military relationships will be altered. A youth's feeling of community with his peers is an integral part of the value system of our generation. Considering this value system, it is patently unrealistic to

hope that individuals will want to leave their peers and become a part of the military without a considerable internal value crisis. Increasingly, we have had to justify to our peers any participation in a military organization. What the military does, what the political system of the United States directs it to do, will necessarily have relevance in this justification. If the military is perceived as performing well, performing justifiable, worthwhile actions, the role of the young military man will be more easy to bear. If on the other hand the substance of military action is perceived to be sinister, repressive, and generally undesirable, an individual's role in the organization may generate such "cognitive dissonance" that the officer role could become intolerable. Therefore, it is *not* as the Gates Commission reported:

*We are of course, fully aware of the current and frequently emotional public debate on national priorities, foreign policy, and the military, but are agreed that such issues stand apart from the question of when and how to end conscription.*

The ending of conscription and the necessary construction of a volunteer is not necessarily as technical, or issue-sterile, as the Gates Commission reported. The reordering of priorities, the limitation and reduction of force, the perceived subordination of the military are necessarily related to the civil-military relations of our emerging military force.

There is a basic discontinuity in the roles of military man and civilian. (Indeed, if there were not, there would be no need for civil-military relations!) However, the role of the soldier will, in the context of the emerging value system of the adults of the 1980's, require a minimum compatibility with that of the citizen. The young soldier, assuming that he shares at least some of the values of his civilian peers, will need to feel that he is performing a vital, useful, human, and socially beneficial function. He will have to know that his role as a soldier is not incompatible with his membership in the "community" of his peers.

The attitude of the civilian, on the

other hand, will also have qualities determined by that consciousness forged in the 1968 era. The citizen can never be expected to admire an individual as a mere member of a military organization. In fact, he will probably continue to be suspicious of the professional military man. The organizational and bureaucratic hostility inherent in the beliefs of our generation bring civil-military relations into a new phase. No longer will people hold the strong traditional American anti-militarism of the past, but rather a kind of reserved, withdrawn orientation borne of this general hostility to all bureaucracy and authority.

In conclusion, it would be instructive to imagine a contingency first articulated in a published work by Adam Yarmolinsky in *The Military Establishment*. In the socio-political environment of the post-World War Two generation, as presented in this paper, his dismal prognostication assumes credible proportions:

## Continued on Pg 25

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## STUDENT REVOLUTION

The problem of alienation — the feeling of insignificance, estrangement, and meaninglessness — has existed in all complex societies. Alienation in society has, for a long time been both pervasive enough and acute enough to have been the concern of such people as Jean Jacques Rousseau, Karl Marx, Henry David Thoreau, Charles A. Reich, and Jean-Francois Revel.

Today, when people look at what we will call simply the Student Movement in America, the tendency is for them to brush it off as a group of *spoiled, irresponsible, impulsive, bored, over-educated, bums*. In short, most people see the Student Movement as an alienated segment of society.

My purpose here is to show why I feel that nothing could be further from the truth, and the directions in which I think the movement is guiding society.

Perhaps the whole society is alienated to one degree or another, because America, the great experiment, is faltering. It is failing to solve the "material" crises which face it — poverty in the midst of unprecedented wealth, a decaying environment, crumbling cities, and vast inequalities in educational opportunities to name a few. But, in a broader sense, America is failing to rise up to the challenge of its own ideals. "The system" is failing to satisfy the people that it is supposed to be serving, because the sense of involvement and participation in the governmental process has waned to an almost perfunctory level with many Americans. They vote and then, in Thoreau's words, "resign their consciences to their legislator." Thus, the citizen, by his own choosing, becomes estranged from the government.

But the problem of alienation goes



deeper than this because we have not been able to reconcile the large scale organization required by a nation of the productive capacity of ours with the individual's needs for self expression and self-fulfillment. As a nation of farmers, craftsmen and merchants, we clearly recognized that all men have a need and, more importantly, a *right* to individually work out their own destinies in an unrestrictive, equitable society. However, as the economy's capacity and complexity have multiplied, our now-tremendous productive forces have begun to dominate us. The system is now so tightly organized that it demands a degree of conformity that is, for many, unacceptable. Thus, because of increasingly widespread and acute feelings that things have simply gotten out of hand; that we no longer have social forces in control; we are witnessing, in not just America but in almost all of the Western industrialized nations, the emergence and self-assertion of a group of people who refuse to abandon their individuality just to "make a living." These are the people behind "the new populism" — the Student Movement. They want to "get a hold of" the system before it

"gets a hold" of them.

Is this alienation? I think not. It looks more like collective self-assertion — the very antithesis of alienation. The people of the movement are more sensitive, more resolutely individualistic, and more audacious than their elders who have either not perceived the madness, have not understood it, or have simply accepted it.

Of course, the source of our audacity is the unprecedented affluence in which we were reared. The youth of today are, for the most part, much less security-conscious than their parents were. Nonetheless, I think that the point has been made: the youth of today are not going to be bought off. They know that economic affluence is not a fair trade for their individuality, their creativity, and their integrity.

So what? What has been the impact of what I have called the Student Movement's self-assertion upon society?

First, two characteristics of the Movement that I have thus far neglected to mention are its lack of organization and its diversity. Contrary to some opinions, the Movement is not "communist



inspired" nor does it resemble a communist or other ideological movement in any way: there is no central controlling cadre in the movement, and it is not held together by common doctrine. In addition, practically no household in America has been "spared" from exposure to the Movement's activities. Beginning with civil rights demonstrations over a decade ago and accelerating in 1965 with anti-war and anti-draft rallies, the Movement finally began to bring things to a head with the student strikes at Columbia and the demonstrations at Chicago in 1968. All of this activity was brought into living rooms daily across the country television.

But more important than television in the spreading and communication of the Student Movement's messages have been the kids themselves. Someone once said that the problem with Vice President Agnew's attacks on the movement was that "every 'effete snob' is someone's kid." Not only has the establishment been challenged every evening by the news on TV, it has been challenged every evening at the dinner table.

These facts — the Movement's loose organization and its pervasiveness — have tremendous significance, for they ensure that the revolution which it is bringing about will be a genuine one. The revolution going from the bottom up. It is changing peoples' attitudes *first*, then allowing society's structure to change "organically" to the

demands of a revolutionized situation, as opposed to imposing change on the population through a revolutionized hierarchy. Have you, for example, noticed your Dad's hair getting a little longer?

Seriously, the Movement has done nothing less than shake America out of its time honored dream, forcing it to face reality and realize the it's dream has been fading.

In addition to prodding America to action, the Movement has prodded Americans to a sense of "conscience-ness" (not to be confused with Reich's "Consciousness"). By that I mean that its demand for justice is leading to a collective morality that will no longer allow people to turn their heads from social inequities, glossing over them with a few coats of red, white, and blue paint.

Further, rising in America today is a broad pluralistic attitude of increased tolerance toward differing political viewpoints. The Student Movement's demands for a society which closes the gap between ideals and reality, and the methods that the Movement has used to express them, are convincing Americans that dissent — the non-violent yet purposeful disobedience of governmental authority which is used unjustly — really is a legitimate means of political expression. Americans are also learning tolerance of dissent because they are realizing that it is neither a symptom nor a cause of deteriorating national security.

Thus, a significant shift in attitudes has begun in America — both politically and morally — that has, according to French author-critic Jean-Francois Revel, put the United States in the role of the vanguard of a "second world revolution." Revel feels that there has been only one world revolution which took place in the late eighteenth century with the establishment of the "egalitarian societies." The second world revolution will have as its goal "the establishment of economic and social equality by and through cultural and personal liberty; the guarantee of security through the participation of all in the political decisions."

America will lead the way to the new order, says Revel, because we have "invented a new revolutionary method that other nations have been incapable of engendering on their own. That method is dissent..." Dissent for Revel will take the form of widespread criticism of social, economic, and racial injustice; misuse of political power; inefficient production; and contemporary culture.

Thus, the Movement is producing a revolution which, according to Reich, "...promises a higher reason, a more human community, and a new and liberated individual. Its ultimate creation will be a new and enduring wholeness and beauty — a renewed relationship of man to himself, to other men, to society, to nature, and to the land."

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## 'Brave New World' - Fiction or Prophecy

### For Tomorrow's Society?

By

John Foreman

TEST TUBE BABIES, ARTIFICIAL INSEMINATION, LIFE CREATED BY MAN - Examples of Aldous Huxley's terror and scourge of mankind. Or infinite sources of human Benefit? In *Brave New World*, Huxley looks into the world of this Biological Revolution foreseeing biology as the means of control in the truly efficient totalitarian state - one where people love their servitude and willingly work for the good of the state. The setting of Huxley's work is a futuristic society whose motto is "Community, Identity and Stability," and which uses biology to attain those goals. Children are mass produced in a Hatchery and Conditioning Centre in Huxley's work and the words mother and father are profanities in this futuristic society. Society's control in no way ends here. Conditioning to a certain task in life begins in the hatchery during embryological development and continues throughout infancy and the pre-adolescent years by means of sleep teaching, drugs and electric shock treatments. Later in life the goal of instant happiness is provided by a drug known as Soma, which induces a dream like state so any person with the slightest unhappiness can instantly be relieved. Additionally complete sexual freedom, as epitomized by the phrase "everyone belongs to everyone else," is used as a means to help reconcile people to the servitude which is their fate.

A realization that today many of Huxley's prophecies are nearing reality is necessary as the advances in Biology and its related fields are occurring at a phenomenal rate. The focal point of

the revolution was the deciphering of the double helix structure of the master molecule - DNA (deoxyribonucleic acid) - the secret of life. From there man has come to understand the genetic code and how it directs all cellular activities. From these small, yet earthshaking beginnings man is now engaging in research which closely parallels the situation found in *Brave New World*, some examples of which follow:

1. Work has begun in the field of genetic engineering with the ultimate goal that of excising defective genes during embryological development and replacement by artificial genes.
2. Artificial in ovulation - a procedure in which an egg cell is taken directly from the ovaries, fertilized in a test tube and then reimplanted in the uterus of the female.
3. Changing sex during pregnancy which has already been accomplished in rats.
4. An artificial placenta which has kept lamb fetuses alive for more than two days.
5. Cloning - (asexually reproducing oneself from a single cell) which has already been accomplished in carrots and frogs.
6. Work in increasing memory has already been attempted in

planaria (a species of flatworm which have the ability to regenerate) and in rats with good results.

7. With the discovery of aggression and violence inhibiting centers in the brain, work has begun to look for drugs which will control these centers. Work has reached a point where, with the implantation of electrodes into certain areas of the brain of a bull, an electric signal will stop the bull in mid-charge.
8. Pleasure centers have also been found. Research with rats has shown they find these centers to be more pleasurable than sex, food, and water. Given an electrode in the brain and a lever to press, these animals pressed the lever with complete abandon until either complete exhaustion or death resulted. In other experiments, rats crossed electric shock fields they normally would avoid just to get at this "pleasure lever."
9. New, improved methods of fertility control with research looking at methods to vaccinate women against their husband's sperm cell and at hormones which will control the menstrual cycle for many months.

The above items are of course only a fraction of the work being done, but from these examples it should be obvious that we are developing the techniques that Huxley prophesized.

Indeed as more knowledge is accumulated, the rate of acceleration increases.

The problem soon to be faced by mankind is that of developing the legal, social, moral, and governmental controls concerning the application and consequences of science and expanding technology. While much of the research ostensibly has as its goals, results beneficial to humanity, the potential for molevolent use is conceivable. As such, many questions invariably arise:

Who shall do the controlling of those characteristics which will be inbred?

Who will control the controllers?

What will become of God?

Does one man have the right to control the mind of another even if it is for the good of the collective?

Who will make the decisions not only of life and death, but what kind of life?

What is man and what degree of tampering and change will still allow us to call him "man?"

Can conventional morality provide the social mores and aid the development of the necessary social controls — or will today's morality become archaic?

Those who toy with the sanctity of life incur the ultimate responsibility. The problem is extremely grave since we have no established guidelines in the field and little work is being done to formulate those essential guidelines. Legal problems abound in just the "little" cases such as questions of inheritance for children who are artificially conceived by a mercenary woman who did not produce the ovum which was fertilized and developed within her. Today's legal system is still struggling with the legal and moral implications of abortion — and scarcely capable of handling the Biological Revolution.

Man is faced with the problem of "dangerous knowledge" — that knowledge which accumulates faster

than the wisdom to manage it. Scientific knowledge can either promote freedom or inhibit it, but the distinctions are not always obvious or easy to see. The inherent danger is that the democratic society might fail to act on this problem and thus by default pass the problem and the solution to a small, uncontrollable elite — which could lead ultimately to a totalitarian state. "Man's power over Nature," wrote C.S. Lewis, "is really the power of some men over other men, with Nature as their instrument."

With these thoughts in mind, John Savage's passage in *Brave New World* assumes special significance:

"...I'm claiming the right to be unhappy. Not to mention the right to grow old and ugly and

impotent, the right to have syphilis and cancer; the right to have too little to eat; the right to be lousy; the right to live in constant apprehension of what may happen tomorrow; the right to catch typhoid; the right to be tortured by unspeakable pains of every kind. I claim them all."

Faced with the prospect of this Biological Revolution and its potentials, what will happen to institutionalized religion and morality? How will man develop the necessary social and legal controls on technology? In the not too distant future, many of us alive today may find ourselves claiming the same human rights as did John Savage.

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### Continued from Pg 20

*The growing unpopularity of all things military among American young people means that a narrower range of individuals is likely to apply to the service academies. Increasingly it is predominantly the highly-motivated and determined young man from a distinctly conservative social background who will be able and willing to buck peer-group pressure and choose a military career. In this sense, the anti-military bias of the youth culture ironically may be generating a more "militaristic" military profession in the future.*

If in fact this is true, then the members of our future volunteer force may *not* be subject to the value and attitudinal strains mentioned earlier. This development could presage an unhealthy isolation of the military from the social values which prevail in our society. Such a contingency should be the subject of further research on civil-military attitudes in our contemporary military organization. The development of our military will determine the nature of its civil-military relations, and could have serious consequences for the health, safety, and endurance of our society and political system.

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THE *Talon*



# Volunteer Military-An Examination

By  
Steve Alderman

In 1968 President Nixon issued his now famous Doctrine and served notice to the world of our exit from the role of "world policeman" — a function previously pursued with substantial vigor. The intention of the Nixon Doctrine, while promising to honor existing commitments, is to substitute American dollars for American men in future, internal, third world crises. With this alteration in the nature of our commitments, our armed forces have begun a scale-down from a 1968 high of 3.5 million people in uniform to a projected 2.5 million by FY73, all of whom, the Administration hopes, will be volunteers.

In July 1966 the National Advisory Commission was established to study the concept of volunteerism. A year or so later, the Clark Panel was commissioned by the House Armed Services Committee to study the same issue. Both independently arrived at the conclusion that although the selective service should improve, it should also be continued. Each rejected volunteerism, the former because it felt that such an army, "motivated not by the concept of service, but by the lure of greater reward... could easily... become a mercenary force unrepresentative of the nation," and the latter because, in their opinion, it would be "reprehensible to the American psychology in that it would in effect place a monetary value on the lives of citizens, creating the concept of defense of the nation by mercenaries."

However in 1970, the Gates Commission, created by President Nixon, published its conclusion that an all-volunteer force was not only desirable, but economically feasible and in no way injurious to the future security of our nation.

In a simplistically and hastily written document, the Gates Commission cited many reasons for proceeding toward volunteerism. Among the main arguments presented were:

1) Conscription must bear a great deal of the blame for our recent national trauma over the Vietnam conflict. Its removal will do much to relieve tensions created by our involvement there.

2) Increased military pay scales can successfully induce young men to volunteer for our armed forces in greater numbers than before while at the same time adding only \$3.3 billion to the budget presently legislated.

3) The sociological make-up of our armed forces will not be appreciably altered from that of the mixed force, therefore the concept of a mercenary force is ludicrous.

I offer the following arguments to their conclusion:

1) Although it is conceded that the draft, with its antiquated and inequitable deferment system has, in the past, left much to be desired, it is moot that it must bear the main burden for our recent national turmoil. One must include in such a discussion three additional effects:

a) *An unpopular war* — "To many thinking people, both young and old," claimed a December 1970 *Ebony* editorial, "the draft in itself was not the specter. The Vietnam War was bad."

b) *The dislike and distrust of the military establishment* — "the American military like its counterparts in other Western... societies," wrote sociologist Charles C. Moskos, Jr., for the American Political Science Association, "is experiencing an historical turning point with regard to its societal legitimacy and public acceptance."

c) *The growing affluence in general of American society*. — "The very concept of a highly paid volunteer army," stated Joseph A. Caliphano, Jr., former special assistant to President Johnson, in the May 1971 *Congressional Digest*, "reflects the continuing erosion of the will to sacrifice, particularly on the part of our affluent citizens."

2) The manpower procurement problem of the all-volunteer system rests not only with getting *enough* people to volunteer, but getting the *right* people to enlist. Only between 50 and 60 percent of those volunteering today are "true volunteers" — those who would have enlisted even without the threat of the draft — and of those, only about 2.5 per cent select the combat arms.

In addition, the need for technologically oriented people to handle the more complex systems of the future is growing, while the educational level of the "true volunteers" appears to be decreasing.

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In recent figures released by the Defense Department in August 1971 (printed in the *Denver Post*), of 18,200 "true volunteers," some 36.3 per cent were admitted from the lowest testing level, a category previously unacceptable to the armed forces. Only some 55.9 per cent had graduated from high school — compared to 62.5 per cent the previous August.

To pay for inducing these people to volunteer could run as high as \$8 billion more a year according to Secretary Laird — not the \$3.3 billion figure mentioned by the Gates Commission.

3) Finally, there is strong evidence to suggest that a volunteer force might have a different sociological make-up than the mixed force of today. In the 1969 mixed-force army, 19.2 per cent of the enlisted career males were blacks, a figure that could very well go up in view of the fact that some 41 per cent of those admitted from the lowest testing category were black. Because of the general educational deficiency of many blacks, greater percentages of them are placed in the combat branches — in some line infantry units blacks make up 40 to 50 per cent of the rosters.

One might counter of course with an argument similar to the one presented in the book *Why the Draft?* "They (blacks) made their choices after a review of other alternatives available to them and it seems completely incongruous to argue that people voluntarily make choices that make themselves worse off."

To this argument, sociologist Charles Moskos answered in his book, *The American Enlisted Man*, this way:

*Despite the greater likelihood for blacks to be assigned to combat arms and their resultant high casualty rates in wartime, the fact remains that the military at the enlisted ranks has become a major avenue for career mobility for many black men. This state of affairs reflects not only the "pull" of the appeals offered by a racially integrated institution (the military), but also the "push" generated by the plight of the*

*black in the American economy.*

In other words, the black man may not have the same career alternatives open to him as does a white man; from his few choices, he picks the "lesser of all the evils."

There are other strong reasons for a warier approach to the concept of volunteerism. The economic counter-argument is powerful enough. According to Secretary Laird, in 1964 for 2.7 million people in uniform, the U.S. allotted \$14.7 billion; by mid-year for 2.5 million people in the armed forces, the budget calls for \$27.3 billion expenditure — with no assurances that the added funds will draw the needed people from our civilian society.

The examples of Canada's and Great Britain's volunteerism are showing themselves not to be

extremely successful — running into problems of manpower procurement, both quantity and quality. Moreover, our country has a history of a military establishment only barely tolerated by the public. Suffering from public disavowal during all non-war periods, our servicemen have been prohibited from voting, purposely isolated from the people they are pledged to protect, and in many other ways discriminated against throughout our history. Perhaps, to use a trite expression, history repeats itself.

Hopefully, from this article, can be seen the fact that a move to volunteerism is not exactly the utopia that many hope it to be. It is a complex move evolving from a complex situation, and one that calls for much thought — because its potential consequences may far outweigh its potential advantages.

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# Women Soon at USAFA ?



In these days of equal rights for women and of course the Women's Liberation Movement, the question has arisen concerning the admission of female cadets to the service academies. It may be surprising to note that in the immediate future, perhaps within this decade, you may possibly meet an Air Force cadet named Patsy, Leslie, or

Diana. Surprised? You needn't be. Many things in the past few years have been pointing to possible co-education in the military academies.

In a news release from the Department of the Air Force, the Air Force's position on women was clearly outlined. "Of course, we encourage women to serve in the Air Force. There are some 15,000 women in the Air Force today serving both as officers and airmen, including one general and one general nominee. Also, approximately 1000 women are enrolled in Air Force Reserve Officer Training Corps courses at colleges throughout the United States."

One may tell himself all this is fine, yet what about the nomination of women to service academies. As Secretary Laird said during his appearance on ABC's "Issues and Answers" January 30, 1972, "We have always been for women and would certainly encourage the Congress if they desire to appoint women to the service academies. Of course, they would also have to have the responsibility to appropriate the funds and the construction money for female dormitories and other facilities. At the present time dormitories and other necessary facilities do not exist at the Air Force Academy."

Facilities seems to be one key to the hindrance of the admission of women to USAFA. New facilities must be added to properly train women. The main objection occurs with the admission of women in regards to the Air Force's combat role. According to the Registrar, Col. William R. Jarrel, Jr., "The biggest concern has to do with the fact that women are not allowed to engage in combat. Most people feel that this is not about to change in our country. You do not see women going out and fighting our wars and the big requirement here for the Academy is to graduate pilots to engage in combat. If you bring in 20 or 30 women, some of these are going to be replacing those who ordinarily



would be training as pilots. So we see this as degrading to our ability to produce enough pilots for the Air Force."

However, there are those Women's Libists who appear to be quite militant enough to oppose any adversary. Perhaps, they are prepared to assume a combat role after all. . .



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## WINTER SPORTS

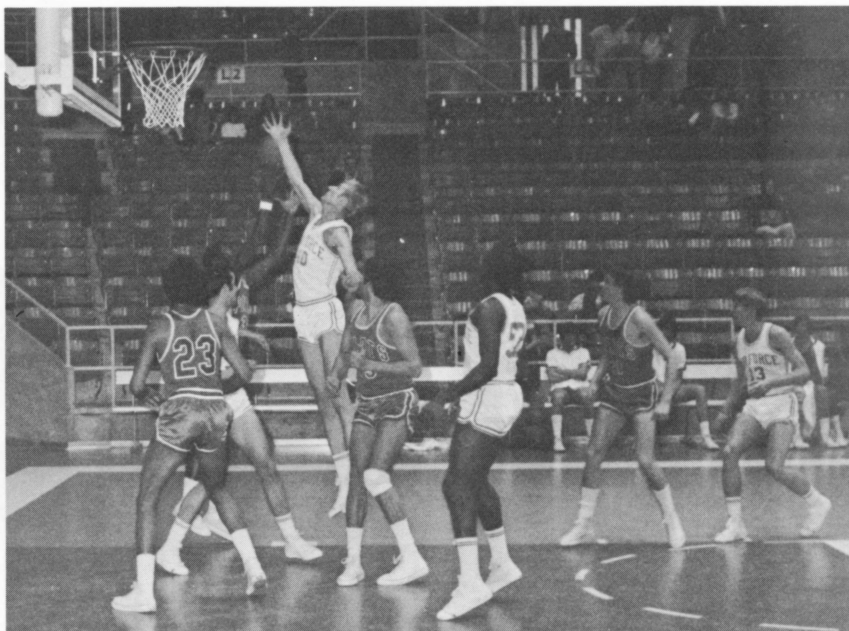
The fair weather and mood of spring are bringing the spectators outside again to the fields of sweat and earnest competition where the Falcons will meet some of the best in collegiate sports. But the beginning of spring sports marked the end of winter sports and the dormancy once more of the glories of the cadet indoor season. Only the trophies and memories now remind the spectators of the excitement, disappointments, and victories and the athletes themselves of the hard work, agonies, and occasional honors of the 1971-72 winter season. Only a few of the many competitors are mentioned here. Some will return next year, others will simply go their way with only their own satisfactions of a job well done. Talon salutes all these athletes, especially a young wrestling team which met a disastrous setback with the fortitude and sportsmanship exemplified by all cadet athletes.

### Basketball

After winning six of their last nine games and having a winning record at home, the Falcon cagers finished their season with a 12-13 record. First-year coach Hank Egan said of the Falcons' strong finish, "I feel that the last nine games were indicative of how the team progressed." The Falcons, 6-10 midway through the season, roared on to close to 8-4 at home, due to the large role played by the three seniors, team captain Dave Kapaska, Dan Pflueger, and Truman Hall, the Falcons look forward to a good season next year with starters Tom Blase and Mark Englebretson returning with a host of top players including Steve Gulasey, Glenn Chin, O. Mitchell and Rich Nickelson.

Tom Blase led the team in several categories. He was the top Falcon scorer with 289 points and an 11.6 average per game, the top free thrower with a 77.6% average making 45 out of 58 attempts, led the team with 49 assists, and played more than his teammates with 720 minutes.

Tuman Hall, the team's 6-5 starting forward, was the team's top field goal



shooter, making 47 of 94 attempts with a 50 percentage. Center Dan Pflueger, at 6-8, was the top Falcon rebounder with 207 and an 8.3 average per game. The team as a whole shot a 43 percentage from the field and out-rebounded their opponents 1067 to 1027. Giving up only 68.8 points per game, the Falcons also outshot their opponents at the foul line .656 to .645.

And for the first time in their last ten meetings the Falcons defeated the University of Colorado 78-77 in the second game of the season.

### Gymnastics

The Falcons of coach Karl Schwenzfeier finished their most successful season every by taking sixth in the final standings at the National Collegiate Athletic Association championships held at Ames, Iowa. Earlier the Falcons, "easily the best team we have ever had at the Academy" in Coach Schwenzfeier's words, won their third consecutive Independent Championships at Kalamazoo, Mich. Going 7-3 in dual competition this year, this bettered its national standings from last year's seventh placing.

Besides doing extremely well as a team, the Falcons also boasted an All-American in Bill Ritter. Competing in floor exercises, Ritter was undefeated this year and, with his

team, took his third consecutive Independent championship this year. Behind him was Steve Hoit, an all-around performer who also does well in the vaulting event. The Falcons' strongest event is the still rings with John Rabins, Ken Ritchard, and Brek Cunningham. Cunningham, the team captain, is also considered the number one man on the parallel bars. The Falcon outstanding specialists are rounded out with Chris Porter on the side horse and Jim Paquette and Phil Mardecchia on the horizontal bar.

This gymnastics team set an AFA record this year with 157.75 points during dual competition, two weeks later tied that record, and then shattered their own record with 157.90 points against Western Michigan. Just ten points out of qualifying for the final round of the three top teams in the nationals, the Falcons bettered their score last year by five points. But perhaps the most important thing about this team is that it will be the same team, intact, next year. There were no seniors this year!

### Swimming

Seven tankmen from coach Paul Aihnlich's swimming team went to West Point, N.Y. to compete in the N.C.A.A. championships held there this year culminating another successful season for AFA swimming.

These were: Bill Carrington, who holds the 10th best time in N.C.A.A. 100 freestyle, in the 100 and 200 freestyle; Rick McAlister in the one and three meter diving; team captain Bill Lauritzen in the 400 individual medley; Pat Massey in the 200 butterfly; Fred Offutt in the 1650 freestyle; John Hughes in the 200 freestyle; and Jim Thompson in the 200 backstroke where he holds the AFA record. The 800 freestyle relay was composed of Carrington, Lauritzen, Offutt, and Hughes while the 400 medley relay was Carrington, Lauritzen, Massey, and Thompson.

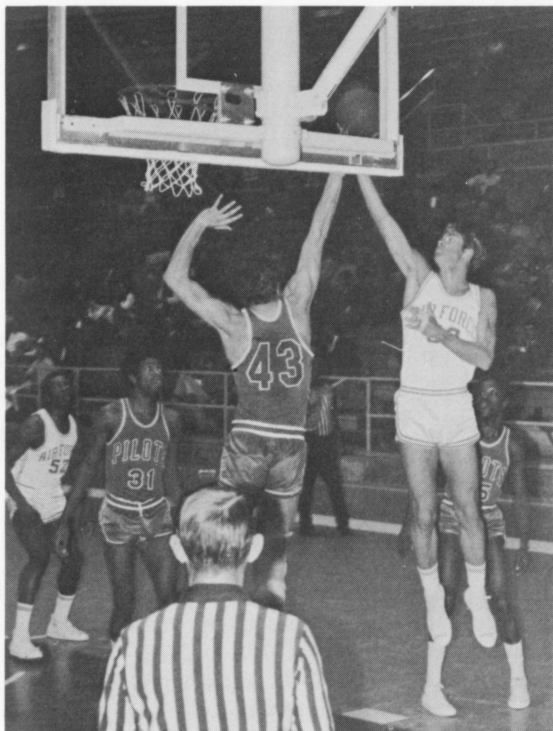
Bouncing back from last year when Colorado State University broke USAFA's 53 consecutive meet victories record, the Falcons this year broke CSU's 24 meet string.



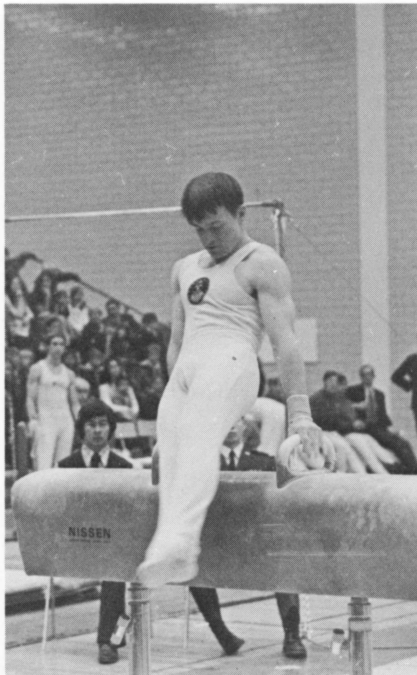
### Fencing

For the past seven years, the Falcon fencers have dominated the West by winning the title in the Western Intercollegiate championships. This year made it eight in a row. Going 9-3 in dual meets, coach Nich Toth's fencers brought the Western title home for the 13th time in school history.

For his second time, Bob Berg





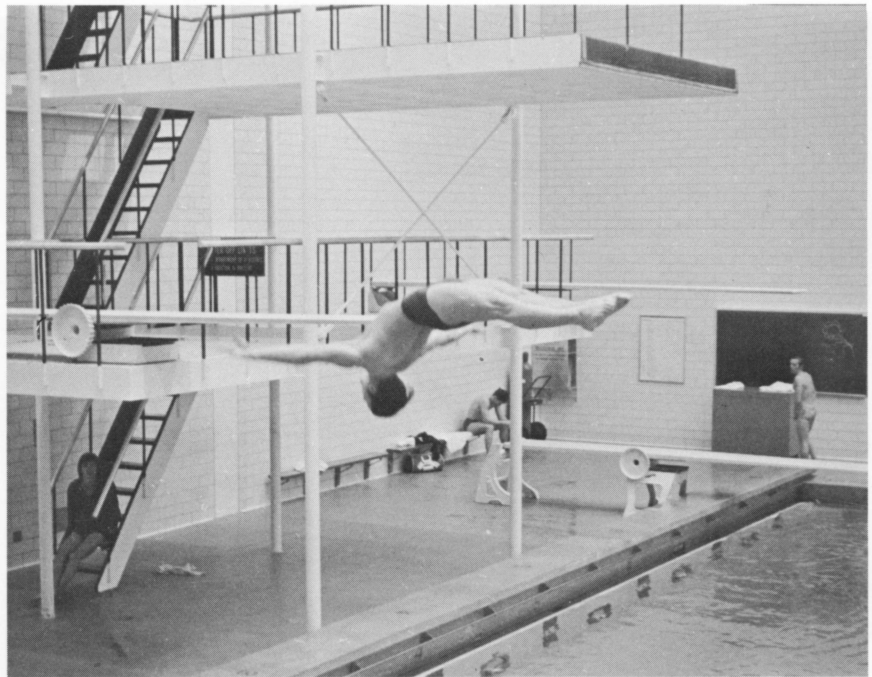


competed in epee competition in the N.C.A.A.'s, this year held at the University of Illinois at Chicago Circle. The top Falcon epee man, Berg compiled a 25-3 meet record this year. Also strong in the epee were Mike Turner and Terry Clemmons while team captain Bill Walker was the big man in sabre action.

#### Hockey

When one wants to speak of record-smashing teams, just look to the 1971-72 Falcon ice hockey team. Coach Vic Heyliger's (341-136-20) team this year went 25-6, best AFA record ever, and was one of the nation's highest scoring teams with 227 goals. More than 4,100 fans at the Falcon Field House watched the team break records in most goals, assists, points, victories, hat-tricks, and wins at home (14-1). Waiting for next season is a seven-game winning streak.

Team captain Bob Ross became the school's all-time leading scorer this year. He also accounted for individual records in goals per season, career goals, and most hat-tricks in one season (4). Teammate Dave Skalko set a record with total points of 76 this season, while scoring 27 goals and 49 assists. His brother, Jim, scored 49 points on 15 goals and 34 assists. Other scoring icemen were Dave Bunker, who accounted for 49 points



also on 33 goals and 16 assists, and Mike Henehan with 46 points on 20 goals and 26 assists. The top defensive man, Steve Mullvain became the all-time scoring defensive man this year with 44 points on 8 goals and 36 assists. Rounding out the team was the young goalie Al Morrison who stopped 769 shots for an .882 savings percentage and an impressive 3.7 goal against average for the season.

#### Indoor Track

Coach Arne Arnesen's thinclads went 8-1 this season in an outstanding effort. Their only loss, a close one to Colorado University, was in a tri-meet with Adam State College.

Records were made to be broken and they were shattered this season. Steve Fenton broke the AFA record in the pole vault against Wyoming at 15' 4 3/4" and continued on to excell his own record by a vault of 15' 8 1/2" against CSU. The AFA record in the two-mile relay fell at the Central Collegiate championships with a 7:42.0 mark. Not unattainable, but being reached were records in the 60-yard dash and 60-yard hurdles. Abe Abraham *three times* tied the record in the dash at 6.2 seconds and Mark Ewing hit the hurdles mark of 6.8 seconds.

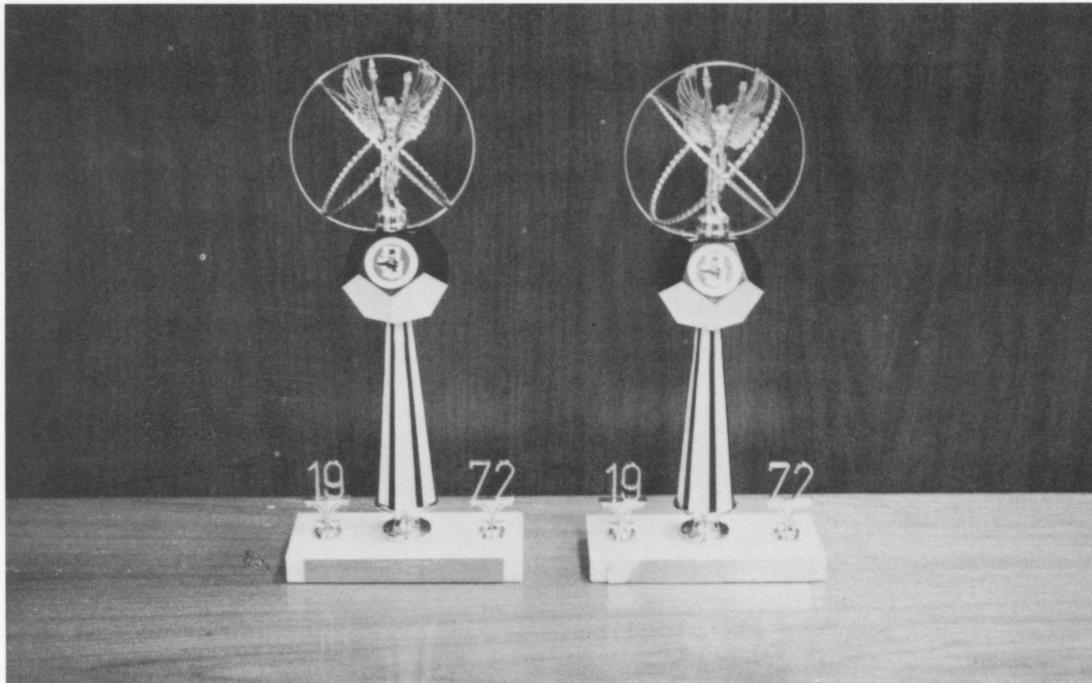
In a sport where competition is

between individuals, the Falcon trackmen produced many fine competetors led by team captain Dan Lattin. Dennis Sbach qualified for the N.C.A.A.'s with a mile run of 4:07.7 at the Central Collegiate championships. Momentum was carried by teammates Steve Culbertson in the shot-put, Bob Banks in the 1000-yard run, Bob Taft and Jamie Blissit in the 880, Kelly Alexander in the 600, Rich Vandame in the 440, and James Koster and Bill Frank in the 2 mile.

#### Wrestling

Their last meet victory snapping an eight-meet losing streak, the young grappling team finished their season 4-8, but still sent three wrestlers to the N.C.A.A.'s at College Park, Maryland. These three grapplers, George Lawrence at 142 lbs., Bob Orwing at 177, and Chris Johnson at 190, placed in the top two in their weight classes in the Western Independent championships hosted here at the Academy. Air Force placed third in the completion, Coach Karl Kitt's Falcons were led during their dual meet season by team captain Jack Black at 158 (9-3-1-), Jim Callard at 150 (8-3), and John Griffith at heavy weight (6-4).

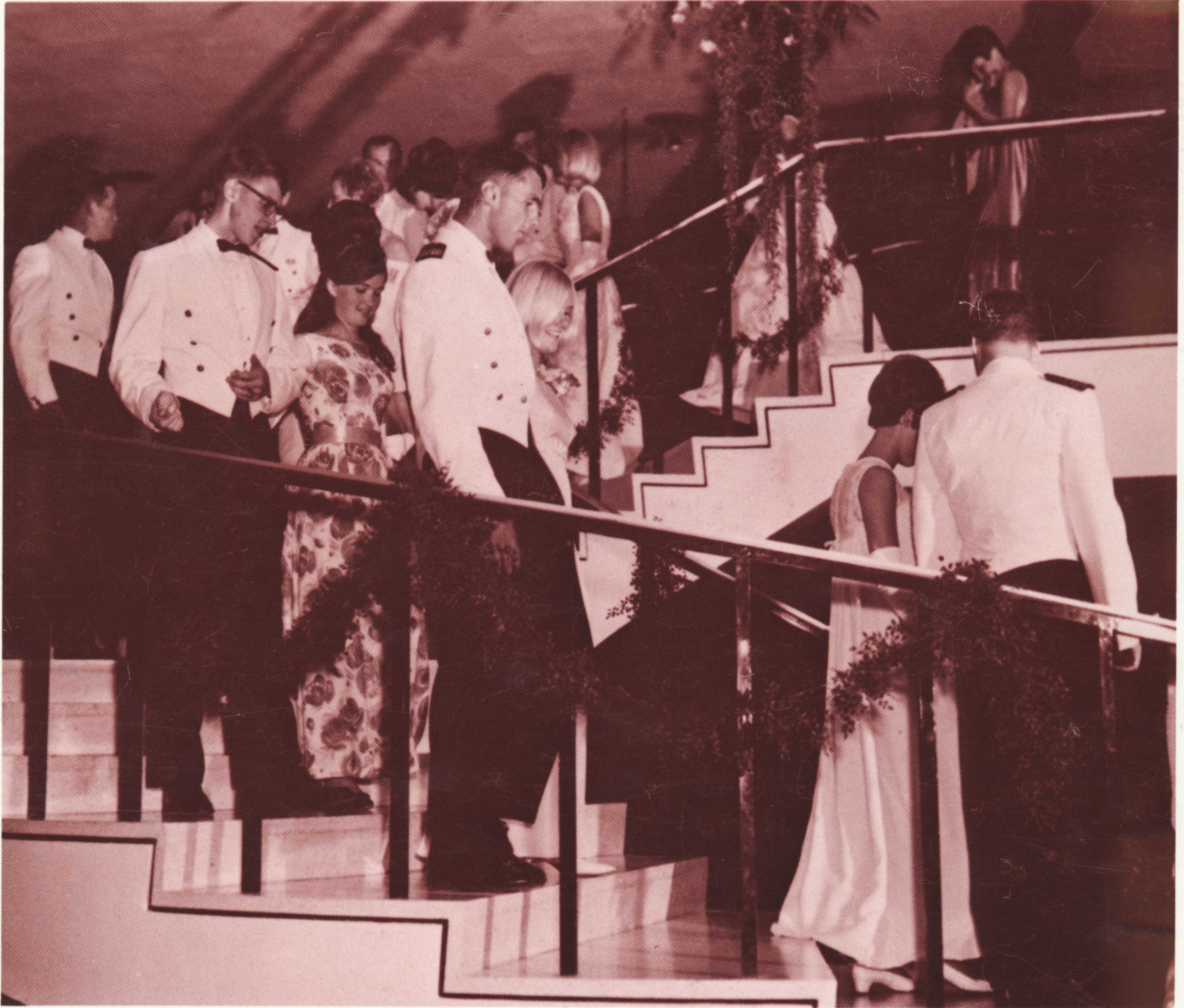
# TALON, POLARIS #1



*The TALON and POLARIS were cited for excellence recently by the Rocky Mountain Collegiate Press Association at its annual convention at Colorado State University. The TALON was awarded at 1st place for General Excellence in Magazines. The POLARIS received a 1st place for General Excellence in Yearbooks.*



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