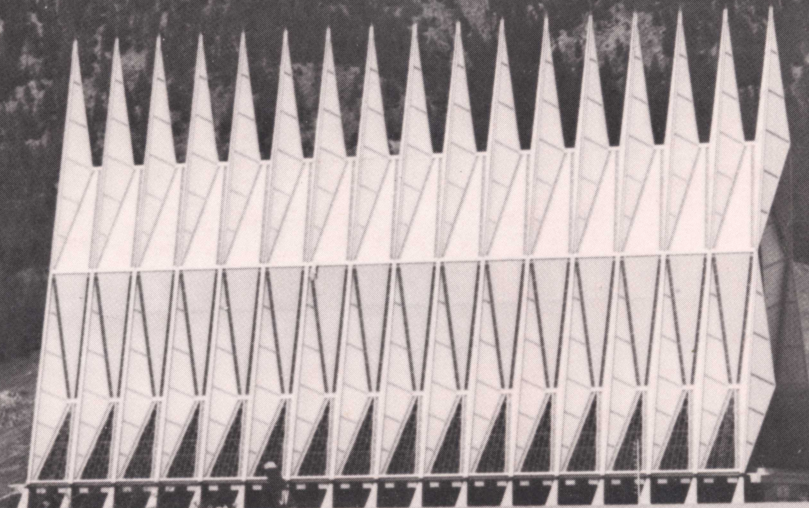


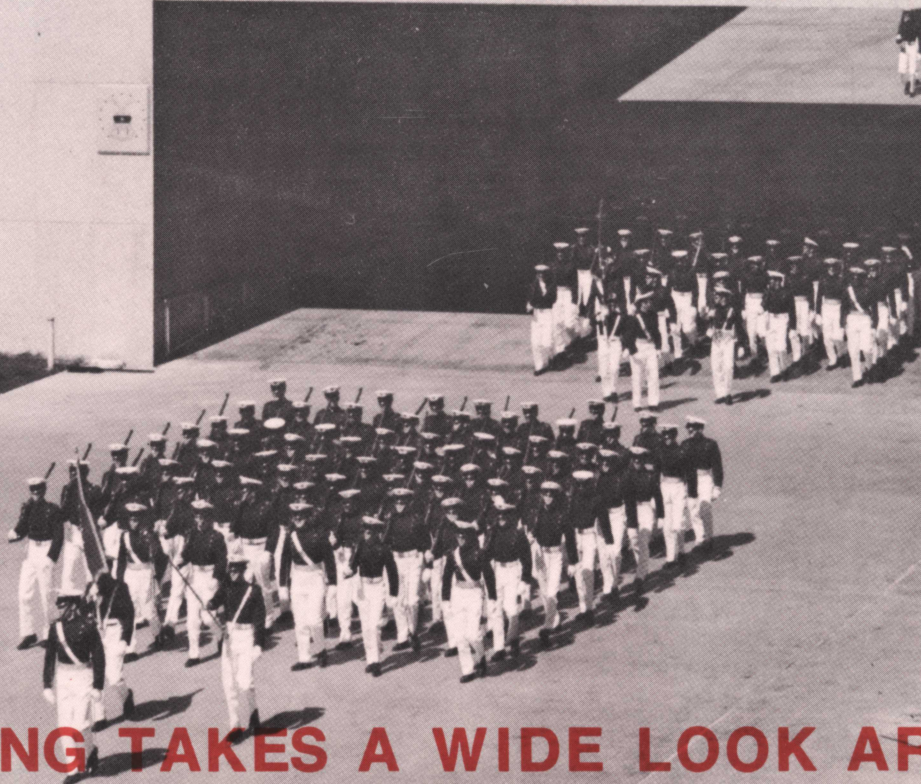
Talon

THE CADET MAGAZINE OF
THE USAF ACADEMY

APRIL 1973



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Perceptions Perceptions Perceptions Perceptions Perceptions Perceptions Perceptions Perceptions

An Editorial
by
Al Maurer

Perceptions of a particular thing depend on one's relation to the thing being perceived. This month's issue deals with some of the perceptions that surround the Cadet Wing. As always, these perceptions depend on the relationship of the viewer to the Cadet Wing.

One might think that cadets are subjected to such pressures to conform that they would have relatively uniform perceptions of the Wing in general. However, as the Wing is made up of some four thousand individuals, this is not the case. Each cadet views himself in an individualistic way, and what he thinks of the Wing and the Academy in general depends on his self-perceptions and the role he plays in the structure of cadet life. The cadet, then, tends to view the Wing in terms of what he expects of it, and how it lives up to these expectations.

Officers here at the Academy have as many differing views of the cadet wing as the cadets themselves. The easiest distinction is between grads and non-grads: AFA grads tend to look at the Wing in a then-vs-now frame of reference, while non-grads probably tend to have less specific notions about the Wing. Of course, there are the West Point grads who will make comparisons in a sort of then and there vs now and here frame.

A further distinction can be made by where the officer works. Officers working closest to cadets obviously have a truer and more personal view of cadets than one who rarely, if ever, sees cadets *au natural*. Yet even those who work closest to cadets get differing pictures: THE AOC and the instructor certainly see different facets of the cadet's personality. One can easily see that once an individual is outside of the Wing (i.e. not a cadet), it becomes very much more difficult to understand and know all of what is going on within the Wing.

If those who work daily with cadets don't get the full view, how much less accurate must the picture of the parent, the visitor, or the resident of Colorado Springs be? The parents certainly receive letters from their sons (more or less regularly) but they, like all others, are subject to what they hear from other sources. Mass media, second hand information, and even official sources can, even with the best of intentions, be misleading. What does the visitor see of cadet life besides a parade, a noon meal formation or a few cadets walking to class. They only see what happens on the terrazzo, and yet very little of the cadet's day is spent on the terrazzo, and that time itself is usually unimportant; merely getting from one place to another. As for nearby residents, they hear a lot of second hand information which may not be at all representative of cadet activities or behavior in general.

One could spend weeks observing the cadet wing in action and still come away with impressions that are clouded by preconceived notions. I have consciously avoided giving my version of what the Cadet Wing really is, because my version is no more true or bias free than most other cadets' versions would be. What I have tried to point out however, are some of the pitfalls that one encounters when analyzing the Cadet Wing and its problems. I would suggest that anyone seriously interested in the Cadet WING NOT RELY SOLELY ON HIS OWN KNOWLEDGE OF WHAT CADETS ARE "really like" but rather take everything he reads or hears with a grain of salt, and above all, *talk to cadets*. After all, it takes one to know one.



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Charley Baby



While taking a leisurely stroll down the tunnels the other day, Pierre and I came across an old and moulding manuscript lying neglected in the dust. It seems to have been written by one S. A. Trist, presumably a cadet back in the brown shoe days—or before. The manuscript consisted of five books, describing—as far as we can tell—the origins of the Academy and the laws and lineages of the same. A fine old document it is too, and so we thought that we'd reproduce some of it for your erudition. If you like it, we may reproduce some more (then again, we may *regardless* of what you think.) Here then, is the opening chapter of the first book:

"In the beginning the Air Force created the Academy. And the Academy was without form, and blank; and wildness was upon the face of the mountainside. But the Spirit of the Air Force moved upon the face of the countryside.

And the Air Force decreed: Let there be a Site: and, lo, the State of Colorado donated a site, and the Air Force saw the site and decided that it would do. And the celebration and the merrymaking were the First Cost.

And the bulldozers came and divided the grasses from the dirt. The grasses

they called Hay and the dirt, Site. And the surveyors and the bulldozers were the Second Cost

And it was decreed: Let the marble and the aluminum be brought together into one place: and let long buildings appear, and it was so. The Spirit of the Air Force divided the living from the learning by a deep road; and the living he called Vandenberg Hall and the learning he called Fairchild Hall; and the Spirit saw that it was close enough for government work.

And the Spirit said, let there be grasses again, and let them form a parade field and a chapel mall and an air gardens each bearing seeds of its own existence, and the justification thereof.

And the diggers and the fillers were the Third Cost.

And the Spirit said, let there be lights in the buildings and on the terrazzo, to give guidance by night and to be turned off at revlle, or when costs must be kept down. Thus decreed the Spirit, and he made the stars also: the one to rule over the learning and the other to rule over the living and two or three to rule over them all. And the Spirit saw that it was good.

And the furnishings and the salaries were the Fourth Cost.

And the Spirit said, Let the country bring forth abundantly moving creatures to service this Site: instructors, AOCs, barbers, and waiters in abundance, each after his own kind.

And he decreed that their numbers should be multiplied, for, he said, we expect quite a turnover especially among the waiters.

And the parking lots and swagger sticks were the Fifth Cost.

And the Spirit said, let us make Cadets in our image, and after our likeness; and let us have dominion over them, and let them be subject to the AOCs and the instructors and every living thing that moves upon the face of the Academy, save the waiter. And the Spirit saw the Cadets and saw that they were very, very good.

And the moaning of the brass jugs being beaten into shape were the Sixth and Lasting Cost.

Thus was the Academy finished, and the host of all those that inhabit it.

And the Spirit of the Air Force surveyed all that he had made: and it was just what he wanted. And after paying the six bills he defaulted on the seventh.

PFP Charley Baby

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MANAGING EDITOR

Bill Sexton

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A LOOK FROM THE INSIDE:

Four Cadets View the Wing and the Job It's Doing



In view of all of the recent changes in the running of the daily details of cadet life, the *Talon* staff decided to ask several cadets how they felt on some recurring issues with which cadets concern themselves. These issues involve morale, how much cadets "run the Wing" and how effectively we do it. The sampling was not random, but was rather designed to be cross-sectional in nature. We hoped to get a range of experience and ideas, and of course, one cadet from each class. We also wanted cadets who would be honest and candid with us, and who we thought would be likely to hold specific opinions on the subject, although we did not know what these opinions would be. The answers were certainly varied and showed obvious interest. They were also rather spontaneous, as the cadets did not know the questions until they were asked. We do not claim that these opinions are all-inclusive of those held by the Cadet Wing, or that they are even representative of a majority of opinion. They are simply the opinions of four more or less average members of the Cadet Wing, and are at least worth considering for that reason alone.

Joe Traficanti GG-04



C/2C Joe Traficanti

1. HOW DO YOU PERCEIVE THE STATE OF MORALE AROUND THE WING?

Morale around the Wing is a subject that's been on a lot of people's minds lately. I think that from what I've seen, there's a lot more squadron morale than has been in the past — at least that's the way I perceive it. The Wing is also seemingly closer together. I think that the idea of giving the Wing more responsibility has added to morale.

2. IN YOUR OPINION, WHO DO YOU THINK REALLY RUNS THE WING?

There's been a lot of talk of that lately and discussions as to whether we have a Wing Commander bowing to the wishes of the "higher brass" and group commanders under him who are puppets. Well, I think seriously that over the past year or two the Wing has been given more responsibility. For example, look at the Group Commander: The Group Commander now has pretty much responsibility for ten squadrons and has the opportunity to give the squadron commanders a good say in how they run their own squadrons. So I think therefore that certain cadets have been given more power and hope that we'll see a continuation of this trend. One area in this respect is where General Vandenberg wants us to live by the regs and see where the regs are wrong and from there we'll take the initiative and change them.

3. IN WHAT WAY DO YOU FEEL THAT THE WING'S LEADERS HAVE THE MOST ABILITY TO INFLUENCE POLICY?

I assume that you're speaking of the Commandant's policy. First, the Wing leaders are going to have to get it across to cadets that certain regs are necessary. Secondly, they must get across the idea that we are all in this together — nobody is that different or better. That's one problem we've had — there are a lot of cadets who feel that the Wing and Group commanders have lost the perspective of being a cadet — that they're more of an officer now, and they can't relate. So the first thing the Wing's leaders are going to have to do is show that they are still cadets, that they can relate, and that they're living under certain regs for certain purposes. As

soon as they can relate, I think there won't be such a gap between them and the average cadet.

4. DO YOU THINK CADETS ARE EFFECTIVELY PERFORMING THEIR ASSIGNED JOBS?

That's a real touchy subject. Amidst complaints by cadets of lack of responsibility and the meagreness of certain tasks, I think that most of the jobs cadets are given in their squadrons are pretty much done well. Cadets are living up to that responsibility. But I think, that the more responsibility given a cadet the more he will take it upon himself and the more pride he will have in a certain job. With that pride, he will endeavor to do an even better job. I think cadets right now are doing their job and doing it better than I've ever seen before; but I would still like to see more responsibility and I think you'd see greater pride and an even better job being done.

5. DO YOU THINK CADETS ARE BEING ADEQUATELY PREPARED FOR THE "REAL" AIR FORCE?

I wish I had seen the Air Force a little bit more than I have to answer that question. I don't really know what's expected of me in the Air Force, so that may be a problem right there. Cadets in general may not know what is expected of them and that is going to be hard to improve upon unless you have more or longer Third Lieutenant programs where one can actually see some of the jobs in the Air Force. Instead of giving cadets one specific job during Third Lieutenant, take them to two or more bases so they can get a more varied look into what the Air Force really does. I think that the idea of accentuating responsibility is giving cadets the idea that they are going to have responsibility in the Air Force and that they can't just start as soon as they leave the Academy — this Academy should be preparing them for that responsibility. I wish I had some background on how most cadets do upon graduation. I've often heard that they make bad Second Lieutenants but good Colonels and I'd like to see that changed. I think the way we could do that is start impressing upon them what is expected in the Air Force and that the Academy is a preparation period.

1. HOW DO YOU PERCEIVE THE STATE OF MORAL AROUND THE WING?

Generally, I think that morale around the Wing has been fairly low — possibly because of the time of year. I've heard that many of my classmates are thinking in terms of good old USAFA JC — getting out after their third class year. Maybe the reason is not having to worry because there's no more Vietnam and no more draft, and maybe they no longer see any reason to be here. Another reason I think that morale probably has been and will continue to be low is the fact that at this Academy you have a bunch of above average people, and you have given them make-work to do in their spare time rather than something that really shows a lot of results. Morale is not going to be outstandingly high no matter what you might do.

2. IN YOUR OPINION, WHO DO YOU THINK REALLY RUNS THE WING?

Obviously, Cadets do not run the Wing. The officers are going to have the final say in what gets done — they're going to be the ones who set general policy, they're going to be the ones who can veto specific policy which may be set up by cadets. I generally do not hold any hope for cadets "running" the Wing at any time in the future. I think that the most we're going to be able to do is to have some degree of input into what might be done, and even this is going to be limited. The final decision is going to come from the officers and staff which administers this institution.

3. IN WHAT WAY DO YOU FEEL THAT THE WING'S LEADERS HAVE THE MOST ABILITY TO INFLUENCE POLICY?

To influence policy, the Wing's leaders are going to have to find out from the Wing — either by just asking around, taking a representative cross section or sending out surveys — what the Wing's attitudes are about those problems that might be causing low morale. Then they have to make logical concrete suggestions backed up by facts, statistics, reasons, etc. and present them to those concerned. The only thing is that the people who are in these leadership positions are going to have to

have the guts to stand up and say to the commandant, "Sir, this is what the cadets would like to see — these are the reasons why we think this way." Cadet leaders are going to have to recognize the fact that they might be shot down, — who knows, the Commandant might have better reasons. However, they should make inputs to the Commandant and in return the Commandant should explain the rationale behind his decisions. This information should then be relayed down to the Wing.

4. DO YOU THINK THAT CADETS ARE EFFECTIVELY PERFORMING THEIR ASSIGNED JOBS?

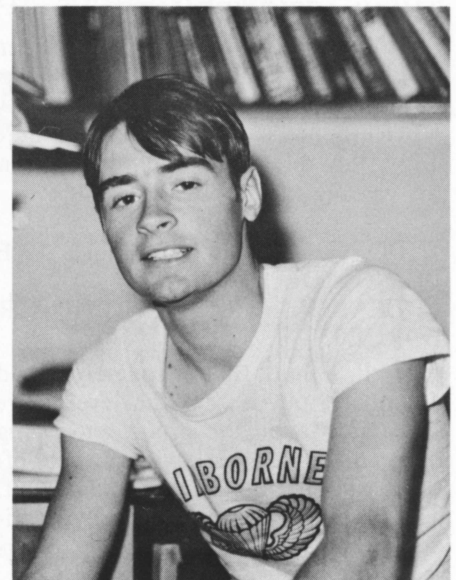
I think that cadets are performing their assigned jobs as effectively as possible considering that the jobs themselves are not really what you would call critical or motivating — they're more a necessity and make work. What it boils down to really is that you have a bunch of guys who are responsible for getting some policy from one end of the chain to the other — they aren't really responsible for instituting policies of their own.

5. DO YOU THINK CADETS ARE BEING ADEQUATELY PREPARED FOR THE "REAL" AIR FORCE?

Now that's a good question. In some ways perhaps we are. When a cadet graduates and goes into the "real" Air Force as a junior officer he's not really going to have a whole lot to say about policy. He's not going to have a whole lot of command responsibility right away. He's going to be taking orders, which is what he was doing here. The only problem then is going to be that as he progresses, have we really prepared him to command? I don't really think so because the system here is not really one of command so much as it is one of communication and administration on the part of the cadet. A cadet has a seemingly insignificant amount of policy input on decision making, even as regards such things as what time he goes to sleep at night. I can't really think of anything that he might have a lot of input into. So, in that respect, the cadet has little preparation. He gets some theory in Psych 302 and MT, but one has to be able to apply the theory he has learned.

Dave Tillotson CWDS-39

C/3C Dave Tillotson



1. HOW DO YOU PERCEIVE THE STATE OF MORALE AROUND THE WING?

At this time, firstie morale is turning, as everybody knows, figmo because we've less than 60 days left. Second classmen, all they can think of is cars. This gives the lower two classes nothing to look forward to, except to see that the upper two classes are worried about their own personal problems, personal gain, and not really caring about the Wing in general.

2. IN YOUR OPINION, WHO DO YOU REALLY THINK RUNS THE WING?

Officers really run the Wing. Cadets have their input, but everybody knows that if there's a good deal for cadets, it can be held up from above; if there's a bad deal, it seems to come down a lot faster than a good deal does.

3. IN WHAT WAY DO YOU FEEL THAT THE WING'S LEADERS HAVE THE MOST ABILITY TO INFLUENCE POLICY?

Right now, with the new commandant, who, from what I've heard from people who actually know him, seems open to changes, the Wing leaders are best in a position to suggest changes to present regs, and eliminate regs that are useless. Since the Comm will be here for the next two years, this will influence his thinking and he can really get a feel for how the Wing feels about the issues affecting this place.

4. DO YOU THINK CADETS ARE EFFECTIVELY PERFORMING THEIR ASSIGNED JOBS?

In general, yes. I haven't seen anything really messed up in the Wing. Overall, I'd say the Wing is run pretty efficiently and smoothly although there are visibly different standards between the various squadrons and groups.

5. DO YOU THINK CADETS ARE BEING ADEQUATELY PREPARED FOR THE "REAL AIR FORCE"?

Well, I think that adequately would describe it but is that the level we're seeking? Maybe the group and Wing commanders can work with superior officers well, but the average cadet can't. The average cadet is not really confident of himself in talking with or working with superior officers.

Vic Bright CWDS-36



C/IC Vic Bright

Mike Coker CWDS-22



C/4C Mike Coker

HOW DO YOU VIEW THE WING'S MORALE?

Morale among my classmates is fairly good but I don't think morale in the upperclass is all that it should be . . . especially the third class. It seems that there are a few guys totally for the system, but there are so many of them who really don't care.

If an upperclassman sees something that he does not like in the system . . . he has a tendency to kiss it off, and hope . . . (he) can put up with it. To me, that's the wrong attitude.

HOW WELL DO YOU THINK THE WING IS BEING RUN?

I personally feel that Wing staff does a fairly good job in running the Wing and dictating the policies the cadets like to see. When General Vandenberg came in, he apparently was hot on following regs, but they were regs, and they were to be followed until they were changed. I think, in a military school and a military organization as a whole, that's what has to be done.

This place is becoming more valid. There is emphasis on the military and the academic. This semester especially, there has been a little more balance between the two. To produce officers, you have to produce educated, military-minded men.

WHAT WOULD YOU CHANGE IF YOU WERE MADE WING COMMANDER?

I would like to see more pride in the Wing . . . (and) a little more emphasis on the role of the military as a profession during peacetime. Those images and working toward that job is something that has to be developed right here. From the minute you come here in the summer you have to work toward, not just being a cadet, but an officer — not just going to school to get your degree, but to get the knowledge to use on your job and position of responsibility.

DO YOU THINK CADETS ARE DOING THEIR JOBS?

In this squadron, I am very pleased. The cadets that hold positions of leadership take it to heart and really try to do a good job. The element leaders and element sergeants do a real fine job . . . Deep down, I think almost every cadet here, when given a job, wants to do the best that he can.

Unidentical twins.

What do you call two stereo systems that have identically the same insides, but not the same outsides?

Well, you call one a Sylvania compact stereo system. It's stacked and compact with tuner / amplifier, turntable, and tape player all in one unit.

And you call the other a Sylvania component stereo system. Each unit is separate so you can spread it around any way you want it.

Inside, though, they're the same. Both have an RMS rating of 12.5 watts per channel (20 watts IHF) with each channel driven into 8 ohms. There are identical FETs, ICs, and ceramic IF filters in the AM Stereo FM tuner / amplifiers. Both offer the same switchable main and remote speaker jacks, headphone jacks, aux jacks, tape monitor, and built-in matrix four-channel capability for the new quadrasonic sound. The turntables are Garrard automatics with magnetic cartridges and diamond styluses. The 4-track stereo record / playback cassette decks are the same. And both air-suspension speaker systems contain two 8-inch woofers and two 3-inch tweeters.

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GTE SYLVANIA

The sound and feel of a powerful automobile on the open road holds a strange fascination for the sports car enthusiast. Ralph Stein defines the sports car buff's attitude towards his machine:

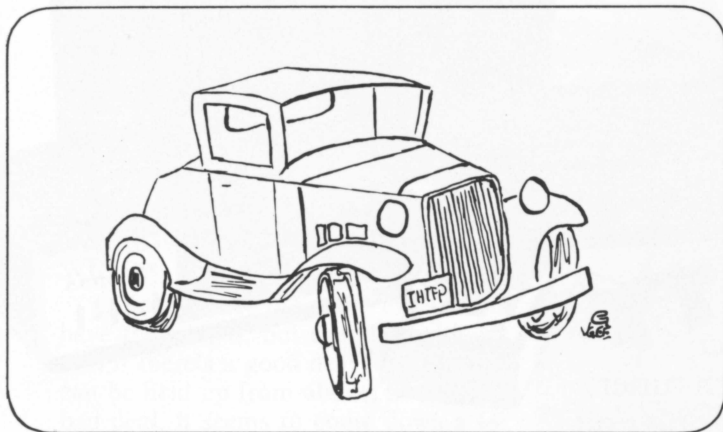
A sports car is a machine which is driven for the sheer pleasure of driving . . . It should be a delight to wheel it, shining and growling, out of its garage just to drive it for the fun of driving it fast.

During the past decade, a new species of sports car enthusiast has arisen, the classic sports car buff. Growing steadily as a part of the overall antique and classic automobile movement, the classic sports car revival represents an interesting and unusual aspect of the American automotive scene. Perhaps the classic sports car buff yearns for the days before police radar and city traffic jams, when the sports car ruled the roads with its power, speed, and handling. Perhaps, as a boy, he followed the career of a famous racing driver and became determined to own a car like the one his idol drove. Perhaps he simply wants to own a piece of history for the pleasure of owning it. Whatever the reason, the enthusiast spends long hours and much money on the restoration of his classic machine. And his numbers are growing steadily.

The members of the antique and classic car movement, like any group of enthusiasts, use their own jargon to classify and describe the sport. Antique automobile classes fall under a formal English system of definitions. Vintage Automobiles are all those cars built before 1918, while Veteran Automobiles are all those cars built prior to 1930. The Classic Automobile is any of a specific list of cars built between 1930 and 1942. The list of Classics is decided upon by the major antique auto clubs, each club deciding on the cars for its list. The lists are usually revised annually.

Beyond this formal organization exists the world of the "classic" sports car. The definition of a classic sports car arises out of the enthusiastic response of American drivers to the European sports car during the post World War II era. The post-war M.G. TC's and Jaguar XK-120's found a booming market in America and a large sports car movement became a permanent part of American life. Newer models supplanted the M.G. TC's and XK-120's during the late fifties. During the sixties, however, the entire antique movement began to mushroom. As part of this revived interest in old cars, a large segment of the sports car community developed an interest in restoring the post-war sports cars that had re-established the sport and racing movements. These postwar cars were termed "classics" by the enthusiasts of the late sixties, but no formal definition of "classic" has yet been devised.

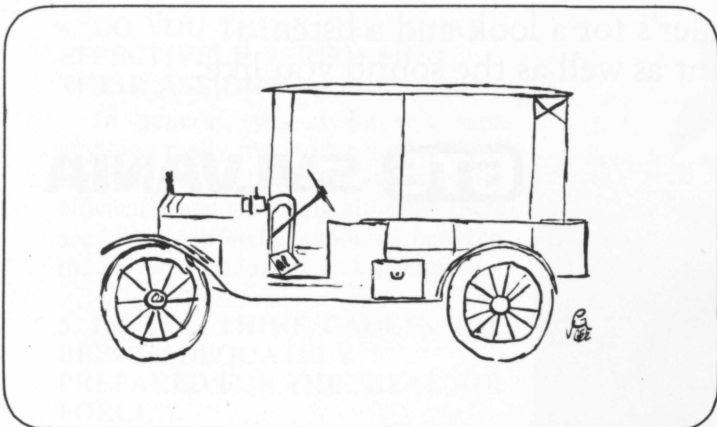
As time progressed, more sports cars have developed a classic reputation. Makes as late as the early Corvettes and Thunderbirds of the mid-fifties are considered by many to be classics. The Shelby Cobra, a limited production version of the A.C. Ace, receives almost universal recognition as a classic despite a production run that lasted until the mid-1960-s. Hence, the term "classic sports car" includes many post-war automobiles as well as cars dating from 1942 and before. Each sports car club has its own ideas as to which cars are classics. In most cases, however, a classic sports car is no longer in production and either has some special feature to set it apart from other cars of the same period or is so universally appealing as to make it a popular project for restoring.



THE CLASSIC SPORTS CAR:

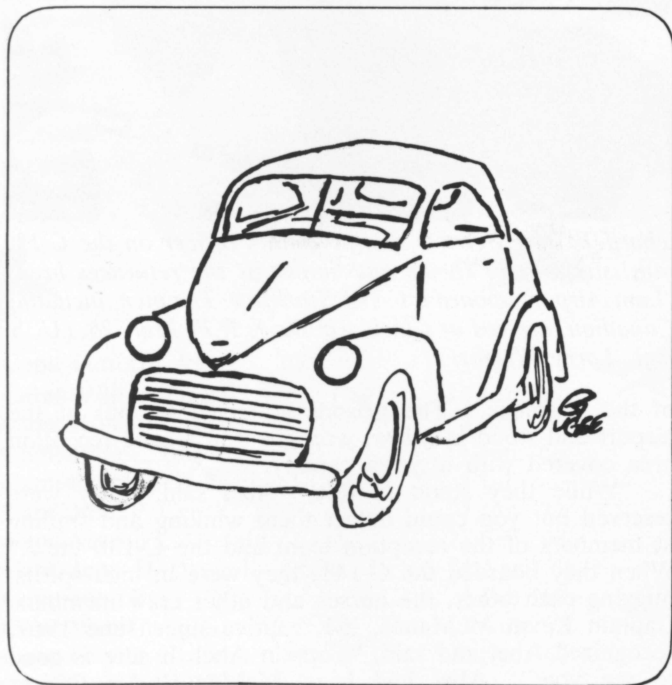
*For those who
think young*

By
John E. McMurray, Jr.



The classic sports car represents the easiest and perhaps most enjoyable entry into the world of restored automobiles. Many of the cars use very modern engine and chassis designs, since they often pioneered the use of new construction techniques. Many classic sports cars descended from racing machines and, consequently, offer outstanding performance even by today's standards. The classic sports car usually fits into a later era than the true classic or antique automobile, making them newer cars. These characteristics, along with the exacting construction standards of most sports car manufacturers, means that a properly rebuilt classic sports car often becomes, not a museum piece, but a reliable and exciting car for everyday use.

Several organizations sponsor meets and competitions in the classic sports car field. The Antique Auto Club of America in Hersey, Pennsylvania, includes many classic sports cars from the pre-war era under its Classic Automobile definition. Other major clubs likewise include



sports cars in their lists of approved types. In addition to these major organizations, many smaller clubs specialize in one car or group of cars which they consider as classic. These small clubs form the basis for the organization of classic sports cars from the post-war era as most of the major clubs do not recognize cars built after 1942. The Austin-Healy 3000, the Sunbeam Tiger, Gull-wing Mercedes-Benz models, and MGA's, to name a few, have clubs catering to those particular cars. Many of these clubs hold meets for members to get together and swap stories, information, and parts. Activities include judging cars for appearance and mechanical condition, displays or parades for the public and, in some cases, rallies run with the restored cars.

The contests on appearance deserve special mention. Known as "Concours d'élégance," literally, "a meeting of elegance," these meets form the soul of the classic and antique car movement. To win a major *concours* is the dream of every truly serious restorer. The judging is based on a one thousand point system with points deducted for errors. An

oil smudge on the gearbox cost valuable points at a major *concours*, while modified or non-stock equipment almost assures the car will not be among the top runners. The condition of a *concours* winner goes far beyond a normal stock appearance. These cars are immaculate in appearance and operation and are rebuilt to standards far higher than those of car manufacturers. By virtue of its perfection, a *concours* winner belongs in a class by itself regardless of the existence of many other examples of the same car.

There are two basic ways to obtain a classic sports car: buy the restored car outright or restore a "used" example. While a booming market has grown up for restored antique cars, the classic sports car group has remained more of a do-it-yourself movement. A quick look through the classified ads of any major sports car magazine reveals a number of classic sports cars for sale in running, but not excellent, condition. However, few *concours* class cars are offered. Perhaps the pre-war picture of the sports car owner as a jack-of-all-trades mechanic and driver still lingers in the minds of the classic sports car buffs. In any event, obtaining a restored classic sports car, by any method, has become an increasingly popular endeavor.

The post-war M.G. TC and TD series are among the most popular for restoration. These little roadsters brought the sports car mania to America after World War II and are reasonably plentiful, with parts readily available. These cars sold for fifteen hundred to two thousand dollars new and bring about that in fair condition today. A basket case with most of the parts can be had for five hundred to a thousand dollars, while a *concours* car may well bring better than five thousand dollars. These are representative of the relative values of most classic sports cars. A Jaguar XK-120, for example, sells for about its original price in good shape and considerably more in *concours* condition.

Many later model sports cars offer better bargains due to the "used car syndrome." Many sports cars built in the sixties are well on their way to becoming classics, yet sell for low prices because they are not old enough to attract attention from the antique and classic car dealers. These cars offer an excellent deal for the newcomer. They offer performance, style, and, with a little checking before purchase, decent mechanical condition for a relatively low price. Add these advantages to the possibility of the car becoming a sought-after classic in five years or so and the opportunity for the enthusiastic novice is almost too good to pass up. These later model cars also offer the advantage of readily available parts and service. Earlier model cars usually demand a thorough knowledge of mechanics and require much work to find the needed parts. The later model car offers a good car to start on since any problem which the owner cannot handle can be referred to the local dealer. The owner of a true classic sports car rarely has this service available.

The classic sports car movement consists of enthusiasts interested in preserving the sports machines that made the sports car what it is today. Regular organizations and clubs provide valuable services to their members, including information and parts. The classic sports car offers a reasonable, if somewhat time consuming, project for the beginning restorer, at the same time providing a reliable and exciting car. The thrill of driving a bit of history at top speed along a winding road continues to draw enthusiasts to the classic sports car.

THE HOMECOMING

An Interview With U. S. Air Force Academy's Lt. Col. Richard F. Abel

This article was
reprinted from
*Association of
Graduates Magazine*,
April 1973



Air Force Lt. Col. Richard F. Abel, center, public affairs officer on the C-130 Reception Support Team, sits among cheers and smiles as the returnees break ground at Hanoi's Gia Lam Airport aboard a C-141 Starlifter. Ten men, including two civilians and one Canadian, arrived at Clark Air Base, R.P. Mar. 28. (U. S. Air Force photo by SSgt. Larry Wright)

It was a rare moment when Americans seemed to share the same feelings of happiness and admiration for fellow countrymen. Few people expected to see the prisoners return after so many long years of torment with the strength and spirit they have displayed upon returning to the U. S. and freedom. Lt. Col. Richard F. Abel, currently the Director of the Candidate Advisory Service at the USAF Academy, and, until 1972, assigned to CINCPAC media relations, was one of five full-time media officers assigned to Operation Homecoming. He will not forget his experience and the men he came to deeply admire.

Abel and the other members of the Reception Support Team landed at Gia Lam Airport in Hanoi on 12 February, hours before the first C-141 arrived for pick-up words of briefing so the men would not be too surprised to see nearly 400 press members at Clark.

One man told Abel, "You cannot imagine how great we feel."

"Their spirits were extremely high—you could almost say euphoric," the colonel said, "They were very well organized and well disciplined within their own organization. The senior man was always in charge as evidenced by their conduct both on the plane and in the hospital."

Abel made two trips to Hanoi, and is presently at Clark AB awaiting final arrangements for the release of the last group of prisoners. What has the experience meant to him?

"I have never been prouder to be an American," he will tell a listener, "nor to be a member of the armed services of our country than I was when I stood in Hanoi

of the prisoners. The prisoners arrived by bus at the airport and stood in a low, wrought iron fenced reception area covered with a green canopy.

"While they stood in line," Abel said, "they were reserved but you could detect them winking and smiling at members of the reception team and the C-130 crew." When they boarded the C-141, they were in high spirits, hugging each other, the nurses and other crew members. Captain Kevin McManus, '64, captive since June 1967, recognized Abel and said, "Captain Abel, it sure is good to see you." Abel had been McManus' Air Officer Commanding at the Academy.

The men knew about their release because the protocol required an advanced briefing. During the flight to Clark AB the ex-prisoners talked excitedly, often through tears of happiness. Colonel Abel was able to get in a few and was the first American to be seen by some of the returnees. In my talks with them on the plane and later in the hospital, their deep belief in God and the faith they have in our country and in their families causes me to believe even more that God has truly blessed America and I pray that I can communicate this to my children and to those whom I associate with."

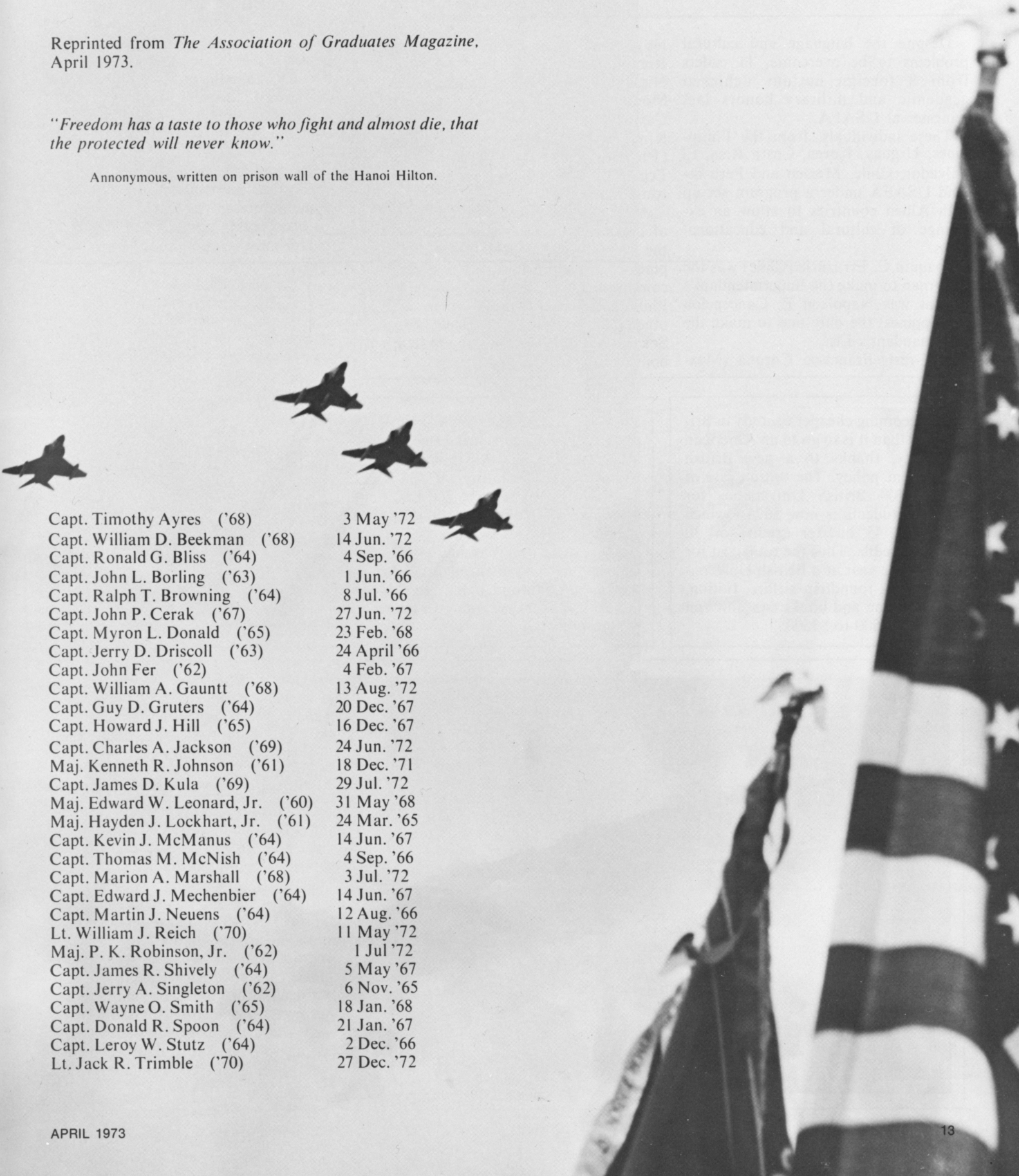
The ex-prisoners will undoubtedly have many things to tell Americans in the months ahead. Many of the stories will be harrowing and shocking. Many will be of the individual heroics of men. But, one which will hopefully unfold will involve the many servicemen who are missing in action. There are 1334 men listed as missing—they must not be forgotten.

USAFA GRADUATES WHO WERE PRISONERS OF WAR

Reprinted from *The Association of Graduates Magazine*,
April 1973.

*"Freedom has a taste to those who fight and almost die, that
the protected will never know."*

Anonymous, written on prison wall of the Hanoi Hilton.



Capt. Timothy Ayres ('68)	3 May '72
Capt. William D. Beekman ('68)	14 Jun. '72
Capt. Ronald G. Bliss ('64)	4 Sep. '66
Capt. John L. Borling ('63)	1 Jun. '66
Capt. Ralph T. Browning ('64)	8 Jul. '66
Capt. John P. Cerak ('67)	27 Jun. '72
Capt. Myron L. Donald ('65)	23 Feb. '68
Capt. Jerry D. Driscoll ('63)	24 April '66
Capt. John Fer ('62)	4 Feb. '67
Capt. William A. Gauntt ('68)	13 Aug. '72
Capt. Guy D. Gruters ('64)	20 Dec. '67
Capt. Howard J. Hill ('65)	16 Dec. '67
Capt. Charles A. Jackson ('69)	24 Jun. '72
Maj. Kenneth R. Johnson ('61)	18 Dec. '71
Capt. James D. Kula ('69)	29 Jul. '72
Maj. Edward W. Leonard, Jr. ('60)	31 May '68
Maj. Hayden J. Lockhart, Jr. ('61)	24 Mar. '65
Capt. Kevin J. McManus ('64)	14 Jun. '67
Capt. Thomas M. McNish ('64)	4 Sep. '66
Capt. Marion A. Marshall ('68)	3 Jul. '72
Capt. Edward J. Mechenbier ('64)	14 Jun. '67
Capt. Martin J. Neuens ('64)	12 Aug. '66
Lt. William J. Reich ('70)	11 May '72
Maj. P. K. Robinson, Jr. ('62)	1 Jul '72
Capt. James R. Shively ('64)	5 May '67
Capt. Jerry A. Singleton ('62)	6 Nov. '65
Capt. Wayne O. Smith ('65)	18 Jan. '68
Capt. Donald R. Spoon ('64)	21 Jan. '67
Capt. Leroy W. Stutz ('64)	2 Dec. '66
Lt. Jack R. Trimble ('70)	27 Dec. '72

TALON POTPOURRI

objects, people, places and events of interest

By Tom Laurie

Despite the language and cultural problems to be overcome, 11 cadets from 8 foreign nations achieved academic and military honors last semester at USAFA.

These individuals, from the Philippines, Uruguay, Korea, Costa Rica, El Salvador, Chile, Mexico and Peru attend USAFA under a program set up with Allied countries to allow an exchange of cultural and educational ideas.

Joaquin C. Errazuriz (Chile) was the only man to make the Superintendent's list, as was Napoleon E. Concepcion (Philippines) the only one to make the Commandant's List.

The rest, Francisco Corona (Mex-

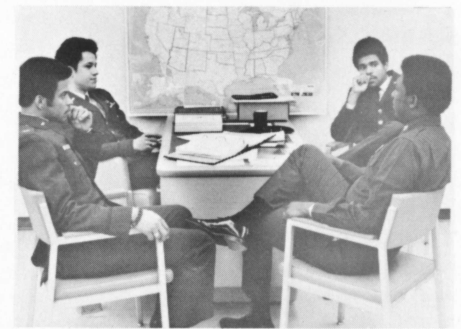
ico); Alberto Saavedra (Uruguay); Rodolfo Saavedra (Uruguay); Willie Niezen Sarmiento (Peru); Manuel A. Montejo Madriz (Costa Rica); Jose R. Castro (San Salvador); Sung Wham Kim (Korea); Leonard Aguinaldo (Philippines); and Herman F. Echaurren Vial (Chile) were all named to the Dean's List.

As far as the military commitment of these individuals is concerned, only the cadets from Korea and the Philippines incur commitments. The Korean commitment is five years while the Philippines requires eight years. All other cadets receive a Bachelor of Science degree in their major and return home as civilians.

Although the lieutenants realize that they are basically military recruiters, they prefer to look upon their job as being similar to college counselors. Uniforms are seldom worn on recruiting trips, because "with a uniform on you encounter a mental block." In this way it is sought to make potential candidates more receptive to the idea of a uniform, short haircuts and polished shoes. However, the lieutenants definitely make it known that the Air Force is behind their efforts.

In addition to anti-military sentiment, the lieutenants have had to overcome the stereotype of what it means to be black in the military and how much compromising must be done as far as one's integrity is concerned.

The three lieutenants, who realize that it will be years before they will see the results of their work, will soon be leaving for other assignments. They will be replaced by one Chicano and two Black graduates. Pictured with the lieutenants is Capt. William Wade, Chief, Minority Affairs Division.



It's becoming cheaper to study in Britain now than it is to go to an American University, thanks to a new British government policy. The tuition rate of any of 700 British Universities for overseas students is now \$625 - which will cover 45 quarter credits or 30 semester credits. Thus the total cost for an academic year at a British University, including roundtrip airfare, tuition, meals, lodging and books can now run as low as \$2500 to \$3500.

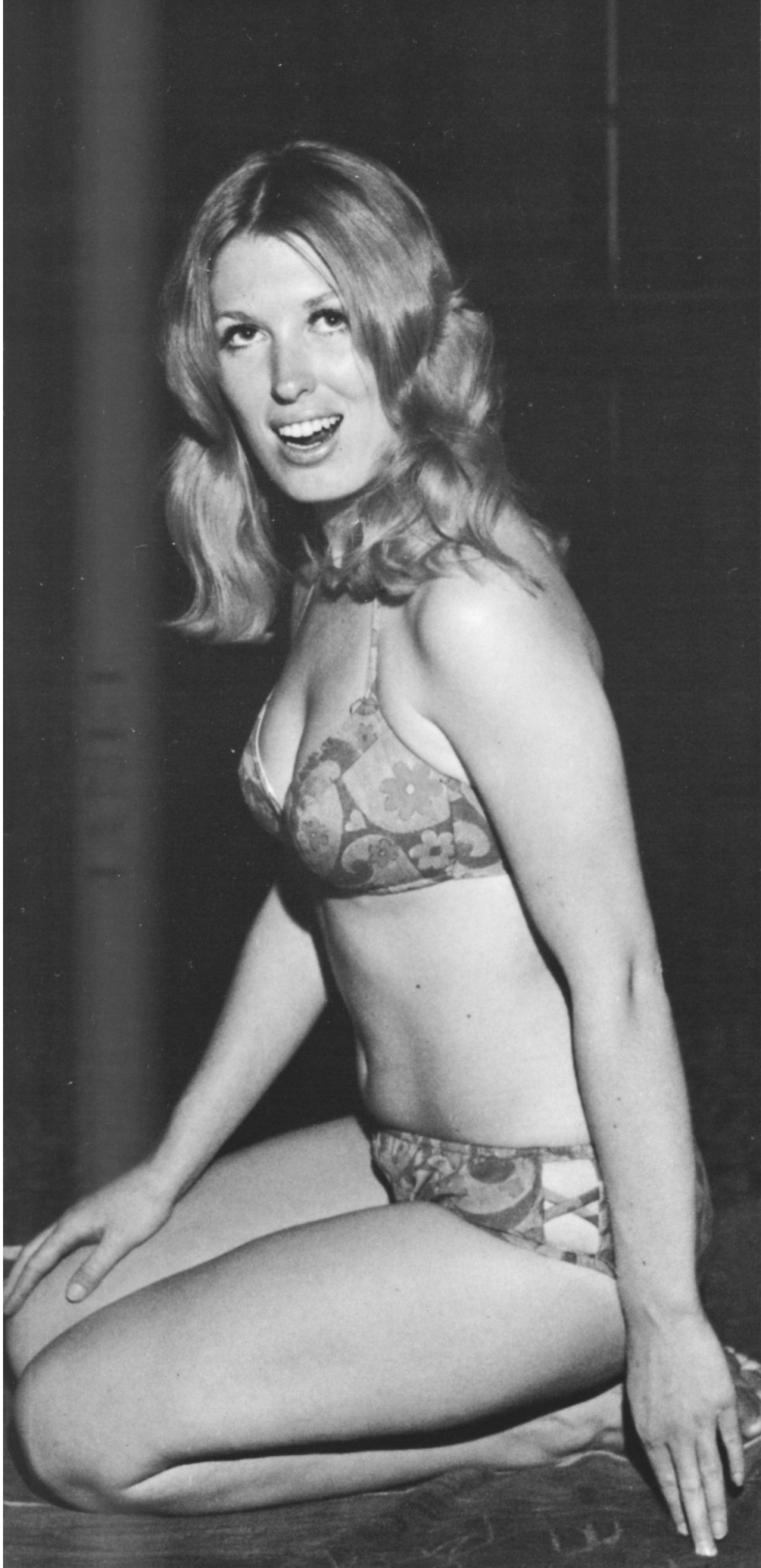
USAFA's intensified minority recruiting program is being run by three 1972 graduates. Assigned to the Minority Affairs office of the Candidate Advisory Service, 2nd Lt. Benny Slade of Columbus, Ohio; Mike McDonald of East Orange, N. J.; and Ralph Brown of Washington, D. C., feel that in light of racial problems in the military more black and more minority officers are going to be needed.



Cadet First Class Paul Mazuraowki is the only student at present in Music Theory 499, Classical Organ Composition and only the third cadet in the history of the Academy to be enrolled in this class.

Why he is taking this course can best be explained by Paul himself, "the real purpose behind music is communication. There is much more of an opportunity to communicate with people in music . . . Music can change a person's outlook instantly. Loud, fast or heavy music can get a person to tap his feet or snap his fingers no matter what emotional state he is in. Low soft or sad music can make a person cry."

In addition to being an assistant organist, Paul also writes some of his own music, which will usually take anywhere from 3 to 6 months to complete, depending on how much free time he has.



Many editors will probably recognize our April GLE Janet Taylor from a safety poster she adorned last fall. A part-time model in the Spring, Janet has won a Colorado name for five years. She likes the Rocky Mountain West because it provides so many opportunities for her part-time modeling, acting and riding trail horse.

What does Janet like to do on a snowy evening? Read "Lava" to the Herald with Janet Taylor on her horse for winter.

JANET

Many cadets will probably recognize our April Girl, Janet Rolfson, from a safety poster she adorned last fall.

A part-time model in the Springs, Janet has been a Colorado native for five years. She likes the Rocky Mountain west because it provides so many opportunities for her pasttimes of backpacking, rafting and riding trail bikes.

What does Janet like to do on a snowy evening? Read "*Listen to the Warm*" with James Taylor on her stereo for starters.





CADETS, USAFA, AND THE SPRINGS

An Essay of Relations

by George Rampulla

"Hey, where are we goin'?" "Let's go to G's!" "Naw, their waitresses don't like cadets. Let's go to Mac's and avoid the hassles."

All of us have had similar conversations concerning our weekend excursions to Colorado Springs. Sooner or later everyone realizes that being a cadet can have a good or bad influence on people. We learn the "right" place to go based on their treatment (if any) of cadets. Naturally, we enjoy hearing girls rave about good ole USAFA with its bright, young, all-American cadets, but we cringe when unimpressed contemporaries label us as "Zoomies," "Warmonger," and all the other names we sometimes hear.

In an attempt to measure how cadets and the Academy are accepted in our community, an attitudinal survey was conducted from June 12-29, 1972. The questionnaire was administered to 255 adults, all over 18 years old. The representative sample showed percentages of sex, race, income, and age similar to the Colorado Springs population (1970 Census). Recognizing their status as "residents" in the community, military families were included in the survey.

Respondents were asked the questions without seeing the questionnaire. A bias that may have existed was the possibility of respondents perceiving the interviewer as a cadet. Often times people gave polite answers about the Academy especially when they found out that the surveyor was a cadet (even though this knowledge was kept out of the interview whenever possible). On the other hand, 21 persons refused to be interviewed. Seventeen of these were unimpressed with the fact that the questionnaire was about the United States Air Force Academy. In a way, this disinterest could be interpreted as a negative feeling toward the Academy which they did not want to vocalize, but, their refusal could just be an apathetic response probably bred from suspicion of the interviewer.

The results of the survey show an overall favorable opinion of the Academy. Respondents' answers seemed to be based more on perception than on actual knowledge of the Academy. Most people recognized the Academy's impact on Colorado Springs and many thought highly of cadets.

The first question asked how often the respondent visits the Academy. The Academy Security Police estimated that 1.7 million people visited the Academy to sightsee, attend football and hockey games, attend chapel services, hear concerts, watch parades, and visit with cadet friends. The Academy provides recreation to the Pikes Peak area, and 38% of those interviewed said that they had visited the Academy more than ten times. Eighty-five percent had been here at least once. In addition to this, 13% brought out-of-town visitors to see the Academy the same number of times. Many people included that whenever they have house guests, the first place they show them is the Academy. It follows then that tourism at the Academy is a big attraction for Colorado Springs residents as well as out-of-state tourists; 54% said this was their main reason for visiting the

Academy. Athletics ranked second as a reason for coming to the Academy with 13% primarily interested in Falcon teams.

In an attempt to measure the interest people had in the Academy, a question was asked concerning people's news interest. Three out of four interviews indicate some degree of interest in the Academy. People listed television and newspapers as their primary source. Many said they enjoyed watching June Week festivities especially the Graduation Parade on television. A few people commented on the lack of adequate advertising telling of Academy events and programs. They also wished that more activities were open to the public.

While interest of the Academy runs high, contact with Air Force cadets is nil. More than 75% of those interviewed did not know a cadet. The reason for this is probably two fold: First, many cadets prefer to go to Denver when they have time off because of its "big city" appeal, hence more things to do. Second, city residents do not seem to be as inclined to invite cadets to their homes as in earlier years. This information is based on observation and conversations with Academy graduates rather than collected data. This situation underscores the difference between the Academy today with its 4000-man Wing and the Academy in the early sixties which had a much smaller cadet population.

Four questions were asked to get an indication of what the 255 respondents knew about the Academy: (1) Who is the present superintendent of the United States Air Force Academy? (2) What is the Academy mascot? (3) What does each cadet receive at the completion of four years at the Academy? (4) Where was the Academy located before moving to its present location? Only 7% knew that Lt. General Albert P. Clark is the superintendent. The Falcon got the best response with 66% identifying it. (Some thought cadets follow an eagle, hawk, tiger, buffalo! and of all things a Jackass!!!) Twelve percent knew that cadets graduate with a bachelor of science degree and a commission in the United States Air Force. Many thought cadets received pilot wings upon graduation — something that surely would please cadets. Over a fourth remembered the Academy was located at Lowry AFB, Denver, Colorado before moving north of Colorado Springs.

Another group of questions was written to test the cadet image in Colorado Springs. These questions included: (1) If you had a daughter of dating age, would you object to her dating a cadet? (2) If you had a son, would you encourage him to seek an appointment to the Academy? (3) Would you agree or disagree with the statement that the average Air Force cadet is more serious-minded than other men his age? (4) Would you agree or disagree with the statement that the average Air Force cadet is a superior young man?

In contrast to the responses to the four knowledge-type questions, favorable answers here tended to be more numerous. Only 3% objected to having their daughter date a cadet. However, when it came to advising their son's future,

63% preferred to let him make up his own mind while a third of the respondents said they would encourage him to seek an appointment to the Academy. Only three people would insist that their son not apply for admission and this was for religious reasons. The average Air Force cadet was perceived to be both more serious than and superior to people his own age by over 60% of the sample.

The remaining questions tested the respondent's attitude toward the Academy itself. Predictably, a large number (88%) of people recognized the economic importance of the Academy. Coincidentally, some of those interviewed worked at the Academy. Another question along the same lines asked if the state of Colorado benefits from the Academy's presence. Most of the time this was perceived as economic benefits, but some people noted the prestige (of having the Academy) felt throughout the state. An overwhelming 91% felt the state definitely benefits while 6% more indicated a qualification to their positive response.

Over 95% of the people mentioned the Academy's programs, speakers, events, concerts, and visits by national and international figures as contributing to the area's cultural calendar.

To test the importance of the Academy's influence on the physical growth of Colorado Springs, two questions were posed. The first established what the sample thought of the growth of their town. Forty-two percent were in favor of growth while fifty-three percent disapproved of the expansion. Almost everyone saw the Academy as a factor in the growth of Colorado Springs. Surprisingly, very few of those who opposed the city's growth commented on the Academy's influence when asked their dislikes of the Academy. The results of these two questions emphasize the importance of the Academy in its contribution to Colorado Springs.

The final set of attitudinal questions was queried to measure anti-military feeling and its effect on people's feelings toward the Air Force Academy. The sample was asked about having five military installations in their community. Sixty-six percent gave a positive response, but twenty-five percent wanted fewer or no installations. Many noted the economic dependence of Colorado Springs on the military and they speculated that the city's economy would collapse if the military pulled out. Yet, some felt this dependence was too much and preferred to have more civilian industry in place of the big military employers.

Finally, the questionnaire would not have been complete without a question on Vietnam. By this time in our history, almost everyone has a view on this conflict. The War has affected all of us to some degree. As far as the Academy is

concerned, Vietnam may have kept some qualified young men from applying and has caused some cadets to leave this institution. United States involvement in Southeast Asia (among other things) has precipitated a revolution of sorts among young people which presents cadets with a seemingly unsolvable dilemma. Many cadets perceive the War as an issue that separates them from their contemporaries regardless of their own personal views. This perception is common with many members of the American military today and instigates the question of how United States involvement in Vietnam affects people's feelings toward the United States Air Force Academy. Over 70% said that their feelings on Vietnam in no way influenced their attitude on the Academy. Many who answered in this way made a distinction between Vietnam and the Academy adding that it would be unfair to blame cadets or the Academy for the War. A total of eight people resented the Academy as an institution of the government and did see a relationship between the Academy's mission and United States involvement in Southeast Asia.

This survey indicates that the public image of the Academy and cadets is high. Most people in Colorado Springs recognize the economic, cultural, and physical impact the Academy has made. The city shows its appreciation for having the Academy in many ways; one of the finest tributes to the Academy was shown last summer. Colorado Springs celebrated its one hundred-year anniversary and chose the Academy chapel and eagle along with three other community mementos or symbols to represent the city on its Centennial Emblem. This not only shows appreciation for the Academy's economic contribution, but also it reflects a pride many Colorado citizens have in the Academy.

The figures suggest that being an Air Force cadet tends to work in one's favor. Now, it's not so cool to go to G's and tell the girls that few parents object to their daughter dating a cadet, and that over 60% think cadets are more serious-minded and superior to other 20 year olds. On the other hand, it is comforting to know that (according to the survey) most people in Colorado Springs do respect cadets. Perhaps the negative attitude cadets experience is due to the overabundance of military personnel (that is, the GI stereotype). Maybe cadets are too sensitive and perceive ill feelings when they don't really exist. Then there is the case of cadets boasting of their status and demanding better-than-normal treatment from everyone. At any rate, give the Springs another chance. People might not come out and say, "I think its great you are a cadet," but you might get a date if you try!

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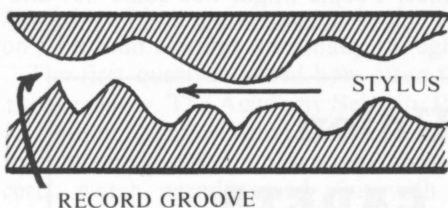
(HOW TO EXCITE YOUR STYLUS)

by Marc Johansen
&
Russ Solt

The turntable is a quite simple machine but with a little bit of knowledge you can make it your most valuable music source. The turntable can give you your clearest and most exciting sounds for with the proper equipment and care you'll get no hiss, scratching, hum or poor frequency response - things which are easy to run into with tape decks or casset players.

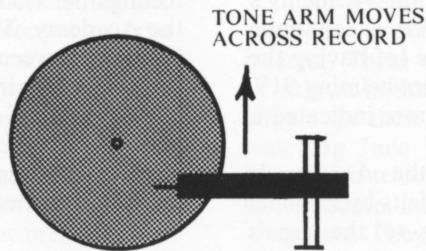
The first thing to demand and to check out is a good heavy motor. If the motor is well seated and stable you probably have a steady runner. Indeed, the heavier the mechanism, the steadier the turntable motor will run, including platter and motor. Most of the brand name players have good constant running motors but the problem comes when you consider how long you want to keep your model, as many are poorly built and will suffer during moving.

The balance arm is the most important precision instrument on the turntable and it can do the most damage if it is a poor product or it is not adjusted correctly. If the arm doesn't respond to all the valleys and hills on each side of the groove you're getting poor reproduction, or more probably your record is being damaged, as the stylus that doesn't have a good responding tone arm will lop off the high notes.



Look for the longer tone arm with a balance that gives at least 1/4 gram divisions. This of course applies when you are looking at the standard player with a balance arm on the side. Most elaborate tone arms with anti-skating devices and precision balance are concerned with changing the position of the stylus as it moves toward the center

of the record. To negate the problems of tone arm force pulling away from the center of the disc, companies like Rabco and Garrard have come up with some new ideas. Rabco has a straight tone arm that travels across the record on a revolving bar, thus the whole arm moves across the turntable. Garrard produced the Zero-100 which has that point of the arm that connects to the cartridge hinged so that it stays parallel with the record's surface.



When you scarf up a great turntable don't ruin everything by getting a poor cartridge. A good cartridge will usually run you more than \$25 (at our prices) and a great one will cost around \$40. These cartridges give good separation as the stylus is receptive enough to pick up both sides of the groove with out slop over. When rating a cartridge the manufacturer will give you a graph of the combined right and left signal. The graph should be virtually a straight line from 20Hz to 20KHz. All will have peaks here and there but the best have the smallest peaks; use this indication for comparison purposes.

Many audiophiles wonder whether a manual turntable is better than an automatic. Not too long ago there was no question — the manual was far superior. Most of the automatics were cheap, with tone arms that were too heavy, poor disengaging mechanisms, and after all, dropping one record on another isn't the best thing for record care. Today the choice is up to you, I prefer to have a combination so when you leave the room and your record ends it's convenient to have the player stop the arm pick up.

The worst thing that can happen to your records is borrowing. You have to be careful who the borrower is or you might run into the Spastic Finger Fiend or Gort the Groove Grinder. Up here we run into a lot of static (in one way or another) so to clean the dust off your records and get rid of static pops get a discwasher or a Watts 'Parastatik'. Both these products come with anti-static liquid which will really clear up the noise.

MAKING IT

Perhaps (as the advertisement goes) the records you buy *are*, in the long run, your largest investment. At \$3 - 10 a copy its no wonder. But did you ever stop and wonder just how that molded pressed and packaged piece of plastic came to be a record in the first place? It's not as simple as you may think!

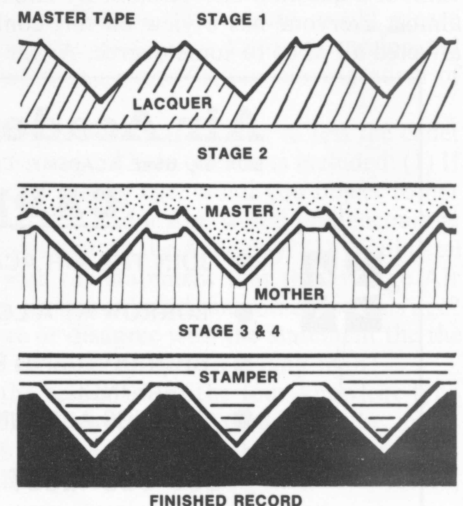
Before a record become the finished product it goes through six different stages. Today almost all records start out as a tape. Who hasn't heard of the giant 12-track master recorder on which the original session of a performance is recorded? This tape is then edited and "mixed down" into the ultimate two tracks for stereo. However, this is only stage one.

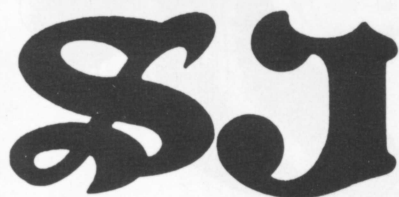
Stage two is a lacquer master which is made with a sapphire cutting styli which is heated and cuts the master in much the same way you play the final product.

In stage three the lacquer is covered with a metallic silver in what is called the silvering process. Through an electrolytic plating process, the silver is then covered with nickel. The silver-nickel plate is then seperated from the lacquer disk and we now have the metal master. (Note that the master is a negative of the record — it has ridges instead of grooves).

In stage four an electrolytic plating occurs on the other side of the silver and this new plate is called the mother, which can be played. Stage five is a process similar to stage three, as the stamper is made from the mother (again this is a negative of the record).

The record is made in stage six. The stamper is used again and again to press out plastic copies. Several stampers are made so that when one wears out another can quickly replace it.





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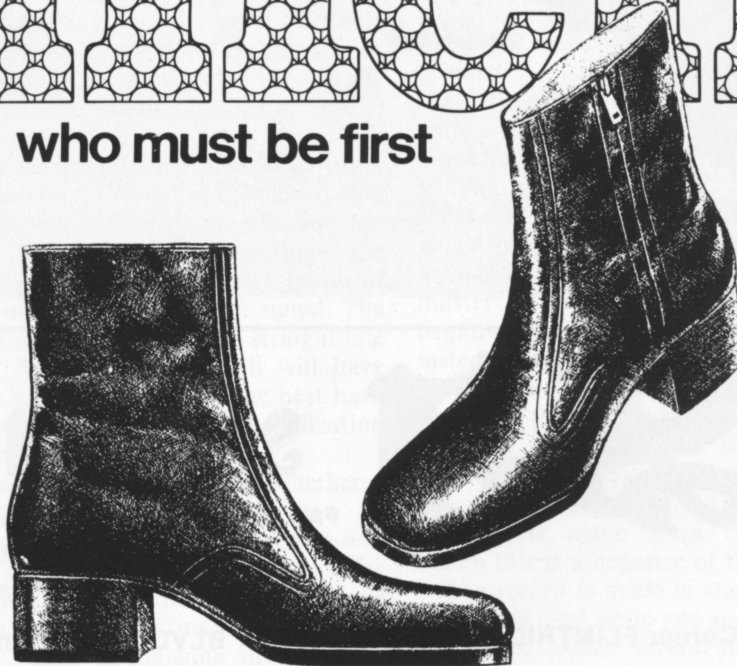
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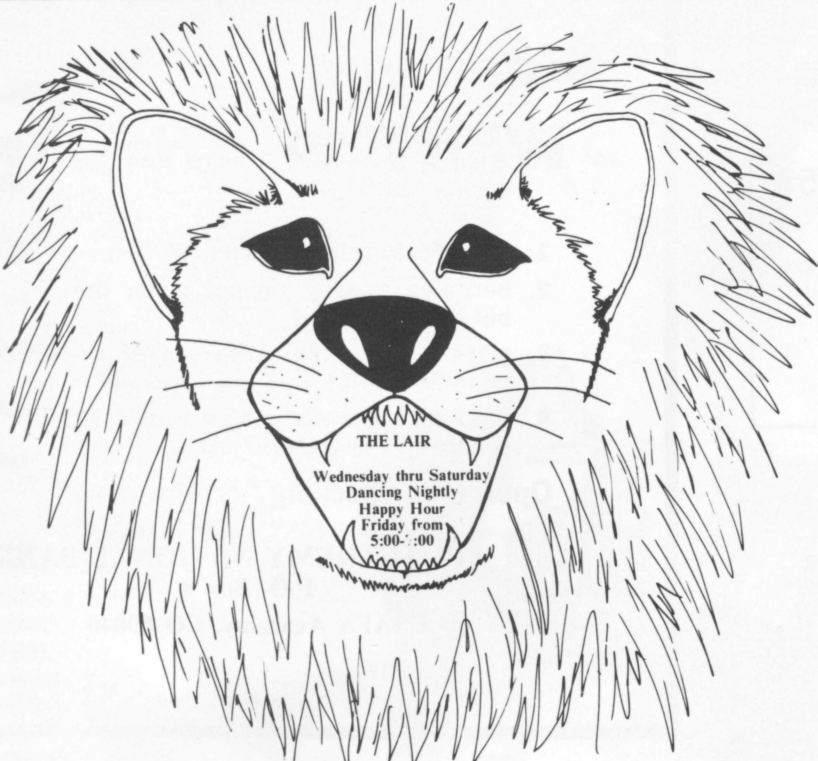
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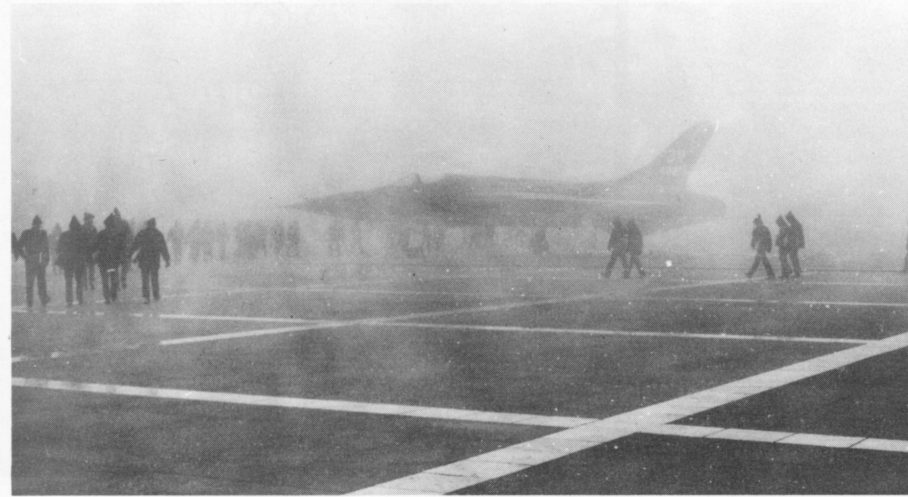
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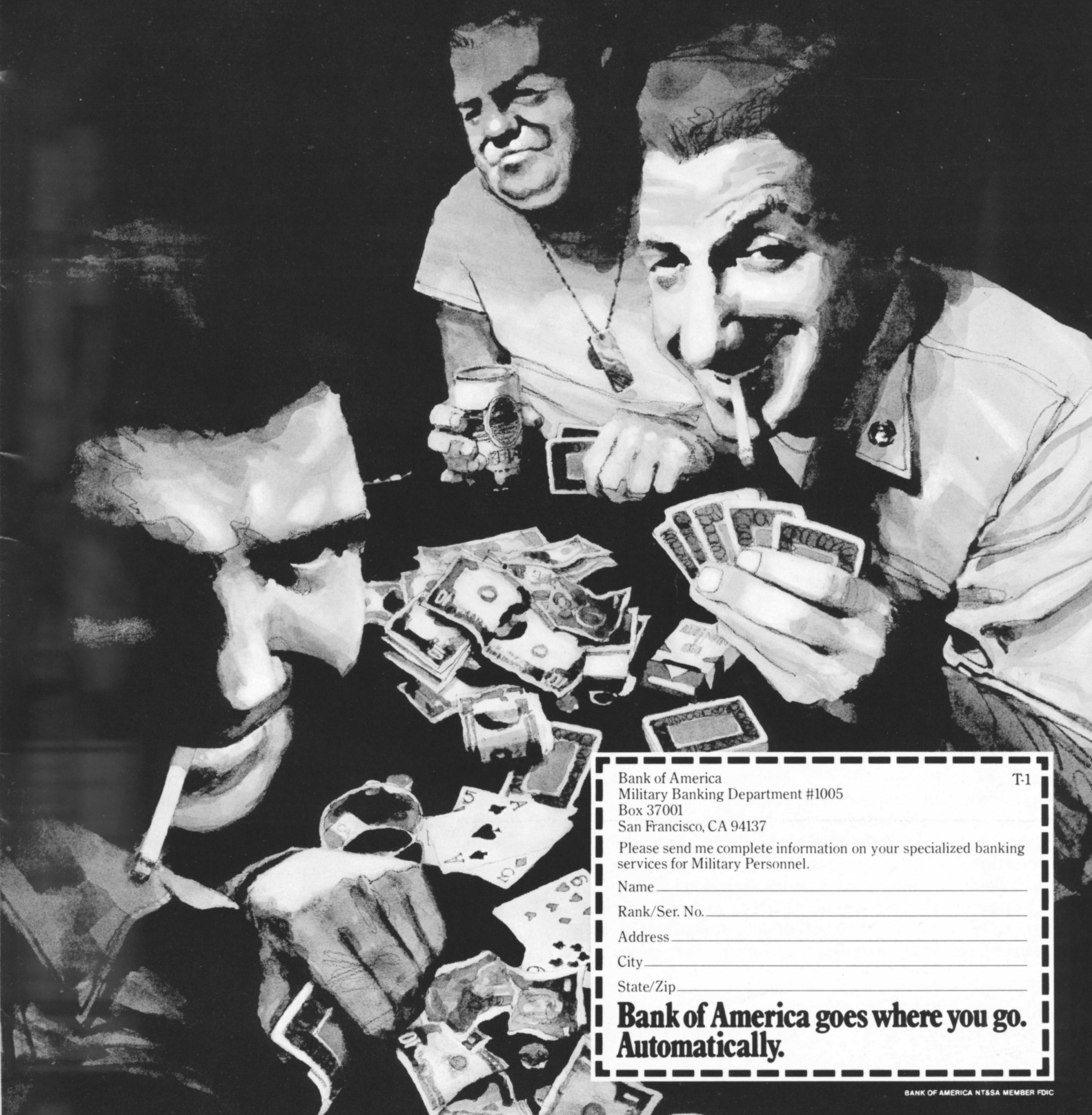
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