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What am I doing here?
Do I really enjoy ruining my health and my eyesight with too much study and precious little sleep? Not hardly.
So what then? Am I after the money and esteem that my future profession promises me?
No; there have to be easier ways to become rich and respected.
I think the reason is nebulous.
I know there must be more to life than self-service. I feel inadequate, as though I am an insufficient reason to exist.
If I could just reach out and bring others within the perimeter of my life, then I would have a purpose, a reason.
Maybe then it would all be worthwhile.

*Thoughts by Janette McCann, Nursing
The town around us is merely a casual acquaintance to most U.T. students. Most of the people we meet are itinerants like ourselves, the places we live are stopovers, and we are in the city, but not of it.

Memphis is a clean city, a pretty city. But, curiously, no one seems to like it and criticizing the city is not only acceptable but expected. It is possible that such negativity tells us more about ourselves and our situation than about the city.
It boils down to the fact that when you first get to Memphis, you’re too involved in getting your feet on the ground in school to notice much about what is around you, and when you finally start to look around a little, it’s time to leave.

The things we’ll remember? The herds of mosquitoes which spoil the short, beautiful spring; tornadoes; the Sharecropper; Henry Loeb and Jesse Epps; unbearably hot summers; the murder of Martin Luther King; marches beginning at Clayborn Temple; Overton Park; The Rendezvous; Portnoy’s Complaint; fluoridation; the sound of a police helicopter fluttering overhead at midnight; Burkle’s Bakery; George Howard Putt; wide streets full of traffic; a faceless town, a way station.
The Basic Medical Sciences—hundreds of students from every medical and paramedical discipline and a similar number of faculty. Manley, Wilcox, Neyman, Christopher, etc., not just names, but experiences and memories—part of our lives. Dean Callison and Chancellor Marsh left us this year; the Department of Pathology still has no chairman. But Dr. Byrne and Dr. Share have recently chaired the Departments of Biochemistry and Physiology, respectively; students and faculty alike have high hopes and expectations for these two accomplished gentlemen. And speaking of accomplishments, Dr. Bruesch was presented the Golden Apple Award just a few months before he presided over his 200th session of the "Smokevanders."
There is still no Basic Medical Science Building. This among other factors has contributed to student disorganization, isolation of classes, and apathy exemplified by the just-get-through-and-get-out attitude of many confused and frightened students. Despite these factors, most neophytes become pretty good D-6's, P-6's, M-4's, N-6's, etc. Some say that the "patient-less" Basic Sciences smother the student's compassion; that grades and didacticism stifle a young man's maturity; that too many teachers first publish, then teach. But some of the faculty have listened, and we have seen labs changed or dropped, experimental grading systems tried, and even a oral final exam given in Dr. Rendtorff's Parasitology course. Over a fifth of the Basic Science students participate voluntarily in the MAP-SOUTH and Memphis Volunteer Placement Programs. A core curriculum and electives are not too distant possibilities. Contrary to consensus, things are changing at the Medical Units.
People in the Basic Medical Sciences are some of the most active students and faculty at the Medical Units. Basic Science students led the fight against the passing of National Board Exams as a requirement for entering the M-4 term; they campaigned for changes in the grading system and for more Black admissions. For whatever reasons they participated "extracurricularly," it cannot be denied that a significant fraction of the campus "action" has been burdened by those students least in a position to be so burdened.
This is the place where the dead teach the living how to live.

DEREK JORGE FUSTE, M.D., and JOSE A. VECIANA, M.D.
Professor and Assistant Professor (Resident)
Department of Pathology

CYRUS CONRAD ERICKSON, M.D.
Professor and Acting Chairman
Department of Pathology

WILLIAM BOOTH WOOD, Ph.D.
Associate Professor
Department of Pharmacology

HARRY HAMMOND WILCOX, Ph.D., Professor and Deputy Chairman
Department of Anatomy

ROBERT A. CHRISTOPHER, M.D.
Associate Professor of Medicine, and
Chief, Physical Medicine and Rehabilitation

EMMETT STEADMAN MANLEY, Ph.D.
Assistant Professor
Department of Pharmacology
What for some of us has been a lifelong ambition begins abruptly and rather harshly with our first months in Medical School. We begin the long process not too confidently and soon things seem a bit overwhelming and uncompromising. It takes some time to fully appreciate how much we have to alter our lives for this single aspiration. We soon realize and have to accept the fact that there is absolutely no alternative to long hours and what sometimes seems like an almost neutral existence.
"Relevance" is the rallying cry of today's students who question the educational opportunities offered them by the "Establishment". Does the program at any medical school, including the University of Tennessee, provide this relevance? In this era when the solution of social problems is competing with and taking precedence over the search for new knowledge, when delivery of health care to the masses is becoming increasingly the responsibility of the medical schools, can we justify the devotion of the significant portion of a medical student's training to the seeming esoterica encompassed by the basic science curriculum? Our students have a right to receive answers to these questions and the faculty must attempt to provide them.

The primary purpose of the medical school is to train physicians to care for the medical illnesses of large numbers of people. The clinical manifestation of human disease is influenced by the emotional substrate and socio-economic environment of the patient, as well as by the purely physiological pathogenic agents. The medical student must learn the principles, if not the practice, of dealing with all these factors during his brief undergraduate career. The allocation of time, therefore, must be made deliberately and wisely.

The inclusion of basic science in the medical school curriculum has two major justifications. (1) The pathophysiology of many disease states can be understood only in the light of knowledge of basic anatomical, biochemical and physiological concepts. A rational approach to therapy, furthermore, requires a correlation of this knowledge with an awareness of the...
mechanism of action of the appropriate drugs. (2) New knowledge of human biology will be accumulating throughout the lifetime of a physician. He will be able to assimilate and use it to benefit his patients only if he has already laid down a strong scientific foundation on which to build. Without this ability, the physician will be intellectually obsolete within ten years of the completion of his training. The medical school curriculum must be designed to provide this foundation so that the student will see the correlation between the sciences and medicine and will be equipped to establish his own correlations when the needs arise. There can be no question that the basic sciences should be presented, in depth, to the medical students. We must attempt to teach our disciplines with relevance, however, so that the students will learn from the beginning of their careers to relate the chemical, physiological, emotional and environmental factors to the clinical, diseases presented to them. The curriculum can be established to promote clinical discussion early, basic science consultation at the bedside, and “behavioral science” throughout. The scientific and educational proficiencies of neither the preclinical nor the clinical departments will be jeopardized by substituting cooperation for curricular autonomy. The relinquishing of time to the student to pursue his own scientific and clinical interests independently or with guidance can only result in a better qualified physician. A new flexible curriculum will take time, effort and money to develop. The administration must be ready to provide the support, mostly in the form of funds for new programs and teachers. The faculty will be willing to invest the time and cooperative effort. The students must participate by actively joining the establishment and helping to put the concept of relevance into practice.

Jason L. Starr, M.D. Professor of Medicine
Because of the archaic grading system and the number of exams we are battered with in the first three terms, much of our time is spent memorizing, worrying and hoping. Passing the next exam is always the immediate goal. If one survives the first 18 months not completely drained of his enthusiasm for learning, the last three terms with their more intimate exposure to clinical physicians encourage a new attitude and a more mature approach to learning medicine. Patients who were once statistics become individuals with emotions. They look to you and call you "doctor" and soon you have a new self-image. Studying becomes less of a burden, more of a positive act, not motivated so much by anxiety as by a desire to learn. The second eighteen months also recruit our other basic human faculties such as thinking, feeling, remembering and experiencing. Medical School now becomes what we once thought it was going to be.
Some Things I Have Learned
From Medical Students
S. R. Bruesch, Ph.D., M.D.
Goodman Professor of Anatomy

The first thing I have learned is that the medical student has dignity and individuality, idealism for self and concern for others, and a desire for excellence in his work. But, being human, the medical student often experiences the frustration and anxiety of falling short of his expectations; doubt may lurk in the periphery of his consciousness concerning his ability to cope with the responsibility for patient care. Fortunately, most medical students combat these doubts successfully, drawing from inner strengths for reassurance and from the encouragement of family, friends, and teachers. But if the student does not learn to cope with these doubts while in medical school he probably will fail to fulfill his aspirations later. As Paracelsus wrote, "A physician who is true to his own higher self will also have faith in himself, and he who has that faith will easily command the faith of the people." My understanding of the medical student has increased through the years, mainly because so many students have been willing to share with me their moments of despair as well as their pleasures of accomplishment. My reaction to this trust is one of gratitude and a sense of obligation to share what I have learned with the new generations of medical students. In this sense, my students have taught me more than I have taught them.
I have learned that the basic problem of the medical curriculum is the attitude of both faculty and students toward learning. The role of the faculty should be to create an environment in which learning can occur. It is the duty of the student to learn those things that will result in his mastery of the intellectual processes he will use as a physician. I have no doubt that some of the faculty, perhaps without meaning to, do sometimes interfere with learning through excessive attention to detail, examinations that measure only facts and not reasoning or understanding, and the assignment of meaningless or unproductive tasks in laboratory or clinic. But the medical student may also impair the quality of his medical education if his conception of how to become a physician is vocational rather than professional. He may expect to learn only those facts that are “relevant” or have immediate practical application to the practice of medicine. If such a superficial approach were allowed, medicine would soon become a trade rather than the noble profession that it is.

But if science is the tap root of modern medicine, I have learned that there are other roots that provide sustenance. The art of medicine is the most important of these. It is difficult to define the art of medicine but this term relates to the personal qualities of the physician (dedication, integrity, sense of serving, interest in people) and his humanistic insights (historical, philosophical, and religious.) Although useful courses in medical sociology, history, and philosophy may be introduced into the curriculum, the most important contribution that the faculty can make is to reflect in its own behavior an appreciation of the art of medicine. The student can profit from this model and enhance its value by adding a modicum of grace and sensitivity to his human relationships.
I know of few university medical centers in the nation having the possibilities for fine development which exist in the University of Tennessee Memphis Medical Center.

Fortunately for the University, a galaxy of diverse institutions is clustered around the Medical Units, all of which are available to some degree for educational purposes. This fortunate circumstance provides opportunity not only for quality education but for the accommodation of a large number of students.
As the Medical Units approach a new era with new leadership, the problems to be confronted are great but the possibilities for their solution are good, and it will be this challenge which will enormously stimulate the newly appointed officials as they approach their responsibilities. As I depart the administrative scene, I reflect and am grateful for the opportunities afforded me along with thousands of others by this great old institution. It, along with its new administrative leaders, deserve our wholehearted support and shall certainly have mine.

M. K. Callison, M.D.
Dean
The sixth term comes and now what once was so far away seems too close. We will soon be taking our place among men as physicians with all the responsibility that the term implies. We have spent the last thirty-nine months attempting to earn the title and will spend the rest of our lives living up to it. The time that we have spent here has not been the most affectionate, enjoyable part of our lives, but because of what we have earned, it will probably have been the most significant.
Faculty—
Medicine

RESCHEL, P. WALL, M.D.
Assistant Professor
Pediatrics

LILLY C. WALKER, M.D., Ph.D.
Associate Professor
Preventive Medicine
Pediatrics

PHILIP GEORGE, M.D.
Assistant Professor
Pediatrics

DANIELO DURNAS, M.D.
Assistant Professor
Pediatrics, Neurology

J. T. JABBUR, M.D.
Assistant Professor
Pediatrics, Neurology

GENE STOLLEMAN, M.D.
Professor and Chairman
Department of Medicine

DAVID JAMES, Jr., M.D.
Assistant Professor
Pediatrics

STANLEY KAPLAN, M.D.
Associate Professor
Medicine, Rheumatology

FRANK SUTTON, M.D.
Chief Resident
Instructor, Medicine
Depicted herein are the days we shall never forget. Times of tragedy, frustration, hope, brief joy and finally, success all blend in our struggle toward a career in DENTISTRY. Remember going to clinic casually for eight weeks and then doing all your work in the last two—the real challenge. After waiting thirty minutes for a unit and finding that you lost the record, the only stool left in the clinic was one without a back that squeaked when it rolled. Remember...? We began a period in our lives of utter helplessness. It was a period of being nothing for three years and then suddenly becoming a doctor. Our journey took us by many milestones. To give your technical paper, you had to learn to speak above the shuffle of the playing cards in the back of the room. Preparation for the speech was an intensive search for dirty jokes.
Our education progressed as slowly as our advancement from quarter to quarter. Among our achievements were learning to dry lab biochemistry, rote memory of anatomical relations, searching for someone with our "unknown" in microbiology, seeing the three A.M. autopsy without getting sick, and guessing right on the oral pathology slide test. Grief struck when the teacher passed out yellow wax, the Diamond found your patched amalgam, the professor burned up your first bridge, and the instructor found a rock in your anterior bridge without looking up from his "Field and Stream."
"Have you paid for that?" "Sure Mrs. Chapman, would I do something like that?" What did you say when your amalgam had no contact and your inlay fell out? What was your excuse when you were thrown out of oral surgery because your coat was bloody from saving teeth all morning with "Chief"? What did you say when your diamond disc did a dance on the tongue? "Hey—don’t move, you’ll make me cut you."
Remember the first child that you saw get the treatment in the pedo clinic? After three carpules in the mandibular nerve hunt, do you recall your first extraction? What if it was so loose that it fell out, you did it. Don’t forget those delicate creatures who worked on the east end of the operative floor . . . the dental hygienists. They never could seem to learn to carve those teeth or those inlays. How did they make it through that? While you were fighting for a unit every day, they always had one reserved. That’s their teacher over there, the one looking at himself in the mirrors. He is the one who taught them that the prophylaxis grade is proportional to the amount of blood drawn. He tried to teach them to take blood samples from their fingers, but not all of them would give him the finger.
Two quarters before graduation, you tried everything to get into graduate school. You even dated the department head’s daughter, but that didn’t work out. Someone always had to tell you what a great time you had at the last party. The one that celebrated the first clinic quarter ran through the night and thirty-six bottles of champagne. You didn’t remember who you came with but the girl you took home was nice. Class parties were profuse, there was one on Friday to celebrate the end and one on Sunday for the beginning of the week. Usually “hump-day” rated a trip to “J.Wags” or the “Bamboo.” Kegs at the house always ranked as “bигgies.” It was always fun to go and see your favorite professor get smashed. It made you feel closer to the faculty to watch them go home on the floor.
No history of the dental school touches us like the years that we spent there. Everything comes back to us now, the many failures and the rare successes. Three years in the passing parade of our lives; dreaded at times, loved at others, but never forgotten. The people and places, the times and faces that moulded our lives will never pass from us. They are captured here forever.
Dental Faculty

DR. JAMES P. ANDREW
Professor and Chairman Department of Operative Dentistry

DR. JOE HALL MORRIS
Professor and Chairman Department of Oral Surgery

DR. JAMES W. CLARK
Professor and Chairman Department of Periodontology

DR. FRANK J. HUDSON
Assistant Chairman Department of Oral Surgery

DR. JIM MURPHIE
Professor and Chairman Department of Pedodontics

DR. YANCE GARY
Assistant Chairman Department of Pedodontics

DR. ROY M. SMITH
Professor and Chairman Department of Oral Diagnosis

DR. H. VERNON REED
Professor Department of Crown and Bridge

DR. HAROLD P. THOMAS
Professor and Chairman Department of General Dentistry
The year 1969 was an important milestone for the College of Pharmacy. In ten short years, the school had come from a low point in its existence to being ranked as one of the top five colleges of pharmacy in the nation. It would seem, therefore, that one wouldn't expect much change in the next year or so since a new height of achievement had been reached. However, such is not the case with this particular college. This school year, 1969-70, has seen many changes taking place with even more planned for the near future. Curriculum changes are being made in an effort to keep pace with changing trends in pharmaceutical education, and the pharmacy student is becoming more involved in his profession.
Until this year, pharmacy students didn't go to school in the summer. With the advent of the clinical pharmacy program, part of the senior class can elect to graduate a quarter early by going in the summer after their junior year. After going through two years of basic sciences and an unforgettable number of laboratory courses, the senior finally gets to apply himself in a setting quite unlike anywhere he's worked before. He becomes a part of the health team along with the other students on campus by working in the pharmacies in the city hospitals.
The three years spent in pharmacy school provide many memories which will not soon be forgotten. The countless hours spent in pharmaceutics lab hand-rolling suppositories, the brown jugs in Bio lab, "Fido" in Pharmacology lab, the endless exams, the all night study sessions, the old Rendezvous, the unforgettable Legion, the fraternity parties and pledging and the APHA convention in Atlanta. All blend in making the memories of our academic career. Who can forget Dean Feurt's chubby smiling face as he related assorted "Sea stories" in that appropriately named course—"Orientation." With each erudite lecture, the Dean entrenched us deeper into the College of Pharmacy. The most memorable quotes were, "Send me a postcard," and, "There's a lot of pharmacy in that."
When the senior year arrives, you apply more and more of your practical education. You've reached the final stage but it's still uphill. Somehow, though, you manage to survive with a lot of hard work and a little relaxation at some of the parties. Winter quarter finds you experimenting with animals and many drugs in one of your most valuable courses, pharmacology. This is one of the most interesting and most difficult quarters you have. Then it's finally here—graduation for some and a downhill road for the others until their graduation in June.
This third year arrived with many of the seniors not knowing what was in store for them. The thirty-three who chose to go during the summer became advisors on what to expect in the hospitals. The apprehension didn't last long, however, with everyone anticipating the arrival of March 15 and June 7, 1970—graduation dates for the seniors. The final year had arrived and there was too much to do to worry about any certain thing. Of course, there were extracurricular activities to occupy any "free" time one might have. The fall quarter started off with a bang with dedication of the new student center and the UT-Memphis State football game. The students now had a center they could truly call their own. The next week arrived with full awareness of the studying and working ahead. The city hospitals provided a totally new environment in which the students found themselves—many interesting experiences lay ahead.
ONLY 50 MORE DAYS!!

DO NOT ERASE
"A College of Nursing? Isn't that a little presumptuous? I mean nurses are trained in hospitals, aren't they? You say it's taking you five years to become a nurse? Why don't you just go on and become a doctor?" How many of us have been quizzed like this and how many times have we wanted to scream, "You just don't understand what nursing really is!" But we don't, because we know that we couldn't really explain it. To help anyone really understand we'd have to demonstrate nursing.
Of course we could explain that the whole realm of health care is expanding so rapidly that nursing must expand accordingly. Or perhaps we could say that as baccalaureate nursing students we seek to understand the why's of pathophysiology and appropriate therapy, not just the how's of certain procedure. We could simply say that we want our B.S. Or we might just say that at first we didn't know why we came here. When we first arrived we had a lot of vague ideas about helping people in need. It didn't take us long to realize that our idealism was the foundation upon which our nursing education would be built. That first year we began to learn that professional nurses were those who could assess the needs of patients, plan and direct their care, and also intervene in their anxiety. Of course, this wasn't easy for us when we were having difficulties with our own anxieties.
Our second year we were delighted to discover that with a little practice we could genuinely function in a clinical setting. Of course, we got more than just a little practice. In class we learned about problems, hypotheses, and validations, but most importantly, all we learned seemed to fall into a framework or a process of nursing. We began to understand nursing and why we had chosen it.
As seniors we began to appreciate that patients have lives beyond the hospital walls. We learned that they are human beings with their own unique place in society and within their family structure. Then too, we discovered that some patients have lost their orientation to society and to those significant to them, and that this is the point at which we can begin to help.

When we graduate we become nurses, professionals, complete with black bands and B.S. But what do all those trappings signify? They may be significant of nothing. Or, more likely, those trappings will belong to a person who has learned the art and science of caring... caring appropriately, therapeutically and sincerely.
Nursing Faculty

MISS RUTH NSIL MURRY
Dean
College of Nursing

MRS. WILHELM PROCTOR
Assistant Professor
Public Health Nursing

MISS JANE BRENNAN
Assistant Professor
Public Health Nursing

MISS DERONDA TUCKER
Assistant Professor
Medical-Surgical Nursing

MISS JANE ECHOLS
Assistant Professor
Medical-Surgical Nursing

MISS ONA HERRINGTON
Chairman
Third Year Nursing

MISS NORMA LORIS
Associate Professor
Psychiatric Nursing

MRS. JOHNNIE MOZINGO
Associate Professor
Maternity Nursing

MISS MARGUERITE J. SLADE
Instructor
Medical-Surgical Nursing

MISS JUDITH THOMPSON
Assistant Professor
Pediatric Nursing

DR. MARY MORRIS
Chairman
Second Year Nursing
Although somewhat less in number, the students comprising the graduate school of medical sciences find their work to be a necessary and integral part of all that is strived for at the medical units. Definitely belonging here, yet situationally separate, they aren’t organized into classes, they do not follow definite outlines of study, nor do they graduate together. You won’t find them exiting in unison after a class and you can’t distinguish them by their dress, but you may find a few teaching and many more involved in the daily experiments, all adding up to much needed research.

Graduation was only the beginning, a ticket to increasing specialization. Independently working in union they develop research capability and experience the benefits of one another as fellow scholars.
Many of us have always intended to continue through graduation for a Master's and our Doctorate. Some of us weren't satisfied and looked to graduate school as a means of finding ourselves and our seemingly unanswerable questions. Now as students, we comply with the university, follow the budget, and enlist ourselves in a program unlimited in challenge. All the training, specialization, research, and scientific problems make up our schedule of events. Pressure, blind alleys of unanswerable enigmas, being constantly behind, and late hours give us a common background through which we communicate. But it isn't an ordeal of endurance that challenges us through a year's work, rather it is the purpose, the objectiveness, the ingenuity of our goals and the unquestionable progress we make.
There is a total of eight professional fraternities and one professional sorority on the University of Tennessee Medical Units campus. The rivalries and competition ranging from athletic to academic achievement have created for the medical unit student a healthy atmosphere for fellowship and service. Fraternity membership provides not only a feeling of "belonging" and the opportunity to serve fellow students while on campus but continues to provide respect and inspiration for many years after graduation.

In Medicine, there are three active local chapters of national professional fraternities—Alpha Kappa Kappa, Phi Chi and Phi Rho Sigma. National Dental fraternities represented on campus are Delta Sigma Delta, Pi Omega and Xi Pi Phi. Within the college of pharmacy, there is the only women's fraternal organization, Lambda Kappa Sigma. Kappa Psi and Phi Delta Chi are local chapters of major national pharmacy fraternities. These fraternities represent the enduring competition yet mutual interest in service here on the medical units campus.
Alpha Kappa Kappa

Thomas W. Pendergrass
President
David Bert Barker
Vice-President
William Berwick
Correspondence Secretary
John Carl Weaver
Recording Secretary
Harold Thomas Atlin
Treasurer
Joe R. Walker
Cheerleader
John Blatt Weder
Marshall
Robert M. Klebold
House Manager
Robert W. Keeling
Warden

Charles Edward Adwell
James Richard Allen
Marvin B. Beard
Richard Lee Bessell
Stephen D. Dent
James Eaves
Charles B. Ferguson
Albert A. Fite
Larry Foster
Craig Hare
William E. Harrison
Stephen Henry
James K. Hitchman
Bill Huffman
James W. Kithay
Charles L. Kuczma
Charles Lill
Emery McKee

William R. McKinstick
Larry G. Meden
Larry Marshall
Thomas B. Miller
Richard Lloyd Miller
David Oliver
David W. Rhodes
Carl Nelson Ringer
Richard A. Roh
Carroll E. Ross
Samuel T. Scalling, IV
Mike Siss
LaBud Frederick Vossell
George A. Wade
Robert A. Webster
John H. West
Gordon Yolton
Anthony C. Zoffuto
Kappa Psi

Jim Randy
President
Roger Davis
Vice-President
David Cloyd
Treasurer
Fred Powell
Secretary
Wayne Smith
Historian
Thomas W. Arr
Social Chairman
Jim Glover
Sports Chairman
Ray Macrom
Chaplain
Ronnie Stoner
Sergeant-at-Arms
Larry Arman
Hunter Bahr
Greg Baker
David Belfer
Bill Barker
Jim Beck
Randy Bedrose
James Brenkle
John Bokshar
Bobby Bryant
Jerry Bartlett

Larry Bass
Danny Bias
Larry Callihan
John Carver
Joe Campbell
Terry Carter
Joe Cartes
Wayne Ceppi
Randy Chendler
Ronald Christy
Richard Donnelly
Joe Davenport
John Davis
Danny Dobson
Mike Dowell
Ron Eatherly
Dale Evans
Glen Ferr
Marty Fodor
Mike Frantire
Chris Gilbert
Nicholas Gilli
Allan Gilliam
Bobbi Gray
Jimmy Guiley
Glenn Hall
Byron Hardly
Sam Hutchinson
John Hagan

Bill Harris
Bruce Hinton
Wayne Holloway
James Jones
Don Kiley
Nick Keeler
Phil King
David Little
Eddy Lee
David Larivne
Bob Lewis
Walt Koffecoff
Eddy Montgomery
Roger McFadden
Bob McKeever
Tom May
James May
Ben Morrell
Tom Mason
Marc McClain
Mike McKeen
Dick McKeen
Gene Miles
Jim Moore
Sherman Nagler
Charles Nicholas
Mike Nickels
Bill Potter
Gary Potter

Ed Pittman
John Patton
Nathan Rawls
Bill Rees
Billy Regal
Al Roach
Terry Roberts
Tom Rohlin
Carl Schulte
Harold Smith
Larry Smith
Walton Schulte
Gary Schwendeman
David Selens
John Snerd
Bill Sorber
Larry Summerville
Jim Sams
Don Sloan
Tommy Turner
Frankie Vaise
Weston Wynn
Ronnie Williams
Richard Wilford
Bill Wilson
Danny Wilson
Dan Wilson
Ronald Zimmerman
Tom Zandi
Howard A. Beene
Presidential Advisor
Richard Terry
Vice-President, Junior
Roland H. Myers
Secretary
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Edwards S. Dimente
Michael V. Doyle
Jesse E. Dunlap
Joseph W. Emis
John E. Everett
Carl E. Fisher
James B. Fittsasser
Stephen B. Fobbe
John H. Gardner
Michael S. Hull
Vincent D. Hamilton
Raymond Idler
Quinton E. Jackson, Ill.
Alexander P. Keller
Richard H. Keys
Wes Livestak
Gary W. McQueen
Michael P. Marshall
Samuel G. Meredith
Joseph W. Miles
William L. Miss
William F. Mount
Wayne S. Paullin
Richard H. Pearson
Terrell M. Peters
Keith D. Peterson
Robert F. Pfinginer
John R. Pierce
Thomas A. Rider
Douglas D. Porter
Kendall B. Pressor
S. Oliver Rabino
Barry A. Sally
John N. Sanderson
Dalton G. Salome
A. Frank St. Clair
Edward Turnbull
William D. Upham
Thomas T. Wells
Amelia L. Winstead
W. Hall Worthington
Desson C. Dunagan
Ray Karp
Donald W. Faine
Edward H. Haber
Clifford O. Johnson
Jerald W. White
Robert R. Jones
Donald B. Wilson
George L. Varlo
Larry M. Sweeney
John S. Harris
George L. Holmes
Gary R. Torian
Olin L. Davidson
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Daniel L. Stehle
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James H. Anderson  
James T. Bailey  
Robert T. Bailey  
James L. Barnes  
Barry L. Bates  
James B. Blackshear  
Thomas C. Bright  
Tony M. Brinson  
Barry M. Burklethier  
Raymond J. Burton  
Steve W. Cagle  
Ivan L. Caldwell  
Richard A. Candler  
Thomas W. Clark  
Charles R. Collins  
John A. Conner  
John W. Crow  
Charles W. Dawson  
Douglas A. Davis  
Bobby D. Davidson  
Robert F. Dekker  
Billy B. Dunlap  
Jerry M. Dunn  
Donald W. Fields  
William G. Garrett  
Terry S. Geffreth  
James H. Gentry  
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James E. Thompson  
Freddie B. Tosh  
James C. Turner  
Patrick T. Torrell  
Richard L. Wadrop  
Neal R. Walker  
Leslie A. Warren  
Charles E. Webb  
Larry D. Williams  
Daniel R. Williams  
Kenneth D. Wilson
For many years the Medical Units of the University of Tennessee has offered an excellent program of recreation and intramurals. The program here is constructed and administered so that it meets the needs of a broad section of the student body and is not geared strictly to the athletically inclined and interested student. Consequently, we offer over twenty different activities and sports. With a varied number of activities the individual who is not accomplished athletically can also find enjoyment and recreation through the program.

The addition of the Athletic Building of the Wassell Randolph Student/Alumni Center has greatly enhanced the existing recreational and intramural program and affords almost unlimited opportunities for the future. The Center provides the student and member with a much needed place for relaxation and release.
The Medical Units, because of interest shown by a number of students, had a varsity basketball program in 1969-70. This was the first time in ten years that the Medical Units fielded a varsity basketball team. The schedule included a total of nine games and found the U.T. "Docs" finishing the season with three wins and six losses. The team was represented by the three colleges, medical, dentistry, and pharmacy. The basketball program was a worthwhile venture and will be continued thru the coming years.
The U-T Nurses basketball team celebrated the first season in their new Tartan floored home with the most topsy-turvy year ever. Faced with a complete rebuilding effort, the Nurses floundered early, then came on strong to compile a 12-8 nursing school record which was climaxed by winning the 1970 Cotton States Nurses Tournament, the first school to ever win the tournament three times. Enroute to their title the U-T team defeated Knoxville St. Mary's, St. Louis Barnes, Memphis St. Joseph, and Georgia Baptist. Elaine Hearn was named Tournament Most Valuable and made the All Tournament team; Barbara Kizer was picked for Second Team All Tournament.

Additional highlights of the season included a runner-up in the Knoxville Volunteer Tourney in December, trips to St. Louis and New Orleans in January, and the annual Little Brown Jug battle against Indiana University in Memphis in February with the jug staying with U-T once again.
The 1969-70 intramural year was the inaugural one in the new Wassell Randolph Center Athletic Building. Because of this new facility the operation and participation of the intramural program was much more enjoyable for everyone involved and it offered a "Home Base" for the intramural activities.
The running of the annual Fraternity Track Meet ended the intramural year at the medical units. The program during the year included twenty-three different sport activities, and at its conclusion found Alpha Kappa Kappa, medical fraternity, winning the overall intramural championship with a record of 1020 points. The AKK's on their way to the championship won eight different activities and were runner up in four others. They were followed closely by Psi Omega, dental fraternity, with an overall total of 1005 points. Third place overall went to Zips, dental fraternity, with a total of 99 points. Phi Rho Sigma, medical fraternity, finished in fourth place with 815 points. The other medical fraternity, Phi Chi, finished fifth with 675 points. The pharmacy fraternities finished sixth and seventh with Phi Delta Chi scoring 445 points and Kappa Psi scoring 620 points. Eighth place was Delta Sigma Delta, dental fraternity, with 250 points and in ninth place, the Independents, with a total of 95 points.
Time and effort are put into continuation of numerous organizations on campus. Each organization has its own objectives and interests, yet together they give the student an opportunity to expand his experience and involvement on the UT campus. Organizations indicate that an education is not merely achieved in studies and study related activities. Many tasks are accomplished through the efforts of these groups that would otherwise go undone. The organizations at UT are related to various fields of endeavor and are comprised of individuals from different areas of study. Benefit comes to the students involved, and service is rendered to many. Through participation in organizations students contribute both to the betterment of themselves and the campus.
TO YOU
HAND IN HAND WE COME
CHRISTOPHER ROBIN AND I
TO LAY THIS BOOK IN YOUR LAP.
SAY YOU'RE SURPRISED?
SAY YOU LIKE IT?
SAY IT'S JUST WHAT YOU WANTED?
BECAUSE IT'S YOURS—
BECAUSE WE LOVE YOU.

A. A. Milne
from Winnie the Pooh

Peter Rogers, Medicine
Paul Witkowski, Medicine
Bill Moninger, Dentistry
Sherman Napier, Pharmacy
Katie Denison, Nursing
Becky Stephens, Nursing
The Scope is the official student publication at the University of Tennessee Medical Units. This past year, the editors have encouraged student dialogue and emphasized the exchange of ideas over reporting on social events.

In this professional institution we have tried to create an awareness and to stimulate a professional attitude of leadership directed toward the many problems society faces today. As students, we must question and offer solutions.

Perhaps we have been able to bring this awareness to our campus and you will in turn take it to our communities, our state, our country, and our society.

STUDENT EDITORIAL BOARD:

Lyle Miller, Dentistry
Randy Pretz, Medicine
Nick Kessler, Pharmacy
Jane Pitchford, Nursing

In addition to widespread interest and participation across programs of dental care for children, Dr. Miller is married and has four children of his own.

S.A.D.A.

The Student Chapter of the American Dental Association at The University of Tennessee College of Dentistry makings plans for the annual Student Dental Day, to be held on May 24, 1970.

The Department of Dentistry is planning to offer a double degree program where the participants will receive both the B.S. Degree in Dental Surgery and the B.D. Degree in Dental Sciences. Dr. Miller is also working on a program for public education.

The editors of The Scope welcome your comments and suggestions.

E. L. MERCER, INC.
The University Interfaith Association represents Jewish, Catholic and Protestant faiths working together and incorporating the notion of a rich unity-in-diversity. It seeks to stimulate creative dialogue between the sacred and the secular, the Church and the University.

The Baptist Student Union has continued its endeavor to share Christian fellowship, fun and inspiration with the students in the Medical Units. Students may participate in noon-day luncheons, Friday night programs, retreats, and mission activities.

Alpha Omega Alpha is an Honor Medical Society composed of fifth and sixth term medical students. Membership is based upon scholarship, personal honesty, and potential leadership.

The Caduceus Chorus is an organization composed of individuals from all the colleges at UT who are especially interested in singing and the joy of music. Adding to the "glee" of the organization are the fun of weekly rehearsals, quarterly appearances and social events.
The Student American Dental Association

From 1955 until present, with Dr. Joe Bell as our faculty sponsor, the Student ADA is the first opportunity for dental students to participate in organized dentistry. Participation by interested students in programs sponsored by the Junior ADA around our school and in our community broadens and promotes the ideals of the profession. The associations which are begun in dental school become more important after graduation as each graduate assumes a respected position in their communities and in our society.

Student American Medical Association

Creation of interest toward the promotion of progress in the pharmacy profession is the primary concern of the organization. All student activity is aimed to improve the professional role pharmacy plays as an integral part of the health profession.

Student American Pharmaceutical Association

The student American Medical Association provides a means by which Residents, Interns and Medical Students can communicate, solve their problems and carry projects at the school and in the community.

ADHA

The Junior chapter of American Dental Hygienists Association is an active professional organization for dental hygiene students. Monday meetings include educational programs and charity projects.
Representatives from the faculty, administration, alumni, and students from each of the colleges comprise the Board, which has overall legislative responsibility for the Center. In addition, the student representatives serve on the Program Board which administers programming within the Center.

**Drug Abuse Team**

In 1968, the College of Pharmacy initiated a program of drug abuse education in Tennessee which has reached over 170,000 persons. The program has been recognized nationally as the recipient of the Freedom's Foundation Award.

**Junior AMWA**

The UT Junior branch of AMWA functions in uniting female medical students through participation in extracurricular activities, exposure to established female physicians, and group projects to further medical education.

**Medical Honor Council**

The Honor Council at the University of Tennessee was established in 1961 by the students of the College of Medicine who felt that honesty and intellectual integrity could best be guarded by the actions of each student. It is composed of two members from each medical class and functions as an organization that controls the conduct of examinations. In spirit it assumes that honesty extends not only to the bedside but also in dealings between fellow students in support of Middleton when he said, "Lands mortgaged may return, but honesty once pawned is ne'er redeemed."
Enthusiastic about nursing and eager to assume active roles in the UTCN community, the members of the Student Council have strived to promote dialogue between nursing students and their faculty. Under the leadership of Mary Ann Tate it has sought to represent college of Nursing's perspective in campus wide affairs of the Medical Units.

Student Council

The Student Council functions as a liaison between students and faculty and students and administration in promoting the best interests of the University and its students.

Nux Club

The Nux Club dates back to 1939, a tradition of the Medical Units. It is a honorary drinking society composed of good guys seniors of the professional fraternities on campus. The Nux Club promotes the spirit of good will and fellowship among and between the various fraternities on campus.

OKU Honorary Fraternity is composed of those students, faculty, and alumni who exhibit or have exhibited an academic excellence in dentistry. OKU honors in an appropriate manner those who have conducted themselves in the qualities of honor, leadership, scholarship, and character.
This honorary society, dedicated to furthering high standards in the profession, was founded in 1948 in recognition of Dr. Richard Doggett Dean and his wife, Dr. Marguerite Taylor Dean, for long and faithful service to the University and dental education.

To be eligible for election a student must rank in the upper one half of his class scholastically, must be of high moral character and must show promise of making significant contributions to his profession after graduation.

Rho Chi is the honorary academic society of the pharmaceutical sciences. Membership is based on leadership and personal qualities as well as scholastic abilities. Membership in Rho Chi gives the student an honor to strive toward.

Poverty Is Not Only Inherited—It Is Learned

The student action group affiliated with Map-South and St. Jude Hospital was created in April 1968 to provide the allied health student with an opportunity to gain a greater understanding of the problems facing our society, especially with respect to the relationship between environment and total patient care. This is accomplished by working in a person-to-person relationship to the individual's own capacity with an indigent family in its struggle for survival.
Numbers and letters designate advancement at U.T. In this age of numbers, perhaps students would like to forget the numbers and remember the individuals who comprise his class. It seems that each class takes on its own unique class spirit and character. Not one class parallels the identity of the other.

Many friends are made during the educational segment of one's life, and many of these relationships last a lifetime, while others end with graduation. Class members are well aware of the here today, gone tomorrow friendships that arise. Welcoming the memories gathered from past relationships, they will remember the company and support of fellow classmates.
College of Medicine Class of June 1971

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Knoxville, Tennessee
Memphis, Tennessee

Knoxville, Tennessee
Memphis, Tennessee

Memphis, Tennessee
Knoxville, Tennessee
Memphis, Tennessee

Lawton, Oklahoma
Kaufman, Tennessee
Huntsville, Tennessee

JACKSON, TENNESSEE
MEMPHIS, TENNESSEE
NASHVILLE, TENNESSEE
CHARLESTON, WEST VIRGINIA
MIAMI BEACH, FLORIDA

MEMPHIS, TENNESSEE
NASHVILLE, TENNESSEE
CHARLESTON, WEST VIRGINIA
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Nat Polkard
SAREK I. AREMA
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<td>RANDAL J. MAY</td>
<td>Knoxville, Tennessee</td>
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<td>GARY P. TREY</td>
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<td>J. WALTER EVERHARD</td>
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<td>BRUCE M. YERGIN</td>
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<td>WILLIAM R. HUFFMAN</td>
<td>Athens, Tennessee</td>
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<td>JAMES E. HALEN</td>
<td>Exeter, Indiana</td>
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<td>COLEMAN L. ARNOLO</td>
<td>Charleston, Tennessee</td>
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<td>JAMES D. JENRY</td>
<td>Paducah, Kentucky</td>
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<td>ROBERT C. BALLARD</td>
<td>Nashville, Tennessee</td>
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<td>VAUGHN N. BARNARD, JR.</td>
<td>Knoxville, Tennessee</td>
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<td>MICHAEL C. BARNICK</td>
<td>Johnson City, Tennessee</td>
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<td>NICHOLAS H. BARTER</td>
<td>Austin, Texas</td>
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<td>CHARLES R. BEARD</td>
<td>Chattanooga, Tennessee</td>
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JACK E. WOLMACK
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<td>William B. Mitchell, Jr.</td>
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College of Dentistry
Class of July 1970

<table>
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<td>G. Michael Brown, Secretary-Treasurer</td>
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College of Dentistry
Class of September 1970

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College of Dentistry
Class of November 1970

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College of Dentistry
Class of June 1971

MARK J. CALDWELL, President 200
MICHAEL C. KRY, VP 200
THOMAS G. WILSON, Secretary & Treasurer 200
ROSS J. BAKER, 225
JOHN A. BALLIS, 200

RICHARD M. BARNES, 200
GERALD M. BRETON, 200
WILLIAM H. CASTELLAS 225
CARRAHILL, W. DOW 225
JAMES E. DUFFY, 62

MICHAEL W. EDE, 225
LOWELL D. FRYE, JR. 200
WILLIAM R. BARKER, 200
MACHSON B. BILLS, 200
RONALD D. GEISS, 225

GARY L. HANKINS, 204
WILLIAM M. HENDRICKSON
VALE E. HURCH 225
TROY J. JENKINS, 225
ZACK D. JENNINGS, JR. 225

JAMES C. McKEE, 225
HERBERT MOSKOWITZ 225
ROBERT L. MOUDY, 200
WILLIAM T. NAYLOR, JR., 90
JAMES D. NEVINS, 225

DAVID W. NUTTALL 225
DYLE L. OUELLE, 225
JAMES T. PHelan, 225
WILLIAM A. PICKARD, III, 92
LANCE J. RUFF, 225

DONALD E. REYNOLDS 225
DAVID H. RICHARD 225
JAMES T. RICHARD, III 225
ANDREW J. SHEDD, 225
SHERMAN E. SMOCK, 225

RICHARD T. STICKLAND 92
DAVID D. TEBURL, 225
RICHARD T. TOBAS 92
TYLER M. WITHEMov 225
TRAVIS A. WITHERINGTON, II, 92

GERALD S. WOOD, JR. 225

Clifton, Tennessee
Lake Jackson, Texas
Oak Ridge, Tennessee
Beechertown, Texas

Pennsylvania, Florida
Albany, Georgia
Knoxville, Tennessee
Pine Bluff, Arkansas
Dallas, Texas

Nashville, Tennessee
Memphis, Tennessee
Tampa Terrace, Florida
Hattiesburg Mississippi
Nashville, Tennessee

Memphis, Tennessee
Covington, Arkansas
Mountain Home, Arkansas
Carpenter, Mississippi
Holt, Arkansas

Kosciusko, Arkansas
Rushing, New York
Davisville, Arkansas
Atlanta, Georgia
Goodman, Mississippi

Owens, Connecticut
North Little Rock, Arkansas
Oxidental, Arkansas
Byronville, Arkansas
Oak Ridge, Tennessee

Ponca City, Oklahoma
Yoder, Alaska
Eliot, Mississippi
Tallon, Oklahoma
Austin, Texas

Little Rock, Arkansas
Redlands, Maryland
Memphis, Tennessee
Memphis, Tennessee
Dumas, Arkansas

Nashville, Tennessee

College of Dentistry
Class of September 1971

BARTON L. MCGEE, JR., President 92
DOUGLAS J. FRY, Vice-President 90
BRUCE M. COLEMAN, Secretary 90
EVERTALL L. GLAZEBR, Tuscaloosa 90

MARK V. BAILEY 999
JOHN C. BEEBE 90
CHARLES W. BICKS, 92
CHARLES V. COLLINS 92

HERBERT N. DAVIS 90
WALTER M. DENNIS 225
WILLIAM F. GUTTENBERG 90
JOHN B. ERIKSON 90

WILEY J. FOWLER, 225
REINALD R. FRIED, 90
WILLIAM F. GUTTENBERG, 90
LARRY D. HERRMAN 225

JAMES R. HORTH, 91
JAMES MCMHARRON 225
JOE A. MOODY, 92
WILLIAM H. SAYELL, JR., 92

HARRY K. SHARPE 92
MICHAEL F. SHABROCK 92
BEN E. SMITH 90
GARY W. STARRICK 90

JAMES S. STELMAN 92
JAMES S. SUMMERS 92
SCOTT E. TAYLOR 92
BERRY D. TURNER 92

JOHN J. TURNER 92
FRANK W. WILLARD, JR. 225

Mentor, Tennessee
Mentor, Tennessee
Tallahassee, Florida
Oak Ridge, Tennessee

Alaska, Tennessee
Flint, Michigan
Bloom, Tennessee
Madison, Tennessee

Wichita, Kansas
Jackson, Mississippi
Columbia, Mississippi
Clifton, Texas

Nashville, Tennessee
Tuscaloosa, Mississippi
Nashville, Tennessee

Oklahoma City, Oklahoma

Dove, Tennessee
Nashville, Tennessee
Sewanee, Tennessee
Chattanooga, Tennessee

Columbia, Tennessee
Covington, Arkansas
Kingsport, Tennessee
Salina, Ohio

Oak Ridge, Tennessee
Lafayette, Tennessee
Dover, Connecticut
Columbia, Mississippi

Houston, Texas
Clarksville, Tennessee
College of Dentistry
Class of December 1971

CHARLES A. DAVIS, President, '71
JAMES R. SMITH, Vice-President, '71
RICHARD A. SMITH, Secretary & Treasurer, '71
HENRY R. RAONE, '70

Tulsa, Oklahoma
Nashville, Tennessee
Florence, Alabama
Nashville, Tennessee

GLEN R. BROOKS, '72
WILLIAM W. CASEY, '72
JAMES E. THORPE, '72
GLENN J. FINNEY, '72

Sulphur, Oklahoma
Carmen, Arkansas
Tulsa, Oklahoma
Oak Ridge, Tennessee

DAVID W. BOLUK, '72
STEPHEN L. GERRITT, '72
EDWARD S. GILLIS, '72
OWEN T. HEARN, '72

Kingsport, Tennessee
Tulsa, Oklahoma
Fort Smith, Arkansas
Eugene, Oklahoma

RODNEY A. HUNT, '72
THOMAS L. JONES, '72
ROBERT J. JEANE, '72
JAMES C. KELLER, '72

Jackson, Mississippi
Batavia, Mississippi
Lindale, Kentucky
Baton, Louisiana

WARREN G. MASSEY, '72
NATHAN M. MANS
TOBY S. MCDONALD
JOSE S. MERCHANT, '72

Lufkin, Arkansas
Tallahassee, Florida
Florence, Alabama
Jackson, Mississippi

WILLIAM G. PARRISH, '72
STUART D. PENN, '72
PHILIP B. POWELL, '72
RICHARD S. SMITH, '72

Douglas, Georgia
Gainesville, Florida
Cleveland, Tennessee
Kingsport, Tennessee

MICHAEL H. STERN
WILLIAM E. TATE, '72
WILLIAM D. VIECABALD, '72

Houston, Texas
Birmingham, Connecticut
Murfreesboro, Tennessee

College of Dentistry
Class of March 1972

WILLIAM L. FLATACK, President, '72
RICHARD J. RINDOCHI, Vice-President, '72
MAYRIN C. RODRIGUEZ, Secretary, '72
JOHN W. REED, Treasurer, '72
WILLIAM J. JENNINGS, Social Chairman, '72

THOMAS G. ZAVERA, Jr., Athletics Director, '72
JOHN B. BATES, '72
WILLIAM H. BIRDWELL, '72
GEORGE R. BOJOS, '72

DANNY B. BOYD
WILLIAM A. CASHMAN, '72
EDMUND H. COFFEY, '72
WILLIAM G. COVER, '72
WILLIAM M. COUCH

CURTIS F. CUNNINGHAM, '72
GARY B. DICKSON, '72
JULIUS W. ECKERT, '72
ALLEN W. HARRIS, '72
JAMES G. HIGGS, '72

PHILIP E. HILTON, '72
ROGER E. JENSEN, '72
GARY S. JONES, '72
GARY L. KEMP, '72
ARCHIE L. LEDFORD, '72

MICHAEL Y. LURKET, '72
RONALD T. MAYE, '72
ROBERT H. MCCLURE, '72
DAVID W. MOORE, '72
FRANK L. O'CONNOR, '72

CHARLES R. PEHR, '72
ROBERT H. PETTLE
DARRELL L. SAGER
GEORGE W. SANDERS
J. DAVID SMITH

T. TERRY THOMPSON, '72
JOHN S. WEBER, '72
JAMES L. WILSON, '72
DAVID S. WILLIAMS, '72

College of Dentistry
College of General Practice

Nashville, Tennessee
Gulfport, Florida
Kentucky, Tennessee
Chattanooga, Tennessee
Nashville, Tennessee

Knoxville, Tennessee
Gainesville, Florida
Nashville, Tennessee
Murfreesboro, Tennessee

Mass., Arkansas
Clifton, Arkansas
Greensboro, Tennessee
Clifton, Tennessee

Kentucky, Tennessee
Kentucky, Tennessee
Knoxville, Tennessee

Netherlands, Texas
Fort Smith, Arkansas
Carlsbad, New Mexico
Fort Smith, Arkansas

West Helena, Arkansas
Shreveport, Louisiana
Pekin, Illinois
Pekin, Illinois

Ketchikan, Alaska
Murfreesboro, Tennessee
Hammond, Tennessee
St. Louis, Missouri

Natchez, Mississippi
Williams, Mississippi
Wichita, Arkansas
Wichita, Kansas

Boston, Massachusetts
Boston, Massachusetts
Tulsa, Oklahoma
Tulsa, Oklahoma

Knoxville, Tennessee
Sarasota, Florida
Nashville, Tennessee
Eugene, Oregon

Paris, Texas
San Antonio, Texas
Mississippi, Tennessee
Louisiana

Murfreesboro, Tennessee
Murfreesboro, Tennessee
Lebanon, Tennessee

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Gainesville, Florida
Nashville, Tennessee
Murfreesboro, Tennessee

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Clifton, Arkansas
Greensboro, Tennessee
Clifton, Tennessee

Kentucky, Tennessee
Kentucky, Tennessee
Knoxville, Tennessee

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Fort Smith, Arkansas
Carlsbad, New Mexico
Fort Smith, Arkansas

West Helena, Arkansas
Shreveport, Louisiana
Pekin, Illinois
Pekin, Illinois

Ketchikan, Alaska
Murfreesboro, Tennessee
Hammond, Tennessee
St. Louis, Missouri

Natchez, Mississippi
Williams, Mississippi
Wichita, Arkansas
Wichita, Kansas

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College of Dentistry
Class of June 1972

JAMES D. ROYNEE, President, 91
SIDNEY E. COLE, Jr., Vice-President, 91
JOHN A. KOWE, Secretary & Treasurer, 92

J. NEWTON BAYE, 90
JAMES D. BURLESON, 90

RAY E. COLCLOUGH, 90
LARRY J. DAVIS, 90
JAMES L. DICKSON, 90
JACK DICK, 90
GEORGE W. GRAHAM, Jr., 90

TONY D. HOOPER, 91
ROBERT L. HORTON, Jr., 91
CARRICK F. JOHNSON, 91
HARLEY L. JONES, 91
MOWELL D. JONES, III, 91

CHARLES L. KEULA, 90
WILLIAM E. LENHART, 90
BERTIL E. LUND, 90
DAVID L. LEWIS, 90
JON M. MAJOR, 91

THOMAS W. MAYS, 90
ROBERT M. MAMIS, 90
CLARENCE L. MOORE, Jr., 90
RICKJILL E. ROE, 90
LON N. REX, III, 90

DONALD H. ROBERTS, Jr., 90
THOMAS D. RUVEL, 91
ALAN P. SALOMON, 91
ROBERT W. SCOTT, 91
TRAVIS D. SHUMATE, 90

HOWARD S. SMITH, 90
MILDRED S. SMITH, 90
BARRY J. SOLOMON, 90
KEVIN K. WILKINSON, 90
EDWIN B. WALKER, 91

MAURICE W. WEAVER, Jr., 90
RONALD B. WEINER, 90
JAMES F. WILLIAMS, 90
ERNEST T. WRIGHT, 90

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