Cover Illustration

The University of Puget Sound science complex, Thompson Hall. The hall was selected for the cover because of the special remodeling which took place in 1987 and because of the building’s namesake, past UPS President R. Franklin Thompson who had a grand vision for the future. With the science and technology advances of the first 100 years of the university it is hard to imagine what the world will be like in the year 2088. The only thing we can be certain of is that UPS graduates will probably play an important role.

Illustration by Dave Marlan, design by Dana Grant and Helen Dolmas from an original concept by Bill Wright.
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Index
U. of Puget Sound Archives
On March 17th 1888 a group of Methodist Ministers founded Puget Sound University. It was their moment in history...
Dear mother and father,

Thanks to Mrs. C. H. Jones' donation of $180,000, our first building on the new campus — Jones Hall — is almost completed. We moved to the new campus in a pilgrimage of sorts. Students helped carry the color post, and instruments and specimens from the labs. Trucks were loaded with all our books and furniture — quite a sight! All of our buildings are to be based on a design by architect Albert Sutton, who used Oxford University in England as his model. So far we have Jones Hall and the science hall, Howarth, but the future holds the development of quadrangles — a science quadrangle, a humanities quadrangle, and an educational quadrangle. Several organizations have sprung up on campus, such as sororities and fraternities. We'll even be able to have chaperoned dances soon.

Our hijinks with the hatchet ended up putting Wilhelm Bakke in the hospital, after he accidentally jumped out of a window. Dr. Todd told us to take it easy in the future, and even contributed $10 to help Wilhelm! That's all the news I have for you now. See you soon.

Love,
Grace

Howarth, our science building, under construction.
Our campus as seen from the air.

Jones Hall library.

Buying books for second semester in Kittredge bookstore.

The Ninth Annual Banquet

University of Puget Sound

Tacoma Commercial Club
Thursday, June Nineteenth
6 p.m.
Boy, our campus is growing!

Puget Sound takes to the streets of Tacoma.
Dear mother and father,

You'd hardly recognize the campus now! It sure has changed since you were here. We all love our president, Dr. Thompson — or Dr. T, as we call him.

The war has really affected campus. Dr. T worked to keep as many Japanese-Americans on campus as he could, and has helped them plant a cherry tree in memory of those people interred during the war.

Now that the war is over, Dr. T is working on building our "physical plant," as some members of the administration like to refer to it. Now that there are men back on campus, they need someplace to stay! So, in addition to Anderson Hall, we are going to have Todd Hall, named after Dr. Todd. Lloyd Silver is heading up a movement to erect a fieldhouse, and many other buildings are being discussed. College of Puget Sound is really taking off!

Coach John Heinrick has led our football team to near the top of our league every season! We also nationalized our fraternity — Sigma Zeta Epsilon, now Kappa Sigma. A few other national fraternities and sororities may follow. Campus-wide activities are now taking place in our student union building, Kittredge Hall. Our university is growing every year!

Your son,
Theodore
Dear mom and dad,

Boy, have things changed since your college days! President Phibbs is helping the university grow academically — we are getting "an Education for a Lifetime" here. We have the chance to get involved in many different activities, like great intramurals and cultural groups, and there are several Greek houses to join.

Some of your old traditions, like the hatchet, are being phased out. But we have many new and exciting traditions of our own. One of them is put on by Hawaiian students, and is a Luau. We also have an annual student film festival called Foolish Pleasures. Not only do we have a chance to get a broad, rigorous education, we can start our own traditions and create our own chapter of the university's history. Even if bow ties aren't our style, we can still make our mark at the "Harvard of the West."

Love,
Jennifer

AND IT'S...
Our Moment in History
Dear grandma and grandpa,

I thought I’d send you a note to let you know how much UPS has changed since you’ve been here. Oh, and I included that list of important events of the year. As if I’ll ever need to be reminded of this year! But I’m taking your word for it, so here goes.

The Centennial year was one of growth and change for the university. We spent a semester and a half debating deferred rush; we found ourselves outraged or amused by condoms in the Trial. Throughout the year we made history locally and nationally with articles in such magazines as Money and Outside, and “condom” segments appeared on every local news program. We kicked off our Centennial year with a convocation celebrating our 100 years of history as alumni gathered across the country to celebrate all year long. Throughout the year we got used to announcements of “Centennial Events,” and with each new activity we took away memories and a score of knickknacks labelled CENTENNIAL!

We took time out of our daily grind to enjoy the beauty of campus and Point Defiance, to consume exotics at Red Robin or beers at the Engine House, or to make late-night frozen yogurt runs to TCBY. Although the Wall Street Journal poked fun at Tacoma’s aroma, we took advantage of the drier than usual weather to spend more time out and about.

We laughed at “Three Men and a Baby” and “Good Morning Vietnam,” and were enthralled by “Broadcast News.” Glenn Close pleasurably horrified us in “Fatal Attraction.” while the issues raised by the movie made us reflect upon AIDS yet again. AMC’s elimination of their low student price was for many one of the major catastrophes of the year.

Michael Jackson’s long-awaited sequel to “Thriller” finally arrived, and it was “Bad.” Whitney Houston’s second release earned the same acclaim and popularity as her first, while Belinda Carlisle dropped 20 pounds and sang a string of hits. The key word for the music scene seemed to be “youth,” as 16-year-olds Tiffany and Debbie Gibson released top 20 albums.

Espresso shakes became the rage on campus as Citibank introduced NFL Visa cards to the American public. Miniskirts returned once again, and the fashion in denim moved from stone- to acid-washed. Girls wore their hair longer, and guys sported the Don Johnson three-days-of-stubble look.

Politically, it was a year of scandal and intrigue. Oliver North took the stand in the Iran-Contra hearings and emerged a national hero. Gary Hart dropped out of the presidential nomination race when his liaison with model Donna Rice was discovered, only to re-enter several months later claiming the American people had forgiven him. Everyone seemed to want to run for the Democratic nomination, giving rise to the nicknaming of the candidates as “the seven dwarfs.” Jim and Tammy Faye Bakker lost their PTL empire, and even Jimmy Swaggart confessed to sins of the flesh.

(continued)
One lasting memory
A lot of people were making mistakes this year. Jimmy "the Greek" Snyder was fired from his sports-casting job after making racist comments on the air. Prospective Supreme Court Justice Alan Ginsberg lost his chance at the ninth seat when his past use of marijuana was made public. Even the United States Olympic Team fared poorly, as the USSR defeated us in hockey and West German Katherina Witt took the gold in figure skating.

Fortunately, the news wasn't all bad. New hope came for an end to the arms race when Reagan and Gorbachev held summit meetings this fall. The Soviet Union proposed pulling troops from Afghanistan and began removing missiles from Eastern Europe.

We said hello to condom machines and Apollo computers, and goodbye to Air Force ROTC. And we made the most of our good times, hitting local nightspots or just contemplating the city after dark, dancing at Mistletoast and the Valentine's dance, or just taking time to think about the campus and the world around us.

Well, I'd better go mail this before the price of postage goes up. Twenty-five cents for a stamp ... I don't know, it's practically cheaper to call. Please write soon, and send money (just kidding! — sort of).

Love,
Helen
One moment
to remember
On March 17, 1988, the University community gathered together to celebrate 100 years of university growth. Despite many setbacks and hardships, the university grew thrive, and now it is our moment in history.
FALL

As we returned to school in the fall, we began to build the memories that would make up our moment in history.

Campus Life: 16D-19

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Hart apologizes for his 'mistake'

Autumn

A Better Tasting
Less Expensive Pie

Hahn tells grand jury, 'I'm no bimbo'
The 1930's saw the midpoint of the University's history. The campus had finally settled at 15th and Warner and began substantial building. The University was the College of Puget Sound, the President was Dr. Edward H. Todd, and the campus was much smaller: Jones Hall, Howarth Hall, and a few other buildings no longer present today.

Graduates from that decade remember campus spirit, student activities, and the hardships of the Great Depression.

"Student government fees were $7.50 each semester. I think I still have my receipt for spring semester of my senior year. $88.50 for tuition. Money was tight then, and we really had to take part-time jobs." said Mary Curran, who graduated in 1936 with a major in Business Administration and minors in Economics and Psychology. She described CPS as a "streetcar campus" because so many of the students lived with families or friends in Tacoma and commuted.
Curran was active while in school. She was in SPIRUS and Mortar Board, served as secretary of the student body, and worked part-time. She was also president of her sorority, the local Kappa Sigma Theta, now Phi Beta Phi national. Social functions provided many of her memories from the College.

"In 1933, we played the UW in football in the Stadium Bowl, and had what we called a 'moral victory', because we only lost by six points or so. That Monday we left the halls, crawled out of windows, and made our way across campus to the Women's Gym, and had a dance, where I met my husband," she said.

Carl "Rusty" Faulk, another 1936 graduate, remembers the social life of the campus. A Sigma Mu Chi, Faulk said that Greeks outnumbered independents and both groups competed for prominence and the ASB presidency.

Social life also included trips to popular student hang-outs. The two favorite
were off-campus, the Green Parrot and the Halfway House. Neither served alcohol — just hamburgers and Cokes (which only cost a nickel), with a soda fountain and a dance floor.

It wasn't all fun and games, though. The economy and the rise of Hitler and Nazism in Europe troubled students, Faulk said. Students economized by overstuffing houses near campus — up to twelve people in one small house! Campus rules were also stricter, requiring chapel every day but Thursday. Once, a band professor was almost thrown out of school for putting on a jazz concert in the chapel — not the proper thing to do at the time.

Dottie Cairn, class of 1937, recalls a different sort of "discipline." She was pledge mother for Kappa Sigma Theta, in an era where "sneaks" or the escape of the pledge class were common. "They concocted a wonderful idea to get rid of me," she said. One of her best friends, a pledge, had a boyfriend whose brother was on the City Council. They convinced her to come to City Hall to meet the councilman and see some Northwest historical exhibits. The councilman "moved his desk aside and took me through a door into the stacks, and into the Old Tacoma Jail. So I stayed there until twelve or one, when they were sure the kids were long gone and they let me out. The next day, President Todd called me in on the carpet ... my jailing had made the headlines of the Tacoma paper!"

Amy Stephenson & Kathleen Wong

6th and Sprague Campus. 1914.

The Bulletin which the University publishes gives a listing and description of every department and class offered at UPS. But what are the classes really like? Who teaches them, and what is expected of the student? This year, we asked the students to write about their favorite class or about the strengths of their department, and here is what they said...
The Air Force Reserve Officer Training Corps (AFROTC) was established at the University of Puget Sound in 1951 and has commissioned over 500 officers. Because of the need to reduce the number of commissioned Air Force officers, thirty detachments across the nation will be closing. Unfortunately for the local R.O.T.C. participants, Detachment 900 was one of the units selected. The junior and senior cadets will graduate and be commissioned as expected, however, the freshman and sophomore cadets will need to transfer to another university with an A.F.R.O.T.C. unit if they wish to continue in A.F.R.O.T.C.

The news of the impending closure came as a shock to cadets. Few thought Detachment 900 was in serious danger, due to the number of universities and community colleges the detachment serves. Surprise was mingled with sadness for the cadets because of the strong traditions and memories that are affiliated with this detachment.

The class of 1989 will be the last year in which cadets from Detachment 900 will be commissioned as Air Force officers. So as these cadets graduate and say good-bye, so to must the University of Puget Sound must say good-bye to blue uniforms, jodies, and Detachment 900.

— C/1 Lt. Tracey D. Kop

Artistic Ability

Since its founding in 1935, the Art Department has maintained at least three prominent roles within the UPS community. First and foremost, it preserves the colorful, intriguing works of art of its students and faculty as well as that of well-known artists of the Northwest and the world. It also maintains facilities available for both students and faculty to realize their aesthetic desires. Finally, it sponsors showings in the rooms of Kittridge Gallery that allow curious relief from our computational, functional state of minds and lead us to imagine and to develop our own creative tastes and abilities.

The people of the Art Department have been striving to continually enhance the permanent art collection and offer attractive, thoughtful art showings. The permanent collection has grown to include original prints by Rembrandt, Durer, Millet, and Whistler; ceramic works by Peter Voulkos, considered one of the more noteworthy ceramic artists in the country; prints donated by the Carnegie Foundation and the largest component of the collection, hundreds of painting by Abby Williams Hill, a painter quickly growing in popularity around the U.S. today.

The Kittridge Gallery rotates showings of its permanent collection with exhibits of varying topics and themes. It has shown historical art by faculty members of forty-light years past, alumni works, a photographic exhibit and ancient Chinese bronze works, Japanese Sumi painting and works by contemporary Northwest Native American artists.

The activity of the Art Department is not limited to its studios and galleries. Students sponsor the Art Association, a club that travels to various galleries and shows around the Puget Sound area as well as day trips to more distant destinations, such as Portland, to encompass a broad span of new ideas.

The talent in the art staff is recognized by such entities as the University of Arizona and Arizona State, which purchased ceramic works by John McCuistion. Ceramics study is complemented by the teaching of Ken Stevens, deemed one of the Northwest's ceramic experts. Faculty efforts have advanced the reputation of the UPS art community elsewhere, including Bill Colby's bringing many Chinese print blocks to the State for study, and Ronald Field's constructive efforts with the Tacoma development group, the City Club.

The people of the Art Department have taken its role past being an area where students can relax and let their hands realize their ambitions; it has grown to be a constructive, responsible part of the University.

— Ed Depicolzuane
The May 14, 1988, commencement exercise was an occasion for celebration not only for the hundreds of relieved graduates, but for all those involved in the conception and execution of a novel concept: the Business Leadership Program. On that day, the first class of sixteen students received their diplomas with Business Leadership degrees.

The brainchild of Professors Darrell Reec (Religion) and Bob Waldo (Business), the program is a four-year course of study designed to educate a select number of high-achieving students as future business leaders. Unique among undergraduate universities nationwide, it aims to develop strong analytical, quantitative, communicative and decision-making skills by combining traditional business courses with a wide range of liberal arts subjects. After years of planning and research, Reec and Waldo, with the help of several corporate friends, instituted the BLP in 1984. Although they were naturally several wrinkles and problems to be ironed out, but the fall of 1987 things were running smoothly enough to pass the reins to a new full-time director. The position was awarded to Dr. James Wiek, who came to the department from Weyerhaeuser Corporation.

Two of the most interesting features of the BLP are the executive mentorships and the business internships. Each member of the program is placed into a group with two to four other students and a local business executive who shares their interests. These mentors give advice and plan activities to introduce students to the “real” business world. In addition, each student serves a paid internship during the summer between the junior and senior years. Last year’s interns were located near and far. While the majority of the positions were located in Washington and Oregon, there were also several in California, one in Idaho, and even one in Japan. As the program continues to expand, the geographical diversity of participating companies will further increase.

A recent innovation implemented last year was the matching of each freshman and sophomore with a big brother or sister from one of the upper classes.

Although the real success of the Business Leadership Program will be measured by graduates’ performance in the outside business world, the feedback so far indicates that the program is indeed a resounding success. Congratulations and best wishes to the first sixteen BLP graduates.

— Suzie Spaulding

Professor Dennis Umstot makes a point.

Research is an extremely important tool for scientists in all fields, and biologists are no exception. For most students, however, research is a part of the distant future, not a present reality. But starting with the graduating class of 1989, all UPS students pursuing a BS in biology will have a task of the trials, tribulations, and rewards that go along with a research project.

The UPS Biology Department has developed the new senior thesis program to give undergraduate biology students an opportunity to experience research firsthand. Although many students have conducted research projects and given thesis presentations in the past, it was all on a voluntary basis before this year. In order to earn a BS in biology, all students will now be required to complete a senior thesis. This involves preparing a comprehensive research proposal in consultation with a faculty advisor, and then conducting a research project, either in the form of library research or a laboratory project. The actual research will typically be carried out during the fall and/or spring semester of a student’s senior year, although students may opt to begin research as juniors. After completing the research, students must write a comprehensive thesis, and then give an oral presentation of the thesis results at the annual Spring Research Colloquium, sponsored by Phi Sigma, the honorary biology fraternity.

Sounds easy enough, right? Wrong. Since few students really know everything that’s involved in a research project, a new course is being offered in conjunction with the senior thesis program. This Junior Seminar is designed to help students learn to prepare for and report the results of their individual research projects. Among other things, students learn the important skill of writing proposals, as well as, learning to prepare written papers and visual graphics to go along with their oral presentations.

Although some students may consider the new senior thesis program just one more tedious requirement to get out of the way, it really provides a tremendous opportunity for undergraduates to be exposed to the world of research. Students learn many important skills, as well as get some “hands-on” experience with research. For students planning to go to graduate school or make a career out of research, this experience will provide an idea of what’s to come. At the very least, the opportunity to conduct an independent research project may bring a student’s not-so-distant future a little closer to home.

— Stephanie Trelogan
Careful not to touch anything, you painstakingly write down a description of the room, sketching where the murder victim is in relation to other objects. Then you photograph the scene before dusting for fingerprints and taking samples for analysis.

Sound like a detective show? It’s chemistry lab — Chem 101. Forensic Chemistry, to be exact. Taught by Dr. Keith Berry, the class focused on chemistry and its applications to police investigative work. Class sessions taught fundamentals of fingerprinting and fingerprint identification, chemical analysis and identification, spectrum analysis, separation techniques, and forensicography.

The chemical knowledge was used to explain criminal investigation: using fingerprints to place a suspect at the crime scene, identifying blood type in blood stains, matching glass fragments found on a suspect to broken glass at the scene of a crime.

Forensic Chemistry provided an introduction for non-science majors to the analytical techniques of chemistry. Like all courses in the Chemistry department, emphasis was placed on lab work and practical knowledge. Centrifuge, mass spectrometer, microscope — all aided in identification and understanding of chemicals and objects.

The final lab project was a thorough analysis of a crime scene, with students playing detective as they reported “just the facts” of the event. The reward: an understanding of the real work detectives do and a Natural World Core

— Amy Stephenson

Television Criticism is a 300 level communications class taught by Professor Susan Owen. And because it’s a 300 level class, and because Professor Owen is a demanding teacher, there is a heavier class load involved than just watching the tube.

The focus of the class is a 20 page final paper. In it, each member of the class must choose a favorite program and chart its daily (or weekly) progress in a journal.

The class sessions are developed around two theories of criticism, Marxism and semantics. For the final paper, one of these theories must be used to analyze the program.

Professor Owen requires that this paper be of publication quality. So far, many students have met these standards. For instance, one student flew with her to a Conference in Boston to present her paper.

Television Criticism is more than a three-hour-a-week class; it’s an exercise in professionalism

— Shauna Shipley

The perfect justification for being a couch potato is Television Criticism. Finally, a class in which you’re required to watch TV!

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Social Changes

The Department of Comparative Sociology is currently modifying its curriculum. As of Fall 1989, students will be able to earn a BA in Comparative Sociology with an emphasis in sociology, anthropology, or social work. Because of this, students have become more interested in the department and increased their involvement.

One result of this increased interest was the restarting of the Sociology Club, which has become an ASUPS recognized organization. Students are sponsoring a career forum for those curious as to where a degree in sociology can lead them. The group has also organized a film/discussion series and participants in intramural sports.

The department offers a number of popular classes, including Social Stratification, Social and Cultural Change, Culture and Mental Health, and Women, Men, and Society. These are only a few of the broad range of courses in the curriculum. Majors and non-majors alike are participating in the growing attention to Comparative Sociology.

— Ken Miller

Comparative Sociology Economics

Econ 331

Portfolio Theory: the idea that individuals/corporations try to maximize their benefits by holding assets of more than one kind among the money, bond, and other markets ... Is this concept really a practical application in the world of economics? Will students ever have the chance to get out of theory and into some real world stuff?

Economics 331, Money & Banking, is one of several economics classes exploring real world applications to the general theories of consumer behavior in the marketplace of goods and services (including assets). The course focuses on the areas of commercial banking, financial intermediation, financial markets, commercial banking management, money supply, central banking, and monetary theory.

With the stock market crash of October 1987, a lot of people view the study of the money and banking system as a hoax, and they claim it's no use to try and theorize about a market (the money/bond markets) that runs like "chance on the wind". In Money & Banking, students discover that there is a way to look at financial behavior in a relatively stable way — by analyzing what governs financial decisions, what economic tools are used to carry out these decisions, what economic tools are used to carry out these decisions and by what factors new financial conditions are created.

While no market that is affected by consumers can be completely predictable, studying money and banking can help a student at least understand why people, corporations and the government make the decision that they make... at least students can study economics directly applied to a 'tangible' market.
Education Evaluation

The School of Education recognized the University’s Centennial year with celebration and reflection. As part of its celebration, the school brought Dr. Elliot W. Eisner of Stanford University to present lectures to both the public and faculty. Eisner, current president of the International Society of Education through Art, discussed the timely issue of school effectiveness and questioned whether common standards of attainment truly promote increased development of individual potential.

In keeping with the national trend of higher common standards in education, the newly appointed dean of education, Carol Hosman, has issued a stricter grading policy in the School of Education to combat the school’s "easy A" image. While many education students don’t hold that image of the school, Carol Hosman has pointed out that the School of Education consistently provides the University with the highest G.P.A. of any department. The School of Education is evaluating its existing programs, with possible radical changes in the future in effort to fine-tune the program.

As the school now exists, it offers three education programs: elementary education (K-8), secondary education (4-12), and a Bachelors of Education program for graduate students. As the nation’s attention turns to the need for more effective educators, the enrollment in these programs rises.

While elementary education certification processes begin and end with hands-on teaching experience to ensure that the student and the teaching profession are appropriately matched. The firmly established student teaching portion of the program will certainly remain a mainstay of the school in the face of its self-evaluation.

— Debra Pennington

School of Education Dean Carol Hosman explains changes in the department.

Education

English

English 400

The Writing Institute has seen its tenth year as one of innovation and continuing emphasis on the growing need to prepare writers for the professional world. In this, the Institute has been revised by its new directors, Professor Steve Schneider, to reflect the increased interest of students from majors in and outside of the English department, and to encourage a broader-based development in writing for the many professional writing careers available in the 1980’s.

The Institute is designed as a year-long program, beginning with a course in writing mechanics and creative projects, then culminating with hands-on experience in a professional internship.

During Fall semester, students spend approximately six to seven weeks writing to refine use of vocabulary, voice, audience address, and style. In the final six to seven weeks, groups of three to four students form "companies" targeted at advertising, public relations, technical writing, ghost writing, marketing, or business writing. Projects completed for the class, such as brochures, advertising, newsletters, correspondence, and manuals, are targeted at a specific audience in a professional presentation conducted by each company.

Spring semester: students participate in internships, within the Seattle/Tacoma/Olympia area. Students are choose internships that focus on many disciplines: advertising, research, technical writing, public relations, law, and journalism. Projects for each internship are initiated by the individual in conjunction with the internship on-site supervisor to meet the needs of both the student and the business.

In addition to the changes made in the format and the subjects covered in the Institute, Professor Schneider emphasizes the need to let students know that the Institute is not only for professional writing majors. Starting in the Fall, Professor Schneider now conducts a seminar introducing the Institute to students are presented and discussed, plus an overview of internship possibilities are announced.

The Institute’s growing popularity is reflected in numbers. In the early years of the Writing Institute, enrollment was about 15 students an average. By the fall of 1987, the number of students participating in the Institute has doubled, and once more, students from departments such as history, science, politics and government are successful graduates of the Institute.

— Andrea Bernadelli

English Professor Florence Sandler gestures grandly.

The City College of New York
Going Native

While 1987-88 wasn't a good year for the dollar abroad, it found a lot of UPS students far from U.S. shores. Participants in the Pacific Rim-Asia Study/Travel Program visited nine countries throughout Asia, living in hostels or with families while they learned about the customs and practices of different cultures. Two students were in Japan all year for an exchange program at Waseda University, practicing their Japanese and living in a completely different society from home.

Europe, too, seemed to be crawling with UPS'ers. Participants on the ILACA programs in Dijon and London were among those affiliated with other schools' programs in Munich and Copenhagen. Black Monday made exchange rates ludicrous, but the cultural benefits more than compensated.

"My German has improved one hundred percent," wrote Rich Underhill from Munich, whose program highlights included seminars in East Berlin. "I would tell you what table conversation includes, but I'm still working on it," wrote Tom Koontz from Dijon.

Cultural insights ranged from experience of totally different school systems to learning how to change trains without knowing the host language, to representing a vast and varied United States to people who don't necessarily understand or admire the nation. Falling dollar aside, the year was an eventful and eye-opening one for Loggers at all corners of the earth.

— Amy Stephenson

Geol 101T

"What do you study, rocks?"

Well, yes, a geologist studies rocks — how they are formed, what they are made of, how large bodies of them, called plates, move, and what happens when they do move — to find out what geologists have learned from "studying rocks," a student can take Geology 101T, Physical Geology (Topics).

The semester is broken into three sections, "minisessions," and the students can choose from one of two topics taught in each minisession. Topics for these minicourses have included classes such as: Volcanoes & Earthquakes (Will California fall off into the Pacific?), Dinosaurs (Dino & Friends), Geologic Hazards (Are mudflows and TV crews the worst effects of a volcanic eruption?), and Planetary Geology (Is the moon really made of green cheese?).

These minicourses give a broad introduction to the world of geology and show its interrelations with the other sciences; chemistry, physics, and biology. They also show the student a glimpse of the processes which occur within the earth and how they have shaped the parts of the crust which man inhabits.

As a science class, there is also lab. Here, the students get to dissect the earth, so to speak, by learning to identify common minerals and rocks, as well as reading topographical and geological maps.

Geology is a study of rocks, yes, but in how many other classes can a student answer a question concerning the age of something, be a million years off, and only miss the correct answer by one percent?

— Vance Atkins
**History Math & Computer Science**

**Historian**

""Meaning in History"

"History of the American Revolution"

"History of the Working Class in the United States"

"Five Crises of American History"

"History of Ancient Greece"

"American History to 1877"

So why would anyone want to take classes with those titles? These titles might tend to scare the average student away. Don't let them.

I don't know exactly why I started in history. But, I do know what I got out of these and why I now look forward to each new history class.

I was as leery of history as many students coming out of the high school world of rote memorization and true/false tests. I took my first history class (Am. Hist. to 1877) because it sounded interesting. (Good sign.) I thought I would learn scads about the specific chronologically developed events of early and middle American history.

I didn't.

In that class and in my later history classes, I learned critical thought from the close analysis of historical records. I learned analytical writing through the stringent requirements of the professors.

Most importantly, I learned that history is much more than dates. It is flushing out human themes from sketchy sources. It is learning about your world from the mistakes and accomplishments of past societies. It is learning to test the limits of your mind by digging and searching for that thematic trend you know has to be in the evidence somewhere.

It is fun, tedious, enlightening and frustrating. Just like life. No one can afford to avoid it.

—David L. Harlan

**Apollo**

Are we having fun yet? Thanks to a pair of grants, the upper division Computer Science students are.

Last year, with their chunk of the money from the grant given to the sciences at UPS by the Murdoch Foundation, plus money from a National Science Foundation grant, the Department of Math and Computer Science purchased several new Apollo computers (not to be confused with Apple), the likes of which many computer science graduate students do not even have. These computers have been linked together, expanding their individual capabilities. With this linking, or "networking" as it is properly called, the computers provide the students with nearly everything they had on the VAX system, plus a whole lot more.

The "whole lot more" is mainly centered around the graphics capabilities of the system. Whereas people using the VAX system are limited to single color screens with rather uninteresting characters displayed on them, the Apollo users have more excitement in their lives. The Apollo computers are able to display several different colors on the screen at once, and can present a wide variety of pictures. Through "windows," several different information files can be moved about on the screen. Heck, even the typeface of the characters can be changed, ranging from a normal one like this to Old English, or even one where the characters are replaced by chessmen.

Classes have been held using the Apollo computers for two semesters now. While the Graphic class (CS315) would just about have to use the Apollo computers, Software Engineering (CS461) and Compilers (CS481) used to use the VAX of PDP systems. But so much space on those systems is taken up by the lower level classes that progress for the upper level classes used to be slow. The smaller number of students using the Apollo computers allows those classes to produce better, more complex projects.

So, be sure to stop in and visit the other computer lab on campus: in Thompson 115, where "The Asylum" used to be for the Physics students. Anyone there will be glad to introduce you to the Apollo computers. They have been named after mythological figures, even as Apollo: Athena, Boreas, Chronos, Demeter, Eos, Gaea, Hera, Iris, Loki, Medusa, and Zeus. Even the Apple and Tektroni computers in the lab have been named: Icarus and Daedalus, respectively. They are just waiting for you. Now if we could just get the printer to work.

— James Drew
Music News

The School of Music entertained audiences with a wide variety of musical offerings this year. Over 3,000 people attended the Adelphians and Madrigals Christmas Concerts, which were performed in four area churches. The Adelphians performed to sold-out houses on their spring tour of Eastern Washington and Montana. The Wind Ensemble also had a very successful tour to the Bay Area in California, as well as a well-reviewed performance at the Washington International Band Clinic in Seattle. The third large performing group, the University Symphony Orchestra, performed with soloist Cordelia Wikarski-Miedel in the fall and the Concerto-Aria winners in the spring.

Not all of the performances were so serious. The Opera Workshop's Cozy in the Quad, an adaptation of Mozart's Cosi fan Tutte, was one of the funniest productions of the year. The Jazz Band was more popular than ever. With new direct Hal Sherman, they played in a festival at the Seattle Center with Central Washington and other groups.

Finally during Christmas Break, the College of Music brought together the many parts of the music department in an exciting and entertaining production at the Pantages Center.

From the University Chorale and University Band concerts to the informal Brown Bag series Thursdays at noon, from the faculty Jacobsen Series to the many fine student junior and senior recitals, the School of Music once again brought consistently high-level performances to UPS and the community.

— Tamara Meinecke

Affiliated

Each degree offers particular areas of specialized study which must be completed by those wishing to graduate. For some departments this is an extended research paper.

Others have to perform hours of research to fulfill the upper level requirements of their major. Many departments require students to perform internships which allow students the opportunity to gain practical experience.

Those students studying in the Occupational and Physical Therapy Departments must complete affiliations. At these affiliations students will work in a hospital or a clinic. The affiliation coincides with the semester schedule and the student is given credit for the work. Since the affiliation can take place at many locations students have the chance to work in other communities and states. This year students are everywhere from Hawaii to California to New York. For many this affiliation allows them to return home.

The affiliation tends to be both educational and challenging. In addition to observing the operation of a clinic or hospital the students usually become an active participant. To keep pace with their new colleagues students often are required to review manuals and other support materials in the evenings. Thus they are both full-time students and employees.

Another important factor of the affiliation is the training it provides for working with others. As a health service provider the therapist needs to be able to relate to all types of people. The practical training of actually working in the "real" world is considered essential for those graduating.

Whole in training students will work with a cross section of patients. They become familiar with new techniques, the latest theories and different types of equipment. They are also exposed to the pain and suffering that health care providers must face on a daily basis. For most students the affiliations is a final test of what they have learned and how they are able to use that knowledge.

Thus the ultimate test of the affiliation is whether or not a student can deal with the pressure of such a daily grind. Once the student has completed this affiliation, they have entered the realm of being a true professional.

— Staff
Magee Leaves

As UPS enters its new era in its second century, likewise, the Philosophy Department will enter its new era — an era where Dr. John Magee is no longer present in the department.

Dr. Magee first came to UPS in 1947. He dismisses the rumor that he “invented” philosophy at UPS, saying that Dr. Regester was a well-known philosopher, but nonetheless he was for a long time the philosophy department itself. Early in his career, he would teach five classes per semester, and twelve different classes over a two-year period. Class sizes of 40 to 70 students were not uncommon, and Dr. Magee remembers introduction classes of upwards of 150 students. “UPS got its money’s worth.” says Dr. Magee, noting his salary was less than $4000 for years in the 50’s.

As the years went on, Dr. Magee’s role on campus has varied. He and Bob Albertson started the Honors Program in the early 60’s, and for a time he was head of the sociology department. Recently, he has seen the department add a class on Aristotle to the curriculum, and next year a new full-time professor will bring 19th century philosophy and social and political philosophy to the department. Dr. Magee has helped create a highly competent department, and he is confident that UPS is a good place for students to get an excellent education in philosophy.

— Matt Bean

Phys 495

Have you ever wondered about anything at all? About why roads buckle and crack? Why a baseball and a basketball fall at the same rate? How rainbows can be formed from light? Well, physics explains these kinds of things and many more! It’s like a many-sided figure whose size and scope is still being realized, and whose surface is still being scratched. The physics department is around to help students do some of the scratching.

A wide variety of classes are offered in physics, all set-up to explain different phenomena. Besides the introductory courses, there are classes dealing with analytical mechanics, electro-

magnetic theory, quantum theory, and aspects of modern physics. Perhaps the most popular though, are electronics, astronomy, and the physics of music. Each deals with a specific subject and applications. Seeing practical, simple applications. Seeing practical, simple applications (and doing fun labs!) of an otherwise intimidating science seems to draw many non-physics majors to the department.

As a physics major, I’ve found one of the most interesting courses to be Physics 495/496, the independent study. An independent study in physics, which requires both careful planning and faculty supervision, gives a student the opportunity to study a particular subject in depth. These are as most often pursued are one not covered in much detail in other courses offered in the department.

Currently, several students besides myself are investigating the many facets of fluids, nuclear physics, and general relativity. Problems are often worked out via the chalkboard and lengthy discussions are held about the finer points of each subject. Participants in these studies feel they are making progress and are learning a lot! This is of particular importance since it is the enthusiasm and dedication of the students that allows the independent studies to continue. It also gives students a more diverse background in physics, which helps them prepare for possible graduate studies which is something many physics majors hope to eventually pursue, (me, especially). *

— Chriss Coverdale
Phys Educated

It isn’t just “Give me ten and take a lap” any more. Physical Education used to be everyone’s easy A, but in times past your largest P.E. worry would be over who would pick you for their team or whether the teacher would leave enough time for a shower.

In contrast, obtaining a degree in Physical Education is indeed one of the more strenuous pursuits at UPS. Although many other majors tend to scoff “Whatcha gonna do — be a P.E. teacher?” It’s not funny to be a P.E. major. There are two degrees available within the department: a Bachelor of Arts and a Bachelor of Science. The areas of emphasis under these degrees include teaching, athletic coaching, leisure studies, sports medicine, corporate fitness, athletic training, exercise science, and pre-physical therapy.

Contrary to popular belief, instead of spending their time finding 101 ways to do a sit-up, these majors struggle with anatomy, physiology, chemistry, physics, statistics, kinesiology, motor development and learning, nutrition, psychology, computer science, and more. These scientific courses are augmented with philosophical and practical exposure to theories on human movement and subsequently the effects of movement on the whole being.

Much of the work done by a P.E. major is practical experience and application as well as continuous research projects. They work with children who have learning disabilities in order to truly understand adapted physical education; they examine their own diets and apply their knowledge to menu planning, evaluating their own dietary habits; they do abstract after abstract to further understand the many things which can’t possibly be covered in class. Visitations and practicums are a must in order to critically evaluate the current systems in the community, experience first hand the applications of theories and discover the potential for developments in different concentrations will have in the future.

What kind of people are P.E. majors? They must be diligent, ambitious, health conscious, concerned, have a sense of humor, and in general be definitely interested in the human body at all stages of life.

— Julie Pyatt

P&G Major

The P&G Department at UPS just changed its set up and I can already see the difference. Although I’m a junior, I didn’t have very many P&G credits at the beginning of the year, so I was given the option of getting my major under either the new or old system. I chose the new one, because I thought it was a great idea.

The biggest change is that rather than requiring a 101 and 102, covering all fields, the major now requires three 200 level courses — Introductions to American, International, and Comparative Politics. These are more in depth courses than before, and I believe they give new students a better look at three of the areas on which they can focus. Taking two of these classes also made me feel like I knew a lot more than I learned from the divided 101 class.

As far as I’m concerned, this was a great change. I already know the department is a good one, and all the profs I’ve had (Harmon Ziegler, Donald Sharpe, David Balaar, Arpad Kadarkay) have been great. The best thing about P&G is that it’s a little bit of everything — Sociology, philosophy, psychology, you name it. What an education for a lifetime.

— Caitlin Moughon

Chae Hoon Ha
Donald Share reads an outstanding piece of students’ work.
In the dark depths of Howarth Hall, hidden from the public eye and unknown to the masses, our beloved psychology department is located. Beloved, that is, to the psychology majors and minors who have come to call it their second home. Why might a non-psychology major/minor frequent our humble dwellings? Three reasons come to mind.

The first reason, as all intro psychology students have discovered, is to participate in those infamous psychology experiments. It is now mandatory that these students participate in a given number of experiments which apply as credit to their respective classes.

Second, to visit the rats. That’s right, some experiments aren’t fit for even freshmen. We are forced to recruit our subjects from their masses of laboratory rats. It’s a tough job being placed on a deprivation schedule, then left in a small box expected to press a lever. Such interesting things take place in the basement of Howarth.

Third, and most important, non-psychology students enter our domain to visit Barry Anton, our revered prof. Barry teaches Sensation & Perception, S&P to us. The demand for this class is so high that students must obtain permission from the professor before enrolling. Even at that, only those with junior or senior standing usually make it. Part of its popularity is that it fulfills a natural world core. Then again, Barry himself is quite an attraction. He greets you on the first day of the semester with “bug” glasses on, colored glasses designed to segment your vision into many scattered segments. From that point it just keeps getting better.

Do come visit Barry and his throng of faithful students, or any of the other psych professors in their natural habitat. It could be an experience for a lifetime — or at least, will give you something to think about.

— Amy Seemann

New Faces

This year was one of transition for the Department of Religion. To honor the retirement of longtime professors Robert Albertson and John Phillips, the department planted an Albertson Japanese Cherry Tree and a Phillips Rhododendron Garden.

As these instructors departed, new faces entered the department. Professor Douglas Edwards has come into the department to teach Biblical Studies, and Professor Christopher Ives teaches Religion and Culture with an Asian emphasis.

Further change in the department came from its quadrennial curriculum review, looking at the educational mission of the Religion Department and its role in the university. As a result of this review, new courses have been created. A variety of colloquia and lectures rounded out the year, with Professor Edwards planning a dig in Israel during the summer.

— Nicole Hykes
V.I.S.A.

V.I.S.A., or Volunteers in Service to Administration, is a service organization comprised of students from all areas of the University. These students are nominated for membership by administration staff, faculty members or current V.I.S.A. students. Our primary activity is the Freshman Phoning Program which puts hundreds of prospective students in touch with current students every year, allowing them to ask anything they want to concerning life at Puget Sound. These questions range from, "Will I have time for both Honors Program and Athletics?" to "What does cafeteria food really taste like?"

We also work with the admission staff every Fall and Spring on Campus Day and we represent the student body at evening programs presented throughout the Northwest by the admission counselors.

V.I.S.A. has proven to be a great opportunity for current students to share their enthusiasm for the University and has allowed high school students considering Puget Sound to see and hear what the life of a Puget Sound student is really like.

— Renee Ackerman

SPECIAL EVENTS

This year's Special Events Committee continued the traditions of Homecoming, Mistletoast, Winterfest, and Spring Weekend. The Centennial Homecoming, with the theme "Carnival," had a new twist as house decorating was brought back from many years ago.

Living groups decorated their residence halls or houses, as well as competing to see who would end up with the most participation in events such as sign making, house decorating, and half-time activities. Friday there was a dance at the Temple Theatre with the Song Fest opening up.

Mistletoast was once again a large success with the theme, "An International Affair." The dress was semi-formal and entrees form around the world were served while a big dance band pumped out tunes for dancing. The Rotunda was transformed with decorations such as garlands, holly, and, of course, mistletoe.

Winterfest held new excitement as well went up to the biggest night ski area in the U.S., Alpental, Ski Acres and Snoqualmie Summit. The "Skiing Safari" was great fun for all who went due to beautiful weather and great spring skiing which lasted into the night. Greg Whing was there to add a comical touch and KPLZ showed up with some give-a-ways.

Spring Weekend is always a big deal on campus because it takes place the weekend before classes end. This year, "Escape '83" found enthusiastic students participating in various activities like the keg toss, tug-of-war, sleeping bag switch, lip synch and entertainment.

— Cathy Freeman, Chairperson
As the University of Puget Sound is celebrating its first century of existence, Messenger Campus Fellowship (MCF) is celebrating its first decade. Over one hundred years ago, God gave a vision to a group of Christian men, Methodist ministers who desired to know God and make Him known. The result was the founding of this great university. Likewise, over ten years ago, a group of Christian students here at UPS received a vision from the Lord. In humility and obedience to their God, they began meeting weekly to worship Jesus Christ, desiring also to know Him and make Him known. This group became known as the INN II Christian Fellowship. Ten years later, having watched God touch hundreds if not thousands of lives with the Gospel, this group is known as Messenger Campus Fellowship.

Amnesty UPS is an affiliate of Amnesty International, a world-wide movement seeking the release of all prisoners of conscience-people who have never used nor advocated violence and are deaigned solely because of their political or religious beliefs, race, sex, or language. Amnesty also works to stop torture and executions in all cases. During the school year, Amnesty UPS broadened its membership to 150 students. Members of the campus group also include faculty and staff who regularly write letters, sign petitions and attend sponsored events.

Amnesty UPS brought human rights education to campus through a Human Rights Film Series, a Human Rights Library on reserve, a bi-monthly newsletter, student reports and lectures featuring distinguished speakers from around the world. In addition, Amnesty UPS hosted a fall Cluster Meeting for which Amnesty members from around the state gathered to learn more about human rights.

The campus group is also action-oriented. Members write letters and petitions to foreign governments to obtain the release of political prisoners. On Human Rights Day, the group held its annual Jail-a-Thon, collecting donations and over 500 signatures while manning a mock jail for 24 hours to signify how people are imprisoned everyday for no good reason. During the annual Write-a-thon, nine members wrote over 100 letters, bringing the total of letters and petitions for the year to 500. The diligence paid off. By February, the group had helped in the release of 13 prisoners from Kenya, Haiti, and Chile.

— Andy Thibault

— Dave Hanks
The University of Puget Sound was one of the first colleges ever to offer studies in business administration. Although the curriculums of the past differ greatly from those of today, the students of the business school are much the same: innovative, entrepreneurial, and eager to apply their class knowledge to real-world situations. Thus, in 1984, Collegiate Entrepreneurs, Inc., better known on campus as C.E.I., is a student-operated, non-profit corporation. From this organization, students derive hands-on business experience. Students may undertake a wide variety of projects, including the student directory, the Green & Gold Pages, the Final Exams Survival Kit, and other innovative projects, to experience real-world situations and to fine-tune their skills in the fields of marketing, management, accounting, and finance, as well as their interpersonal skills such as team work, leadership, and group decision making. The organization also acts as a tool for students to propose and carry out their own entrepreneurial project ideas. In this way, C.E.I acts as a venture capitalist.

The corporation is headed by an executive staff made up of the president, three vice presidents (marketing, finance, and operations), and a few auxiliary officers. Like a real-world organization, a board of directors, composed of faculty members, (Art Coordinator, Laura McCann and Professors Ross Singleton and Garth Blanchard), as well as outside business contacts, oversees the activities of C.E.I., and provides guidance based on their previous business experiences. At the current time, C.E.I. has approximately fifteen active members who participate in the corporate activities.

In addition to its usual activities, and as a tribute to the Centennial Celebration, C.E.I. will co-sponsor a well-known entrepreneurial speaker with Alpha Kappa Psi Business Fraternity, as part of the Business School week presentations. We anticipate a good turn out for this event and hope that our small contribution to the Centennial will help to enhance the presentations of the Business School.

— Carole D. Carroll
President

The Leadership Retreat draws together a wide range of campus leaders. The original idea for the retreat began about four years ago among staff members of the Dean of Students office who were looking for a way to help get campus leaders together. In the Fall of 1985, they asked on-campus organizations, including IFC, Panhel, RHA, and Senate to form a planning committee. Gillian Gawne chaired the planning committee the second year, and each year since, it has been composed of participants from the previous year’s retreat. Currently, the retreat is almost exclusively planned and run by students with staff members assuming support advisory roles.

Students attended workshops on such varied subjects as motivation, meeting planning and control, and project organization. Later, the workshop groups broke up into smaller groups to share and evaluate their past leadership experiences.

Two key words surfaced at the retreat “Bahalana”, which loosely translated means “don’t sweat the small things” and Play-doh, which Kelly Ziegler recommended as a source of creative outlet.

After the dance Saturday night, people took walks in the woods or went back to their rooms to relax. On Sunday morning, Lee Witt spoke on “Absolutely, Positively Failing.” The retreat wrapped up with more discussion groups and then everyone returned home to face the hectic schedule of a campus leader.

—Amy Sisson
CROSSCURRENTS

In the beginning there was emptiness. And then a Voice came down from the heavens and said, “Let there be a literary magazine.” And lo, The Crosscurrents Review was born.

Many years passed, until the date was 1988 AD, and once again the Voice came down and said, “Let a group of dedicated individuals gather and form a staff, whose function shall be to gather together and eat pizza and sandwiches on a regular basis.” And it was so.

The staff sent out a call in accordance to the laws and rituals the Voice had given them, asking for offerings of fiction, non-fiction, poetry, art or photography.

After many months of trials and tribulations, the best of these offerings were compiled on the sacred book, The Crosscurrents Review.

The sacred book was distributed to the masses in the Spring of that year, in order that they might be enlightened by these sacred writings. The masses were awed by what they read, as the writings were wondrous indeed.

And then the Voice came down once again from on high and said, “It is good.” And then there was much rejoicing.

— K. Yvonne Anderson

KUPS is great! Look at all these people who are involved in KUPS. No where else could so many students become involved in the great world of radio!

We've done a lot of exciting things this year. A trip to the Community world Theatre to see Ten Foot Faces involved many people in an adventure to Off Campus Tacoma, our design your own postcard contest brought cloth artist out of the woodworks, and our Sonny and Cher/Bee Gees/Greatest Hits of the 70's record bonanza brought crowds flocking to the KUPS lobby. The lobby of KUPS received a great facelift this October thanks to the class of 1985! Gone are the orange and green dust laden couches we had become so fond of.

The change to tasteful black and grey furniture was so radical that we walked past our door for several weeks wondering where our office went to. Now if only we could get the janitor to vacuum!

KUPS has had a very stable year. The base of good staff, newscasters, production people, and especially DJs will serve us well in the years to come. It was a great year!
If you remember any particular Trail this year, you'll probably remember the February 10th issue. We gave away condoms.

It would be difficult for anyone close to the University to forget that paper. You might have seen reports on all major Seattle news channels, or read about it in the Times, the PJ, or the News Tribune. Your parents or friends might have called you after they read stories in local papers throughout the West or saw a piece about it on national cable news. You might even be among the lucky few who actually picked up a copy while they were still around.

Whether you agree or disagree with the action or if you simply don’t care either way, you still might want to know the whole story.

Early in the semester, we were in a staff meeting when someone asked what we were going to do for National Condom Week. Advertising Manager, Charley Whiton, said, “Let’s put condoms in that week’s paper.” We laughed and moved on to other business.

Later in the meeting, the subject of condom week again came up and some other staff members said, “Why couldn’t we put condoms in the paper? It sure would make a great statement about safer sex.”

We all looked at each other for a few seconds in silence. A few of us shrugged our shoulders. I asked if there were any objections. No one said a word. It was done.

That week Charley began looking for a supplier for 2,000 condoms. We were willing to pay but after the first week of searching, the costs were prohibitively high. Finally, the week before the issue was to come out, our advisor, Dana Grant, suggested that Charley call the Northwest AIDS Foundation.

One short phone call later, we had 2,000 condoms at no cost to the paper.

The Monday before we were to produce the paper, we decided that the news media might be interested in what we were going to do. After I wrote a press release, Dana and I took it to the News Tribune offices. It was after hours, so we went to the side door. Dana told the guard that we had a press release for local news. He told us to sign in and said, “You know where to take it.”

“We sure do,” Dana lied. After wandering into what looked like the news room, we have must looked extremely confused. A woman asked us if we needed help. Dana told her that we had a press release for local news. She took it from us, saying as she rushed away, “I'll see someone gets this.”

As I took the pen back to the guard station to sign out, the same woman yelled from the end of the hall, “Hey, wait, are you from the University? Could you come back so somebody can talk to you?”

We went back into the news offices. I watched our release travel around the room. As it passed into each new set of hands, each new face grew into a new expression of amazement. Some burst out laughing. Others shook their heads.

The last man to read it was the person in charge. As he finished reading, he burst out laughing, saying in a very loud and booming voice, “This is outrageous.” “Put Sandy to work on this,” he said, abruptly after noticing me chuckling as I was watching him.

The same woman who we had handed the release to took it one more time and scurried back into the maze of partitions. A few minutes later a reporter who introduced herself as Sandy Nelson walked toward us. “Are you the guys from UPS?”

I explained to her what we hoped to accomplish. After Charley delivered some materials they wanted for a photograph, she wished us good luck and we left.

That was a very nervous night. I kept wondering who from the University she was going to call, and what they were going to say. I did not sleep very well that night.

As I walked into the Trail office in the basement of the Student Union the next morning, Arts and Entertainment Editor Lea Anne Bantsari looked up at me and flashed a huge grin.

“Have you seen the TNT?” she asked.

“Is it what?” I asked.

“Front page, local section.”

“No negative reactions to this story?”

“IT’s great! You sound very responsible and Dodson is quoted in support of us.”

Needless to say, I was somewhat relieved that no one from the University administration had expressed any negative reaction to the article.

The publicity snowballed from this point. In the next few days, three television stations sent camera crews to cover the story and various members of the staff were interviewed by numerous newspapers and radio stations.

As the weeks went by, other reactors trickled in, some negative, some positive. Whatever the views expressed, however, the fact that we were able to touch so many people underscores the value of the statement we made.

Now, whenever I'm confronted about why we decided to give condoms away with the paper, I ask the question, "Can you think of any statement made by a 2,000 circulation weekly paper that has reached as many people as this statement has?"
On deadline weekend, almost anything can be overheard in the Tamanawas office.

"Quick, Helen, who are you?"
"I don't know!"

Identity crisis — par for the course. Of course, it can be a stressful environment. A small staff produces the whole yearbook — the whole chronicle of the school year. The task was more challenging than usual this year because of the 1987-88 Centennial Celebration. Not only did we reflect the year, we looked back on the whole century of the University’s history. Staff changes in the middle of the year and an under supply of writers made work sessions hectic, yet fun.

Technical terms overheard out of context could be a cause for concern. "Does it cost extra if you do a lot of bleeding?" (No, that’s not a medical emergency. That’s a question about photographs running to the very edge of the page.)

"You can have the baseball players." (No slavery, just an argument over who gets which photographs.)

Cellar pizza, espresso shakes (unless the espresso machine’s not working), the "Dirty Dancing" soundtrack, and a weekend of mild hysteria kept the staff friendly and unified.

"May I stop on your feet? May I knock you down?"
"Give me that cropper NOW!"
"He has got to be killed."
"You horrible person, that’s great!"

But we had fun. We wouldn’t be doing this, after all, if we didn’t like it — or weren’t out of our minds — or something.

It did seem sometimes that our minds were slipping. The later it got, the stranger our commentary. Quotes out of context weren’t any weirder than in context.

Memories, discussions, and ponderings distracted from the work at hand.

"Condoms, yes! Kayak trips!"
"Oh, I like the real world. I was in it once."

"I had an out-of-body experience and I never came back."

"It’s sorta like a yearbook."

"He’s the one I threw hashbrowns at last year, and I can’t remember his name."

Stress does strange things to staff members.

"I can only be spiritual twins with so many people. I can be spiritual triplets ..."

"I’m talking to myself! Do you mind not interrupting?"

"Remember that banquet where we played with Play-Doh?"

"Do you remember a long time ago when I had to go to the bathroom? Did I ever go?"

"Who knows? Hoon knows!"

"I was going to buy you a flower but they didn’t have any. Do you want a potato chip instead?"

"I need to go to Nordstrom."

Tamanawas. A yearbook. A chronicle of college experience, with every incident blending to create a unique memory of our days of anxiety and academics. Words weren’t enough. Feelings and images are the stuff of quotes and contexts. ❧ Amy Stephenson

Seated: Ellen Simpson, Suzie Spaulding, Kristen Serrato, Katey King, Amy Sisson, Standing: Kathleen Wong, Vance Atkins, Beth Downing, Chae Hoon Ha, Gina Augustin, Carole Carroll, Helen Dolmas, Dana Grant, Amy Stephenson

Helen Dolmas
Chriss Coverdale
Amy Stephenson
Chae Hoon Ha
Ellen Simpson
Ken Richardson
Vance Atkins
Kathleen Wong
Katey King
Amy Sisson
Maura Oldfield
Kristen Serrato
Carole Carroll
Suzie Spaulding
Gina Augustin
Fiona Dempster
Beth Downing
Suzanne McAdam
Dana Grant

Tamanawas

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Layout Assistant
Layout Assistant
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Sam Robertson
Athletics at UPS are an established and thriving part of university life. However, past programs have not always been strong or victorious. Pride came from small, new accomplishments rather than big wins and star activities, as one yearbook tells:

"From the first of the season the Loggers adopted the slogan 'Score on the Huskies' and with this ever before them they worked up to that last game with the powerful 'Purple Tornado.' Time after time when a Maroon and White clad man almost succeeded in running free from the grim line of Washingtonians the crowd to a man went mad only to see some Husky down a Logger."

"As the shadows in the Stadium were lengthening and the end of the game was drawing near, the spectators saw a lone man, free from the Husky, receive a ball thrown by a Maroon arm and accomplish that long hoped for feat of scoring on the University of Washington."

— Tamanawas 1926