

EL TIEMPO PASANDO

SPECIAL TENTH ANNIVERSARY ISSUE

GLENDALE COMMUNITY COLLEGE
GLENDALE, AZ. 85301

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There was an image of the future, ten years ago in 1965 for a new campus.

El Tiempo Pasando has written about this image in this special Tenth Anniversary issue.

The El Tiempo Pasando means the Passing Time. The staff chose the flag of the newspaper that was used ten years ago for their special issue.

A future unity has clearly taken place.

The staff interviewed as many of the instructors as they could that were teaching at the separate campuses that served as adopted homes for GCC while the college was under construction.

However, lack of newspaper space does not permit us to include all the departments.

The staff enjoyed talking to the instructors and appreciated their cooperation and interest in our project.

A quote from the 1966 annual, *El Año*, said, "Each came seeking opportunity for expression, creation and stimulation."

And so they found it.

"Each student in some way helped to build."

And so they did.

The Editor

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First executive dean

Prince recalls goals, early years

By Russ Hemphill

For the past several years, a Prince has been sitting on the Maricopa County Community College District (MCCCD) presidential throne. Soon he will abdicate that position.

Dr. John F. Prince, current MCCCD president, and GCC's first executive dean will retire at the end of the next school year.

Reflecting back on his time at GCC, Prince recalled only a few disappointments. "Perhaps the only major disappointment was that we failed to reach deeper into agriculture and Chicano services. As for goals, one was to make GCC the most beautiful campus in Arizona. A goal which has been reached."

Before there was a GCC campus to beautify, there were two smaller campuses with approximately 1,600 students enrolled. Known as the Camelback and Maryland branches, they were headed by Dr. Prince and GCC's current

executive dean, Matt O. Hanhila. The two would alternate between campuses each semester. When GCC was formed, Prince was named executive dean.

As an executive dean, Prince classified himself as a traditional dean, believing that the executive dean should run the entire campus as he sees fit.

Separated from GCC by nearly eight years, Prince still misses the college. "My current job is a lonesome one because there are no students here. At the college, there was always something happening. Working here is like working at a bank."

The district offices may seem like a bank, but Dr. Prince keeps anything but banker's hours. Rising at 6 a.m. every working day, Prince works a few hours at his home and then puts in nine to ten hours at the district offices. Even after he retires, Dr. Prince intends to be involved with the district in some unofficial manner.



DR. PRINCE

My, how you've grown, GCC

By Sue Shea

GCC was born ten years ago out of an extension of Phoenix College. It opened its doors on its two campuses, the Jewish Community Center on Maryland, and behind Read-Mullan Ford on 16th St. and Camelback, to some 2,005 students in September of 1965.

The school offered approximately 417 courses in just over 20 departments. Of the 2,005 students enrolled, 1,885 were ages 35 and under, with 120 over 35.

GCC opened its new campus on 59th Ave. and Olive in September of 1966 and has grown steadily ever since. Over twenty more departments have been added and the courses offered have grown to 1,335.

The art department has quintupled in size from 21 courses in 1965 to 115 in September of 1974. The psychology department has quadrupled and the philosophy, math, foreign language, and business departments have tripled their course offerings.

More older students are enrolling at GCC. Perhaps the result of Woman's Lib, as more mothers become freer of their growing children's demands, they are returning to school to further their education. Some are attending with an eye to future employment and some are taking courses for personal satisfaction. Whatever the reason, of the 9,441 students that enrolled in September 1974, some 1,846 were over 35.

IMC at Read Mullan U.

If you were attending a Maricopa Community Junior College in 1965 and lived in Northeast Phoenix, you probably went to "Read Mullen U.," according to Bill Sickrey, Periodicals Librarian of GCC.

Read Mullan U. was the nickname for the eastern division of GCC ten years ago when the school first started. The eastern division was located next to the car dealership on east Camelback while the western division was located at the Jewish Community center at 17th Ave. and Maryland.

At the time, Sickrey was the

head librarian of the eastern division.

"There have been so many amusing episodes," said Mr. Sickrey. "Students have so many various problems. We had one gentleman come in who was trying to locate a missing person in Guadalajara, Mexico. He had tried everything including the Mexican consulate and other libraries. These other places were apparently not receptive at the time. So, I gave him the names of the major newspapers in Guadalajara. He advertised for the missing lady and eventually found her."

Sickrey was faced with a tremendous job during the first year. "We started off with absolutely zero. There's nothing more formidable, I think, than realizing you have this big empty card catalogue staring you in the face and you have the responsibility to fill it with the resources that are going to be the most meaningful to the students."

"It was always a matter of selectivity," said Sickrey when speaking of the choosing of books for the library. He approves of the way the library has evolved over the years and added, "We have developed, I think, a tremendously significant collection for a community college."



At the beginning

Teachers reminisce about first classes

Margarethe Shank

By Maria Lopez

"We tried to make the most of it because we were in it together and we knew it was temporary," said Ms. Margarethe Shank, English Instructor.

Ms. Shank taught a Creative Writing class of about 12 students and an English 102 class at the Maryland division.

She remembers their barrack-like buildings with no windows which they used for school rooms and the planks they used for sidewalks. She feels one of the things she enjoyed the least was having to walk through the mud.

When the teaching moved to GCC, Ms. Shank was excited about everything here, especially the offices. "I remember using my car as my office at Maryland," she said.

Ms. Shank said slowly as if picturing everything in her mind. "It was an enjoyable experience. I feel we gained a lot there by our surroundings. I think that both the students and faculty reacted to that." She then said that she still enjoys, first her students, the faculty, studying to keep up with things and her teaching.



Margarethe Shank



Dr. Conrad Bayley



Harriett E. Herlihy



Dr. Allan Peters



Louis L. Smith



Dr. Albert Ellis

Dr. Janice K. Boerner

By Marie Lopez

Janice K. Boerner said, "I remember a long narrow room with a window at the end. I was teaching, then happened to look up. I saw the dean helping our maintenance man with some work around the place."

Boerner taught English 101, 103 Introduction to Literature and Children's Literature at the Camelback extension. She had 15 to 20 students per class. In one class she had eight students, all adults; this she felt was quite an experience.

Before the portable buildings were there, classes were held in the gym. Just imagine no blackboards and no chalk. People were scarce too, they had one maintenance man, one clerk and the dean's secretary.

All teachers used one building for their office. It was hard to counsel students because you and the student were never alone. "The good thing was that you could talk to teachers from the other departments," said Ms. Boerner.

A Bacchanalia (named after the Greek god of wine) was held that year. The Mythology teacher along with students planned the out of doors school festival which

included food, refreshments and skits. They also held an open house which showed a good turnout for a small school.

One thing the Camelback extension was not short of was money. The student involvement in activities and organizations made this possible. They had no football team, just a golf team. There was more money available for fee waivers of academic scholarships.

Ms. Boerner said it was easier to award scholarships because the committee members knew the students very well. The small classes also helped teachers to become well acquainted with their students.

Ms. Boerner said that the students liked their campus except the hardships of the facilities. She said there was a friendliness among the students and faculty which is not present now.

The thing she enjoyed first on the new campus were the offices. Ms. Boerner said they seemed luxurious. "I couldn't get used to the distance between classes and offices. It was nice to have a library and good facilities," she said.

Dr. Allan Peters

By Steven Sexton

Many unusual and amusing problems plagued Dr. Allan Peters, chairman of Physical Science Department, when he taught at GCC's extension classes in 1965.

While the campus was still being completed, Dr. Peters taught his Physics classes at the Camelback extension campus.

The "nice problems", as Dr. Peters called them, which confronted him and other instructors were lack of rooms and chairs, the cold rooms, and conducting labs in the Jewish Center.

Dr. Peters felt the students in 1965 were very understanding and congenial and took all the problems in stride. Compared with today's students he felt that both had the same desire and willingness to work and were basically similar.

When the move to the campus was made in 1966, Dr. Peters felt there was an improvement in the equipment and amount, but the course still didn't have enough that was really needed.

In comparing University teachers with community colleges teachers, Dr. Peters said, "University professors have to do research papers while community teachers don't and therefore the students at a community college benefit. A

student has a better chance to learn the basics in a course his first two years at the community college." Dr. Peters added that at GCC the teachers have more time to spend with students but this doesn't mean a university doesn't offer good classes of good teachers, just that here the teachers have more time to offer to the student.

Dr. Peters was very proud that the physics, engineering, chemistry, geology, and other basic science courses taught at GCC give students enough basics to enter 4-year colleges and universities after being graduated here.

"The Science Department doesn't know of one (science major) student going from GCC into another college who hasn't finished or continued his course in whatever taken," commented Dr. Peters.

Dr. Peters is also very proud of the fact that several of the department's students have gone on to become professionals in their fields. One of these students became the head of the U.S. Missile Defense Command which is involved with missile control.

"I feel that GCC has the finest staff and faculty in the state. They give the college a good reputation and help the students a lot," added Dr. Peters.

Dr. Albert Ellis

By Steve Sexton

"We had to hold labs in an old gym at the Camelback extension campus," commented Dr. Albert Ellis on the teaching situation at GCC ten years ago.

In 1965 when the GCC campus was being completed, Dr. Ellis and Biology staff faced many problems while teaching at the Camelback extension campus. Besides the above problem the biology staff was confronted with bad equipment which included poor microscopes, said Dr. Ellis.

When the GCC campus was finished in the fall of 1966, Dr. Ellis, biology and genetics instructor, had a minor problem with the lab tables.

"The architects had made the tables four feet high and many of the smaller people had a hard time reaching and working over the tables," remarked Dr. Ellis. The tables had to be lowered in order for the biology staff to conduct their labs and for the students to effectively work and

carry out their instructions.

Dr. Ellis felt that the students 10 years ago generally seemed to have a better attitude about learning than today. "Students today," said Dr. Ellis, "don't seem to have enough time to put in any additional time in their labs or in the field trips."

Over the years Dr. Ellis has made several trips to Rocky Point, Mexico, in the fall and spring in order to supplement his biology labs. These field trips help to teach his biology students and serves as extra credit if the student wishes to write up a report on the trip.

"The Rocky Point trip has proven successful in teaching students in biology," remarked Dr. Ellis.

Dr. Ellis does require, though, several trips to Thunderbird Park by his students in their comparative studies of desert communities in his Biology 108 course.

Dr. Conrad Bayley

By Steve Sexton

Teaching for Glendale Community College in 1965 was different and sometimes difficult for instructors, because the college was still under construction and classes were held off campus.

Conrad Bayley, English 101, 102 and World Literature instructor for GCC was one of the instructors who taught some of the extensions classes offered in 1965.

Bayley taught at the Camelback extension campus (located at 16th St. and Camelback) during the 1965-66 year when the college was still being completed.

Poor parking facilities, lack of chairs and rooms, few library facilities, and poor heating were just some of the problems faced by Bayley and his students in his first year as an instructor for the extension classes.

"In spite of these problems, or because of them" remarked Bayley, smiling, "the students developed a bond and a sense of togetherness." The small classes helped to bring the students together and allowed everyone to be on a one-name basis."

In the fall of 1966 when classes were moved onto campus, Bayley served as adviser for the "El Ano," the yearbook. The '67 and '68 yearbooks won national honors and were well rated for their photography and color work. "After 1968," commented Bayley, "the whole atmosphere for yearbooks went out on the campus, but the '68 book stood as one of the best in the nation."

To Bayley the major difference between students now and 10 years ago is the fact that the 65-66 students seemed to be more active and aware because of the newness of the college. "The students in 1965 were more or less pioneers," reflected Bayley.

The student body now seems to be generally more serious and

has brought in a sense of stability and character to the school, while the students 10 years ago were perhaps more enthusiastic, boisterous, and had a lot of young determination that seems to be missing now, said Bayley.

"One reason for the change in the student body could be that the older people returning to college to continue their education have brought in a sense of business-like atmosphere and maturity which has changed the mood and feelings of the younger people," said Bayley.

Reflecting back on 10 years of teaching at GCC, Bayley remembered most the feeling of pride he got seeing some of his students going on into the Liberal Arts field to become teachers and professionals. He was also proud to see the 1967 and '68 yearbooks receive national honors.

"Collectively, said Bayley, the English Department is very proud with how well the speech team (Forensics) and Drama Department have done over the years. Despite the lack of their own theater the drama presentations have been well done and the speech team has won many national awards."

Bayley said he was most pleased over the years to see the capacity for GCC to change. "I'm very impressed with the faculty and student relationship and feel that after only a few short years the college reached a major goal it had set for itself, which was serving the Glendale community and becoming involved and responsible to it."

"This philosophy remains today," said Bayley, "and the attitude of the faculty keeping good student relationships also remains."

For the past four years, Bayley has been an adviser with the literary magazine, the Traveler.

Harriett E. Herlihy

By Maria Lopez

"The good thing was the small faculty group and the small student body, everyone knew everyone else," said Ms. Herlihy.

Harriett E. Herlihy was chairman of the Language Arts Division at the Jewish Community Center at Maryland. She was in charge of the English, Journalism, Speech, Reading and Dramatics Departments.

She taught U.S. History, English and the Survey of Education. One semester she had five different courses. Class size varied from about ten to 50 students. At one time she had a student in four different classes and the student's husband in three classes all in one semester.

The students she felt, were delighted with informality and personal attention. "There was a close contact with other academic areas and students," said Ms. Herlihy.

Some of the problems she faced as chairman were, finding rooms for all the classes, hiring faculty and making plans for GCC. She felt award assemblies were quite important.

Her first year here she also worked hard getting the new faculty together and developing the coordinating efforts of the new facilities.

Recalling, Ms. Herlihy said, "Yes, each campus had its own personality."

Louis L. Smith

By Maria Lopez

Louis L. Smith, leaning back in his chair and giving a loud hearty laugh, said, "I remember the camaraderie that existed in the upper-inner."

What was it? It was the faculty office and probably the only ones

who would remember the upper-inner would be the members of the upper-inner or any of the faculty who were teaching at the Maryland division of Phoenix College of the Jewish Center in 1963.

Smith taught Reading 91 and

101 at Maryland and at Mesa Community. He would hold two classes at Maryland, then go to MCC for two more classes, back to Maryland for his third class and back to MCC for his last class. There were approximately 20 to 25 students in his classes.

Business as unusual

By D. K. Eagan

Typing in the projection room at the top of the auditorium of the Jewish Community Center wasn't a bed of roses. It certainly was unconventional. But business teachers didn't mind too much since they realized it would only be a temporary arrangement.

Besides tolerating noises which filtered up from the auditorium, the room was poorly air conditioned, and there were plugs enough for only one row of electric typewriters, so the rest had to be manual. But Ms. Ethel A. Martin, a GCC business teacher since 1965, had no complaints. She said that she and other business teachers were grateful to the Jewish Center for providing teaching space. "We all realized that it would be

temporary, so we weren't too upset at the limitations," she said.

Later at the center, a temporary row of wooden buildings were set up for their use. Even though they had their limitations, they were quite adequate at the time, according to Ms. Martin. Moreover, all the business teachers had the building of a permanent business building on GCC to look forward to.

Ten years ago the business department at GCC was short of secretarial teachers. There were about four business teachers just after they moved from the Jewish Community Center to GCC. Three or four business teachers came from the Camelback branch, making about eight business teachers for GCC when

the business department moved on campus.

This, of course, limited the business curriculum offerings to shorthand and typing. Now, however, with 15 business teachers on the faculty, the curriculum choices have bloomed. In addition to typing and shorthand, the business department offers classes in real estate, management, and data processing. There are also many more classes open at one level of a subject than before.

Ms. Martin summed it up by saying, "Compared to what we had, what we have now is 99 percent better."

Does that put an end to the nostalgic boom?

Drama department improvised stages

By Mark Barrack

What was teaching here ten years ago like?

Two instructors, who have been with GCC that long, remember:

Dr. August Lorenzini has been chairman of the Speech and Drama Department since fall of 1967. Back then, there were divisions of the many arts and sciences until they were made into departments. He taught oral communication, voice and articulation, and even introductory psychology. Classes had to be held on the extended facilities of Camelback: "They were very poor quality," Lorenzini says, "just awful." Of course, when this campus opened, things were better.

"The students took the confusion pretty well; better than the teachers," he continues. "GCC hasn't changed much, just added a few buildings." Lorenzini also

talked about the plans for a theater which was among the original outlines to stand right on the library in front of the art building, and seat 300 people. But when the final design was laid out, the idea was knocked out. "The school board never did say much about why."

Peter Overson, drama teacher, remembers the plan too. "They turned thumbs down." His first play, "The Trojan Woman" by Euripides, had to be held in the little rooms off the snack bar. Other "stages" were the cafeteria and science lecture room. The set-up work was harder for the students, but they were still able to present excellence like "The Glass Menagerie."

Then they got the "Playbox" room at the end of T-2. Overson himself designed and helped built its facilities.

GCC and Alice Cooper

Is GCC to blame for Alice Cooper?

In April of 1967, a musical group known as the Spiders appeared at GCC. Today, the Spiders no longer exist, but have instead evolved into a group known by the name of Alice Cooper.

Four of the original seven members of the Spiders are still with the Alice Cooper group. Alice Cooper (Vince Furnire), was one of the original members of the Spiders. GCC's claim to fame is that two members, Glen Buxton and Dennis Dunnaway of the Alice Cooper group were once students at GCC.

If their majors were in music, I think that the music department would admit to it. Perhaps the psychology department would like to have some of them back for observation.

Music dept. ill-equipped at start

By Michael Lerch

How many present students do you think started their formal education in a one-room school house? If you were a music major ten years ago at GCC all your classes would probably have been in one room which was shared with other departments.

According to Dr. C. Paul Harper, each campus' music department not only had just one room but also had only one piano and a record player that had to be signed for every time the department wanted to use it.

Ten years ago the campus existed at two locations. Camelback extension (Read Mullan U.) was located at 16th St. and Camelback (next to Read Mullan Ford) and the Maryland extension, the Jewish Community Center, located at 16th Ave. and Maryland. Both extensions had a music department. Dr. Harper was choir master at Camelback and Ms. Dutton was choir leader at Maryland.

Each instructor would teach and practice with their half of the choir. The two halves would get together only for the final shows. Ms. Dutton reflected, "some difficult times."

Dr. Harper was also chairman of the Fine Arts department. "I was kept busy preparing for the new campus. I was more of business manager than a music instructor," said Dr. Harper.

Ms. Dutton had her share of worries. She took the choir on their Arizona tour. Ms. Dutton remembered, "We had so little money, we slept at private homes instead of hotels or motels."

Ms. Dutton reminisced, "We sang at an Indian reservation at

Sells, Az., where it was quite beautiful. When we sang at Ajo we were delighted by the copper company waiting for us to end the show so we could witness the spectacular light show given, when they dump the slag. Every stop on the tour had surprises. In Tucson the choir visited the San Xavier mission. We weren't allowed to sing because of the vibrations which may have helped crack the walls. But I ran across an old friend who, without my knowledge, became a monk there. He got us permission and

we sang "Prayer to San Xavier" their patron saint.

"We didn't let that one room stop us." Ms. Dutton exclaimed. That year the department put on a show that all of Phoenix could see.

KTAR (ch. 12) television station was to start broadcasting in color. The Glendale chamber singers starred in the first color show presented by the station. Ms. Dutton recalled, "It was quite a production but we enjoyed going through the pains to make it the success it was."



Ms. Dutton making preparations for first color show at KTAR in 1965.

Gardner; as he sees it

by Lydia Goolsby



History professor Moffat Gardner

The afternoon sun slanted away from History Professor Moffat "Mac" Gardner's office window. He said that for a few minutes each day he enjoys sitting back in his desk chair to watch the morning activities of the campus and the afternoon quietness.

Gardner talked about some of the changes that have taken place over the past ten years in community colleges.

On the wall, an enlarged map of Arizona marking the location of Indian reservations reflect Gardner's interest in Arizona Indians and Arizona History.

Gardner, of Scottish ancestry, came to Arizona from Maine in 1963. He is currently working on his doctorate at ASU. The subject of his doctoral dissertation is "The Indians and the New Deal."

On the growth of campuses; the philosophy was that when one campus reached an enrollment of four thousand, the next campus should be constructed. Therefore, both Glendale and Mesa Community College became an outgrowth of Phoenix College, said Gardner.

Gardner taught U.S. History and Latin American Civilization ten years ago at the Camelback college extension.

"We developed an awareness of Southwest knowledge and began instruction in History of Mexico five years ago and Chicano History and Culture three years ago," said Gardner.

Now related courses have been developed. The fall curriculum includes Indians of the Southwest (Anthropology), the Study of Mexican Arts and Crafts (Art-Humanities) and Arizona Constitution and Government (Political Science).

"A community college is dif-

ferent than a Jr. college," said Gardner. Ten years ago it was the Maricopa County Junior College District (MCJCD), but it was changed to Maricopa County Community College District (MCCCD). This was done to acknowledge the change in the concept of a community college, said Gardner.

A Jr. college connotes an academic school; a preparatory school for junior and senior years at a university. A community college serves the need for preparation for a growing technical world besides academic preparation for higher learning, said Gardner.

A community college is community oriented.

"We have expanded our course offerings to meet the needs of the student. An example is our excellent Automotive Technology Department we now have. This awareness has been the most significant change made at GCC," said Gardner.

"Another change is that the campus is so much larger that we (instructors) tend to move into our own little areas and are not as familiar with instructors in other departments," Gardner said. "This is just a factor of growth," he added.

Gardner currently teaches U.S. History and Arizona History to GCC students. He has a way of making history "Come alive" through his colorful and interesting lectures.

His lectures include "saucy quips" about "Andy" Jackson and vivid descriptions of the ragged armies of the unemployed in the Panic of 1893 caused by over-speculation and labor disorders.

Gardner was asked if campus apathy was a problem ten years ago and if students had changed much in ten years.

"Apathy," said Gardner, "is just not a good word to describe student non-involvement on campus."

"Remember, this is a community college and people step out of the community for classes. They step out of the community and back into home, work and family," said Gardner.

Apathy is a word evaluation for a campus where living on campus was a whole way of life.

"Students today are just as fine — probably a little smarter," winked Gardner.

Campus Cutline

By J. Manning

Since most of this issue is dedicated to the tenth anniversary of GCC I am going to dedicate this column to those who have never and will never read El Tiempo Pasando. It is dedicated to those who achieve for tomorrow and don't need to look back until they are through with life.

I tried to remember what I was doing in 1965 and was shocked to find out I spent that year remembering how good it was in 1955.

What I'm trying to say is that many people are interested in what the campus was like ten years ago. I am not one of them. With that in mind, let me finish my final campus cutline with a look at the past.

Ten years ago, with Vietnam in full swing, commencement was a euphemism for enlistment. A regiment of graduates as it were. Back then student transfers were usually into military intelligence (as if the last two words were at all compatible.) Any way you look at it, if you didn't pass, it meant climbing hills with a backpack, so you had to make the grade one way or another.

to build a small performing arts center east of the IMC. Today there are plans to build one east of the O2 offices. Like all plans, if you look closely you can see that nothing is concrete.

Ten years ago the IMC was known as the library. However, you would still be at odds with a librarian if you called him a bookie. (by the way, what do you call them now, instructional material center curators? IM-Cariens?)

Ten years ago the door of the student government had the acronyms AS, AWS, AMS, AFS, and ASS mounted on it. Last year the Associated Freshmen Students disbanded and I don't think Glendale's governing body has an ASS in it either, at least not inscribed on any doors.

Do you realize that some people on this campus are almost twenty years old? Why, ten years ago they couldn't tell you what they were doing ten years before that, even if they were Italian, German, Mexican or cesarean. (something tells me that last comment should have been cut out.)

The reminisces of Ms. Charlotte Kidney

By Joey Moschetti

Way back in the early 1960's there was a sort of Glendale Community College.

In more technical terms, students in the pre-GCC days attended one of two extension schools of Phoenix College, located either at the old Jewish Community Center (JCC) on Camelback or the newer Maryland JCC. These were used while the land you are currently schooling on was still a farm with yet unrellocated palm trees.

One characteristic common to these schools was a high level of school spirit and student involvement as well as a relaxing student - teacher relationship.

Many of the men and women who were teaching the students at those extensions are instructing at the Glendale College of today, and one of them is physical education teacher Charlotte Kidney.

As Ms. Kidney reminisces over her past 10 years in Gaucholand, her thoughts really take her past the actual time spent on 61st and Olive. Rather, they turn to her days at the Camelback extension, where she found a "fellowship unsurpassed by any other teaching experience."

"The conditions in the P.E. department for all sports and activities were so difficult to work with," explained the ASU

graduate, "That the fact we had to make them work brought the faculty and students closer together."

Those conditions included golfing on dirt (and, more often, mud), having archery practice on the nearby jackrabbits, and traveling 27 miles just for baseball practice.

"With everyone suffering the same difficulties," she continued, "we found it was much simpler to just work together."

"It was a fantastic time to go through."

The women's athletic program, which Kidney headed, consisted of a volleyball, softball and basketball team and there was even a co-ed cheer line.

"There was good participation, both athletic - and spectator-wise," said the part time school nurse in those days. "And I really hate to see that sort of thing die as it has over the past years."

Kidney attributes largeness of the campus and the changing attitudes and times as possible reasons for the decline in school spirit and closeness.

There are a lot of other possibilities, too, but there once was a time when everyone on a college campus knew and associated with everyone else at the school. If it's a hard thing to visualize, just talk with Charlotte Kidney.



Charlotte Kidney



Richard Fuenning

Sports budget then and now

By Dan Abrams

One of the more obvious changes in the athletic program at Glendale Community College in the last ten years is found in the amount of money that is annually allocated to the various sports and to the overall budget that is funnelled to the athletic department.

In 1966, the first year on the present campus, the total budget called for a total funding of \$100,929.31. Of this figure, \$27,089.36 was set aside for athletics. The big spender in 1966, as far as the athletic department is concerned, was baseball, which laid claim to \$6,026.37. The men's track and cross country teams were the recipients of \$3,455.63 respectively. The entire women's athletic program received a scant \$2,190.06 in comparison.

In the academic year 1974-75, the Glendale College budget totalled \$132,338, an increase of roughly \$31,000, and attributable mainly to inflation and other economic factors beyond the control of the college, but also to various programs not found on the 1966 version of the activities budget.

Of the total sum, athletic spending skyrocketed to \$88,043, or a whopping 67 percent of the entire student budget and a total to be spent on approximately 200 of the 2,500 day students at GCC.

The addition of the sport of football was a prime reason for the increase in athletic spending and this year the gridiron gladiators were blessed with \$15,439 to spend on various "necessary" costs.

Men's athletics garnered a total of \$58,801 for this year's campaign, as compared to \$29,242 that was set aside for the athletes of the fairer sex. While parity with their male counterparts in the area of financial support is in the distant future, when compared with the amount received in 1966, it is obvious that strides are being made in the right direction. As for students and instructors who are left wondering where badly needed equipment and academic aids are to be found, they are invited to Hanhila Stadium in the fall to see their lost funds in the form of football jerseys and helmets being tossed and torn for yet another season.

TEN YEARS AT GCC

Track coach Fuenning recalls high points

by Steve Williams

Back in 1966 Richard Fuenning came to Glendale Community College to start the Gauchos track program. He started with a crushed granite track that was so soft that the Gauchos meets had to be held over at Phoenix College.

In 1967 the program started looking up as reslite runways for the long jumpers, pole vaulters and high jumpers were installed.

In 1968 the reslite track that is still there was installed in place of the granite along with the stadium seats.

His program has come a long way since 1966 when his top sprinter was Tom Spencer who could only run the 100-yard dash in 10.4 seconds. Since then he has produced such great athletes as Doug Hawken, who streaked the 100-yard dash in 9.2 seconds to beat Valerie Burzov of Russia and win the gold medal in the World Student Games, and Paul Underwood who held the school high jump record until this year when Kyle Arney bettered his 7'1" jump with a 7'1½" jump.

Coach Fuenning recalled such high points in his coaching career as in 1969 when his track squad, led by John Barber in the shot put, Dave Palmer in the mile run

and Leroy Black, Al Hernandez and Harvey Hudspeth in the 880-yard dash, was second in the National Championships to Mesa Community College.

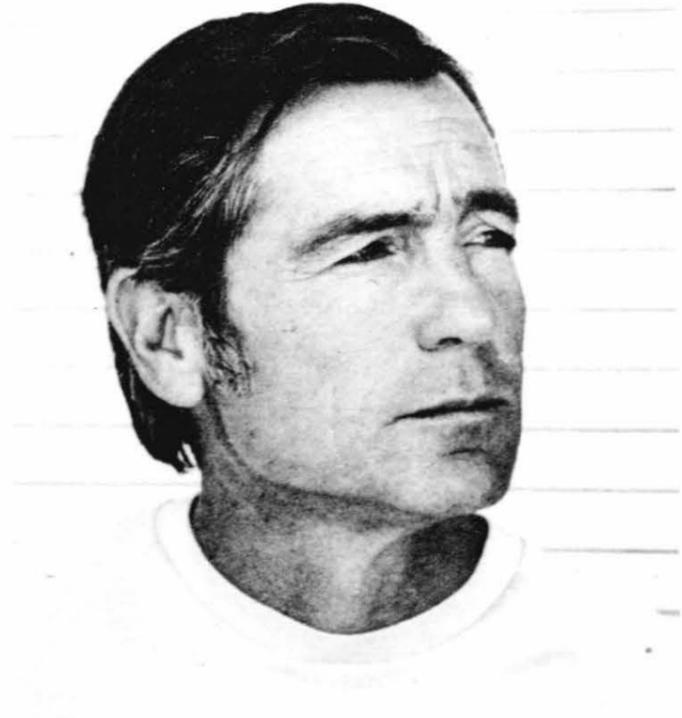
One bittersweet moment that he remembered was from the state championships in 1970 when his best mile relay team ever lost to Mesa CC. His anchor man, Allan Kleinschmidt, ran into a finishing post that stuck out into the inside lane of the MCC track and was knocked down. He picked himself up, caught everybody that had passed him and was just nipped at the tape by the Mesa runner. That relay team of John Koeppen, Fernard Grisby, Hudspeth and Kleinschmidt still holds the school record in the mile relay with a clocking of 3:14, which is very good.

Coach Fuenning also coached a national championship cross country team in 1967 and the national runners-up in cross country from 1968 to 1971. That is another program that he is very proud of.

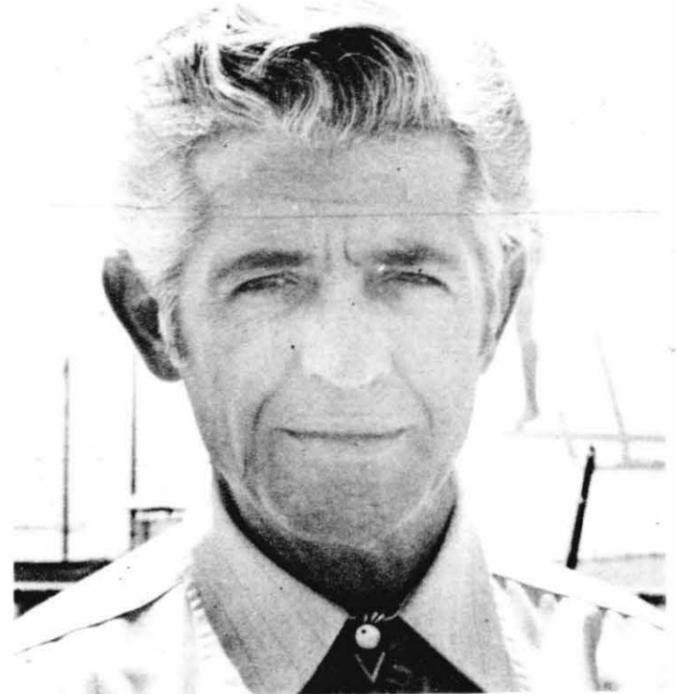
Coach Fuenning feels that the athletes that he has coached are proof that GCC often produces class athletes and class teams that are capable of competing with any junior college.



Miriam J. Austin
Gymnastics Coach



Herbert A. Boetto
Head Baseball Coach



Kenneth G. Weiss
Golf Coach



Vernon C. Braasch
Wrestling Coach

Film student shoots sci)fic spectacular

By Steve Yozwiak

GCC is one of the only colleges in the state that offers film production classes, Cinematography 101 and 102.

One of the little known students in this little known class who is seriously involved is Ross LaManna.

Ross has been interested in film making for several years, "I first got interested in films in high school. About two years ago I began to study it more seriously and recently I decided to do it for a living."

The class is taught by Mr. Willis Peterson. Ross describes him as "... a passive advisor. He's always watching. He knows exactly what's going on. If you ask his opinion he tells you. If he approves, you know. If he

disapproves, you know. Otherwise he lets you go your own way."

The class is small. This provides more intimacy and involvement between the students.

"The class did a film together first," said Ross, "which I think turned out pretty good. After that we went and did our own thing."

There is a cost factor to be considered with the class but as Ross puts it, "The cost of the class is relative. You could probably get away with spending \$20 to \$30, if you wanted to, but I personally spent \$130 because I shot 1,200 feet of film."

Ross's film entitled "Test Tube Baby" is an absurd comedy involving two biology students who create the perfect female. The feminine humanoid later



Ross LaManna and Bill Major appear as biology students attempting to create the perfect female in Ross' film "Test Tube Baby".



Singer-model Sharron Cartwright is "charged" with playing the perfect female.

escapes and falls in love with a college student who is totally afraid of girls.

The shy guy is played by GCC drama student George Carlson. The girl robot is played by singer-model Sharron Cartwright. Ross himself and a friend, Bill Major, play the parts of the biology students.

Ross is also going to write and perform, with the help of some local musicians, some of the musical soundtrack for the film.

"It's still in the rough cut stage," said Ross, but the film should be ready to show either

May 1, or during final week in the Introduction to Cinema and Drama classes.

"I would recommend the class only to somebody who was serious in some aspect of film-making; whether it's visual or whether they're interested in script writing or TV. But, I wouldn't suggest it to somebody who was just trying to pick up a few extra credits because its just too much work."

"I built up my schedule around this class because this is my major. I'm glad I did because I

can't even begin to count up how much time I've put in. I was surprised."

Ross LaManna is an ambitious and talented personality who should go far. When asked about his future, Ross said, "This is my last year at Glendale. Next year I'm going to California in the Los Angeles area, hopefully USC, and major in film production and minor in literature and drama. From there I don't know but I hope someday to write and direct my own films."

Good luck Ross.

Resident artist returns, reminisces



Jane Winer: Medieval. Photo by Bert Wood

By Gary Steen

"Glendale College was in the country!"

"I can still remember the smell of the onion fields in the morning, driving down Dunlap on the way to class."

"It was so nice to be here after the university. People seemed real here — they took time for me."

Jane Winer was in the first class at GCC — nine years ago.

She's seen much since then, but she's back — this time as a teacher — Artist in Residence and instructor in woodcut printing.

"If it weren't for Glendale College, I wouldn't be wherever I am today," Jane said. She said she couldn't cope that first year at the university. "My year at Glendale put me back on the ground," she said.

Jane, herself, deserves more of the credit than Glendale, of course, but she went from here back to the University of Arizona.

The next time she returned to GCC, she had a BFA and MFA degree in her jeans pocket.

"It was awfully small here nine years ago," she said. There were only three instructors in the art department, where she spent her time — Messers Fitzgerald, Gentry, and Lundeen.

"I didn't recognize Mr. Fitzgerald when I saw him again," said Jane of her present immediate superior. "He didn't have any hair back then. Really — it was all cut off! Now he has hair and a 'stache and a little more weight, and he's turned out to be a very handsome man!"

Jane said she missed friendly people when she left here. "They didn't seem to care about humans at the university," she said. "They were too busy 'educating' people."

Educating people is what she's doing now, but she works to keep it personal.

"My function, either as Artist

in Residence or as a teacher, is simply to be present and interact with people," she said. Students don't "go to class" with Jane — they come and work alongside her. "I complement them, and they complement me," she said.

Every Friday, from 9 to 5, her Classroom, FA 131, is open to anybody — to work, talk, or just drink coffee.

"She doesn't 'teach' in the old sense," said one of her students, "but her enthusiasm is infective. In some mysterious way, she is at the root of most of my inspirations."

Inspiration seems to abound in student work hanging on the classroom's walls. Students' woodcuts have been outstanding this year, Jane said. She said she's trying to get district funds to send a show of their work to all the colleges in Arizona.

I was warned, when I first sought her out, that Jane Winer might be hard to find, because "she doesn't look like a teacher." That much was true, but as far as finding her, her favorite position at the corner of a table in her classroom has turned out to be rather predictable.

She hunched over her work as she talked. Her words were punctuated with thrusts of a small chisel on a flat wooden plank and with puffs of air, blowing wood shavings aside. As she worked, an English translation of a 500 B.C. Greek poem, written in 14th century German script, unfolded from the wood. "I'm a medieval person," she said.

It's believable. The project she is doing is pure Gothic.

The woodcut will be one of 48 pages in a book she is printing and publishing herself. Figures from Grecian pottery will accompany the poetry. The job will take a year and a half.

Each page will be hand printed from a woodcut. "If I were to use our printing press," she said, "I could print the book in three days." As it is, Jane will require 50 eight-hour days to print the 20-volume edition.

A legion of final copies won't be necessary for her to consider the project complete. "The process is important — not the product,"

she said. "What's significant is how it changes ME."

There's too little discipline in the world and even in art, Jane said. "It's valuable to discipline myself for a year and a half to see this book finished. The discipline is the important thing," she said.

"It's a bit selfish," she allowed. Maybe. If that's true, she makes up for it nicely.

"I'm as happy to trade one of my prints for something else or even a favor as I am to sell one," she said. She wants to expose people to her work for any effect it may carry, but sales are of little interest.

Jane's disdain of mechanical and other contemporary conventions gives a basic and sensual quality to what she believes. There aren't metallic noises in her mind — her thoughts don't appear as reflections in glass, and her ideas aren't chemically preserved. It's like she just dropped in on our century from another time. And her disap-

proval of what she found needn't be verbalized — her presence is an eloquent statement. With Jane, one examines himself like he watches his language in the presence of the cloth.

"Our world is too fast," Jane remarked, "and we don't know how to use our senses." There are other things as important as swiftness, she feels.

What would the world be like if her medieval example were followed?

"There would be competency," she answered, "and quality. What we really need, in anything, is to do it simply, and do it well."

We need people like Jane Winer. Not, perhaps, because the Middle Ages are particularly relevant to the twentieth century, but because a pair of eyes that sees our time from a distance may see more than eyes that are too close.

And those who live according to what they see are those we oughtn't let go unnoticed.

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Women's tennis players place second at state

With 9 wins and 1 loss in league action, the GCC women's tennis team finished their season tied for first place in the conference and alone in second in State play.

In the Junior College State Championship staged this weekend in Scottsdale, the Gauchos fell one step behind Mesa College, the only con-

ference team to defeat them during the regular season.

Coach Dorothy Clayton stated it was a close match because all the opponents her girls met were from Mesa. Glendale had finalists in A singles and B singles and doubles. Dawn Latting and Debbie Aragon are

runner-up champs in A and B singles play, respectively, and teamed for the same placing in B doubles.

Special praise was given to all team members for fine play at State and excellent work throughout the season. The overall team record was 17 and 3.

Tracksters trample Pima

By Steve Williams

Last Friday night the Glendale Community College track team came up with their second dual meet victory of the season as they literally crushed Pima Community College by a score of 100-35.

The Gauchos took first place in twelve out of a possible 16 events including four 1-2-3 sweeps and victories in both relays.

The first sweep for GCC came in the javelin throw as Doug Allen, Matt Welch and Jon Mitchell finished 1-2-3 with respective tosses of 190'6", 182'9" and 159'1".

Rex Faires, Fred Reagan and Bruce Laird combined forces to take 1-2-3 finishes in both the 100-yard dash and the 220-yard dash. In the 100-yard dash Faires took first with a time of 9.8 seconds while Reagan copped second with a time of 9.9 seconds and Laird third with a time of 10.1 seconds.

Their order in the 220-yard dash was Reagan, Faires and Laird with respective clockings of 21.9 seconds, 22.1 seconds and 22.5 seconds. All are good times.

The Gauchos' other sweep came in the 3 mile run where Ray Temple won with a fine time of

15:05.3. Second place went to Kevin Tucker with a time of 15:11.4 while Rick Yeager took third with a time of 15:26.4.

The Gauchos 440-yard relay team of John Willis, Faires, Steve Williams and Reagan finally got together again as they easily won their relay with a time of 43 seconds flat.

The mile relay team of Rich Garcia, Karlas Mauzy, Reagan and Steve Robertson won their first relay of the season as they recorded a time of 3:24.4.

GCC also had 1-2 finishes in four events. Temple and Randy Gyll went 1-2 in the mile run with respective times of 4:28.6 and 4:33.4.

Robertson and Garcia came up with fine performances to go 1-2 in the 440-yard dash as they recorded respective times of 50.4 seconds and 50.9 seconds.

Willis won the 440-yard intermediate hurdles with a time of 57.4 seconds while Kyle Arney took second with a time of 57.8 seconds. Arney came back to win the high jump with a jump of 6'7" while Mitchell took second with a jump of 6'2".

GCC also had one 1-3 finish and one solo first place performer. The 1-3 finish came in the long

jump where Steve Sexton won with a jump of 21'8" and Mitchell took third with a jump of 20'2". Steve Mandracchia was the Gauchos sole solo first place finisher as he won the shot put with a very good throw of 49'6" which was only six inches short of the toss he needs to qualify for the National Championships.

GCC also took a 2-3 finish in the 120-yard high hurdles as Allen took second with a time of 15.4 seconds and Steve Stelzer took third with a time of 15.5 seconds.

Allen and Mitchell, the Gauchos all-purpose men, did it again as Allen took second in the discus throw with a toss of 123'9" and Mitchell took second in the triple jump with a fine effort of 44'6".

The Gauchos only solo third place finisher was Mark Smith who took third in the 880-yard run with a time of two minutes flat.

Head coach Richard Fuenning was obviously very pleased with the outcome of the meet. He said that he felt the entire team was starting to come around and that the Gauchos could surprise a lot of people at the Phoenix College Invitational this Friday night and at the state championships next Thursday and Friday.

Aztecs swept

Two more victories were added to the Gaucho baseball team's 17-14 overall won-loss record as they swept a doubleheader from conference foe Pima College.

The weekend event was staged at home and found the Gauchos on the winning side of 3-2 and 6-1 scores, with freshmen Gary Hillery and Rick Kaznowski picking up their third and sixth victories, respectively.

Hillery's win, also his second conference tally, was in a relieving effort which saw starting sophomore Karl Pagel knocked off the mound after 4 innings and 2 runs off 3 hits.

Glendale's 3 runs came in the second inning when sophomore Andy Ortega and frosh catcher Randy Toogood were walked bringing up the sophomore duo of

Robbie Scherer and Carl Clark who each singled, with Clark's sending home Ortega. Freshman Boyd Conner's single sent in the next runner and Ralph Baca sacrificed to bring in Scherer.

In the second game, Kaznowski threw 8 strikeouts in his 7 inning effort for his sixth conference win against one loss. Three of GCC's six runs came in the first inning when Pagel smashed his sixth homer of the season with one man on. Freshman Jim Maher's double with one on rounded out that inning's scoring.

This afternoon marks the end of a 4-game series with the Phoenix College Bears with results of the meetings unavailable at press time. Today's tilt is at 3:30 p.m. in Gaucho Stadium.

Softball regionals to be staged at GCC

The women's Regional Softball Tournament will be held on the Glendale campus Thursday through Saturday, May 8, 9 and 10, with 12 schools entered at press time.

Glendale's entry, undefeated to date, competed twice this week with results unavailable. All the girls needed to do was win one of the games to be ranked first in the state, which would give them

top seed in the upcoming regionals.

The out-of-state colleges to be included in the tournament are Adams, Metro and Western State Colleges, all of Colorado; Dixie and Snow Colleges of Utah; Northeastern Junior College also from Colorado, as well as the College of Eastern Utah. Glendale, Mesa and Central will represent Arizona, with the fourth team yet to be decided.

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