THE COLLEGE OF MEDICINE
1970–1971
THE UNIVERSITY OF ARIZONA RECORD
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JULY, 1969

CORRESPONDENCE: inquiries, requests for additional information and/or clarification relating to the College of Medicine, The University of Arizona, should be directed to:

The Admissions Office
College of Medicine
The University of Arizona
Tucson, Arizona 85721

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ACADEMIC CALENDAR FOR 1970-71

FIRST SEMESTER

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<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence Halls open for New Students</td>
<td>1 T</td>
</tr>
<tr>
<td>Registration for College of Medicine</td>
<td>(Freshmen Only) 4 F</td>
</tr>
<tr>
<td>Orientation for College of Medicine</td>
<td>(Freshmen Only) 5 Sa</td>
</tr>
<tr>
<td>Classes begin in College of Medicine</td>
<td>8 T</td>
</tr>
<tr>
<td>Homecoming — no classes</td>
<td>31 Sa</td>
</tr>
<tr>
<td>Veteran's Day — no classes</td>
<td>11 W</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>26Th-29 Su Incl.</td>
</tr>
<tr>
<td>Christmas Recess</td>
<td>20 Su-Jan 3 Su Incl.</td>
</tr>
<tr>
<td>Semester examinations end</td>
<td>22 F</td>
</tr>
</tbody>
</table>

SECOND SEMESTER

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration for College of Medicine</td>
<td>23 Sa</td>
</tr>
<tr>
<td>Classes begin in College of Medicine</td>
<td>25 M</td>
</tr>
<tr>
<td>La Fiesta de los Vaqueros — no classes</td>
<td>18 Th</td>
</tr>
<tr>
<td>Spring Recess</td>
<td>4 Su-11 Su Incl.</td>
</tr>
<tr>
<td>Semester examinations end</td>
<td>29 Sa</td>
</tr>
</tbody>
</table>
The University of Arizona, an integral part of the state system of public education, was established in 1885 as the state's Land Grant institution. During the ensuing years it has developed into one of the great educational institutions of the southwestern United States. It is organized into 13 colleges and over 25 divisions of research and special service.

Student enrollment currently exceeds 23,000, 4500 of whom are graduate students. The Bachelor's degree is offered in more than 175 fields, the Master's degree in 101 and the Doctor's degree in 59. Its 175,000 former students are represented in every community of Arizona, in every one of the United States, and in many foreign countries.

The University is situated in Tucson, a community of approximately 300,000 population which is almost doubling in size every ten years. The campus is located one mile east of the central business district. The academic buildings are located along a central mall and the supporting and ancillary buildings are on the periphery.
THE COLLEGE OF MEDICINE

There are three publicly supported institutions of higher education in Arizona under the jurisdiction of the Arizona Board of Regents. Until 1967, premedical students who were enrolled in these institutions received their medical education outside of Arizona either by individual arrangement or through the cooperative program of the Western Interstate Commission for Higher Education. In 1961, following the publication of *The Arizona Medical School Study*, conducted under the direction of Dr. Joseph F. Volker for the Board of Regents, the Regents voted to grant authorization to the University of Arizona to develop a College of Medicine.

Funding for the design and construction of a Basic Medical Sciences Building was achieved by means of a private gifts campaign. The funds raised were matched by the U. S. Public Health Service. Ground was broken to start construction of this building in May, 1966, and the building was occupied in the summer of 1967.

The first, and only, major biomedical library in this part of the United States was started simultaneously with the building program. The Medical Librarian and his staff have under development a comprehensive collection of the most important of the world's biomedical literature for the use of the students and faculty of the University and of the practicing physicians in Arizona.

The cost of the design and construction of the Clinical Sciences Building, Outpatient Department, and Hospital was met through the sale of self-liquidating bonds and matching funds from the United States Public Health Service. Construction of the latter buildings began in the summer of 1968, and completion is expected in early 1971.

Physical Facilities

Just north of the eastern end of the main campus is a thirty-acre extension where the College of Medicine has been developed. The Basic Medical Sciences
Building faces south to the main University campus. Connecting with its north side is a clinical sciences wing, outpatient department and 300-bed teaching hospital. The University of Arizona Hospital was established by the Board of Regents to provide the College of Medicine at the University of Arizona with facilities and resources for education and research in clinical medicine, and for programs designed to investigate, demonstrate and promote means for achieving health care of the highest possible quality.

The medical complex, when completed, will include a student wing with multi-discipline laboratories, lecture rooms, snack bar, lounge, and supporting facilities. It will also contain centralized animal quarters, the medical library, administrative offices, and the academic departments. The clinical departments are stratified horizontally with outpatient and inpatient areas over six floors arising out of a three-story base. The latter incorporates the service-oriented functions, such as the emergency room, operating suites, radiology, and clinical pathology laboratories.

The Medical Center will contain all teaching, research, and service components that are required for undergraduate and graduate medical education and graduate training programs in all of the traditional health-related fields.

The Medical Center — Objectives

The aim of the University Medical Center, which includes the College of Medicine, is to provide an organization for coordinating all of the intellectual resources in the total spectrum of health services in a manner that is consistent with the aspirations and expectations of the people of the state. It is intended to serve, in the broadest sense, as an educational institution for the people of Arizona and beyond.

The Medical Center faculty and staff are familiar with the fundamental problems in medical science and medical care which are of national and worldwide significance. They are also engaged in a consideration of the health problems of Arizona and the various factors — biological, sociological, cultural, and economic — which may cause or contribute to them. Through cooperative efforts with other units of the University, and jointly with governmental and private agencies, hospitals, professional and lay groups, the Medical Center staff will actively pursue appropriate solutions to these health problems.

Through such consultative efforts, the Medical Center will contribute to the expansion and improvement of health resources, raise standards of health care, and help meet the health needs of the state. For this purpose, a variety of educational activities of the highest quality will be developed. This will involve the recruitment of an outstanding faculty, the selection of the best student body obtainable, and the creation of an environment which will foster scholarship.
Medicine is the study of human growth, development, and illness. It includes the biological, mental, emotional, and cultural factors that bear upon normal human development and its aberrations. The teaching of modern medicine requires an integrative approach which minimizes or even abolishes the artificial separation which has previously existed between the traditional basic and clinical sciences and between undergraduate, professional, and postgraduate education. The education of a physician must also be shifted toward the techniques of problem solving rather than continuing to emphasize encyclopedic knowledge. No longer is the individual physician, with his personal armamentarium of knowledge and skills, the patient’s sole resource. Instead, the physician is assuming the role of a team leader who has the breadth and competence to marshall the additional resources his patients may require. The ability to mobilize and utilize technical assistance and to work cooperatively in a team, especially in an era of intense specialization, should be the essence of professionalism.

The specific educational programs are designed to meet the interests and needs of the individual student, whether undergraduate or postgraduate, and the faculty and administration will always be available to help any student with a special problem, whether it be academic, economic, social, or personal in character.

The undergraduate medical curriculum should be viewed essentially as the “liberal arts” of medical education. The student will be encouraged to develop an interest in the comprehensive care of patients. The curriculum is intentionally structured so that the student will face problems similar to those seen in the practice of medicine and he will participate in their resolution. Basic to this approach are: continuity of care during periods of health as well as illness, and an understanding of the role of the family physician as he renders those services which are within his competence.

The faculty of the College of Medicine believes that all students should understand the philosophy which underlies family practice, since many future physicians will serve as personal physicians and family health advisors. As a part of this effort, the faculty will draw upon the resources of many disciplines — medical practice, economics, business administration, sociology, psychology, education, engineering, and others — to study the ways in which comprehensive health care may be delivered to patients. The problem of how such health care can best be made available, including how medicine can best be practiced, is one of the major areas of concern to the profession today. Findings produced by such studies will be translated into the curriculum at all levels.

The College of Medicine will utilize the multidiscipline laboratory approach to the teaching of medicine in contrast to the traditionally separate departmental facilities. The multidiscipline laboratories will serve as a teaching
base by the pre-clinical Departments of Anatomy, Biochemistry, Physiology, Pathology, Pharmacology and Microbiology. Members of the clinical departments will also participate in the multidiscipline laboratories in the laboratory portion of their course on Introduction to Clinical Medicine.

The multidiscipline laboratories will accommodate either traditional departmental teaching by the various faculties or cooperative teaching by two or more departments. The curriculum will encompass departmental teaching by the six pre-clinical departments along with integrated or collaborative teaching when the nature of the subject matter and the interests of the departments concerned will permit. Integrated teaching will occur in the first year in Neuroscience and over the first two years of the curriculum in the Introduction to Clinical Medicine.

The curriculum will include blocks of unprogrammed time in which the students are encouraged to pursue academically rewarding activities. This may include elective study or participation in research projects.

At graduation, the medical student will have been broadly educated in the sciences of medicine and will be ready for the final training period necessary to prepare him either for the family practice of medicine or any of its specialties, or to enter academic or research medicine or the field of medical administration. The graduate training period will be no less rigorous and demanding than that of the undergraduate. Opportunities will be provided in the Medical Center for high-quality hospital training programs in preparation for practice, teaching, research, or administration.

The physician can no longer consider his education adequate with graduation from medical school and completion of house staff training. He must now accept continuous education, and re-education, in order to keep abreast of recent advances. The University of Arizona Medical Center will provide programs by means of which practitioners can avail themselves of continuous educational renewal and life-long learning. One of these, the Regional Medical Program for Cancer, Heart Disease and Stroke, is now in operation, reaching all health personnel in the State of Arizona.
ADMISSIONS

Premedical

Applicants must meet the minimum requirements of three full years of academic credit in a program leading to a Baccalaureate degree from an accredited college of arts and sciences. However, only an occasional student is accepted without the full four years. Applicants must take the Medical College Admission Test and arrange to have the scores forwarded directly to the College of Medicine. It is recommended that the Medical College Admission Test be taken in May, but not later than October of the year preceding that in which the student hopes to enter Medical School. In addition to the above requirements, each of the following specific courses is required.

\[\text{Semester Hours}\]

\[
\begin{align*}
\text{Chemistry, including laboratory} & : 16 \\
\text{Inorganic} & : 8 \\
\text{Organic} & : 8 \\
\text{Physics, including laboratory} & : 8 \\
\text{General Biology or Zoology, including laboratory} & : 8 \\
\text{English} & : 6
\end{align*}
\]

Students should have shown the ability to handle scientific material effectively, irrespective of their major. Any of the following electives will be especially helpful as background in the language and understanding of science and human biology: analytical geometry and calculus; quantitative analysis and physical chemistry; and genetics. Psychology and the social sciences have particular value in the understanding of human behavior.

Application Procedure

The application period is 1 July through 1 December of the year preceding that in which the applicant hopes to enter medical school. Application
forms must be postmarked not later than 1 December. Applications from non-residents must be accompanied by an application fee of $10.00, which is non-refundable. Applicants are encouraged to apply in the summer or early fall. (A timetable for applicants for the entering class of 1970 may be found on page 44.) Following a preliminary screening of the completed applications by the Admissions Committee, those who will be considered further will be requested to appear for a personal interview. Appointments for the personal interview will be made by the Admissions Office. No appointment for an interview will be made prior to review of the applicant's credentials except where this would cause serious inconveniences to the applicant. Applicants will be notified of the action taken by the Admissions Committee as soon as feasible after the personal interview. Acceptance is contingent upon continued high level of academic performance, as well as satisfactory completion of the course work and other requirements, as specified in the College of Medicine Catalog. The College of Medicine abides by the "Recommended Acceptance Procedures of the Association of American Medical Colleges."

Selection Factors

Selection is based upon assessment of the applicant's intellectual, personal and social traits. In evaluating candidates, the Admissions Committee considers ability and scholarship as indicated by the entire academic record, both high school and college, the results of various aptitude and achievement tests, personal qualifications (as evidenced by recommendations from persons who know the applicant well) and personal interview. Preference will be given to residents of Arizona and to residents of western states who apply through the Western Interstate Commission for Higher Education.

Admission to Advanced Standing

Applicants for admission to advanced standing in the College of Medicine will be welcome from students who have completed at least one year of medical education in a medical school that is fully accredited by the Liaison Committee of the AMA-AAMC or at least two years in a non-approved medical school. It will not be possible to acknowledge requests for transfer into the fourth year of this Medical School. Applicants for admission to advanced standing will ordinarily be treated as competitive, subject to examinations, interviews and such other review as may be considered appropriate by the College of Medicine faculty. Preference will be given to residents of the State of Arizona.

Applicants who are interested in filing for admission to advanced standing should follow the procedure prescribed for admission to the first-year class.
of the College of Medicine with the further understanding that an accepted applicant will be required to make a non-returnable deposit of $50. All applicants will be expected to furnish acceptable evidence of satisfactory completion of their work up to the time of transfer; and applicants from non-AMA-AAMC approved medical schools must also present, for review, their scores on Part I of the examination given by the National Board of Medical Examiners.

Expenses

<table>
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<th>Category</th>
<th>Cost</th>
</tr>
</thead>
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<td><strong>Tuition and fees per academic year (1970-71)</strong></td>
<td></td>
</tr>
<tr>
<td>Resident</td>
<td>$ 640.00</td>
</tr>
<tr>
<td>Nonresident</td>
<td>$1315.00</td>
</tr>
<tr>
<td><strong>Estimated expenses per academic year (1970-71)</strong></td>
<td></td>
</tr>
<tr>
<td>Room and board (minimum)</td>
<td>$1500.00</td>
</tr>
<tr>
<td>Books and supplies</td>
<td>$ 400.00</td>
</tr>
<tr>
<td>Microscope will be provided</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$ 500.00</td>
</tr>
</tbody>
</table>

One-half the tuition is payable upon registration and one-half is payable at the beginning of the second semester.
THE HONOR SYSTEM

A student who enters the College of Medicine finds himself in a company of scholars, each one in his field of endeavor working to deepen his own knowledge, to extend the boundaries of human knowledge, and to apply his knowledge in service to his fellow man. The faculty and students of the College of Medicine require that a man or woman shall act honorably in all the relations and phases of student life. All work is conducted under an honor system. The essence of the system is that a student's word can be accepted without question as truth and that any violation of a student's word is an offense against the entire student body. The fundamental demand that the honor code makes on the individual is that he resist less than honorable means to attain a desired end. The code is not an end in itself but is a framework for behavior and a means of inculcating a spirit of integrity which should sustain the student throughout his lifetime.
**ACADEMIC POLICY AND PROCEDURE**

I. **GRADES**

The College of Medicine uses the same grading system that is presently in use throughout the University campus, except for a slight modification in the significance of the grade of 6. The number grades have the following significance.

1. Superior  
2. Above Average  
3. Average  
4. Below Average  
5. Failure  
6. Provisional Failure. This grade requires the successful completion of remedial work in the department that awarded the grade. The highest possible grade to which a 6 may be resolved, assuming successful completion of work, is 4. If the grade of 6 is not resolved by completing the work within one year it will be replaced with a 5.*  
7. Incomplete, passing. This grade will be awarded to a student who is otherwise in good standing but who fails to complete a part of the course.  
8. Approved Withdrawal  
9. Course Cancelled by the University  
10. No Credit

Grade point averages will be computed in the College of Medicine as it is in the University. The unit value of each course is multiplied by the grade

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*Reference to the Biennial Catalog of the University of Arizona describes the grade of 6 as signifying performance that would result in failure unless some incomplete work is made up. While this will apply in some instances in the College of Medicine, it is necessary that an additional meaning be attached to this grade because the achievement of a complete education in medicine requires acceptable coverage of the work in all the fundamental subjects. Unsatisfactory work in some portion of one of these subjects may not require that a failing grade be given and yet a passing grade in all aspects of the subject material can clearly not be given. The grade of 6 will be awarded in these instances.
received in the course if the grade in the course is a 1, 2, 3, 4 or 5. The sum of these products is divided by the sum of the units. The grade of 6 is averaged as a 5 until it is removed. Grades of 7, 8, 9 or 10 are not included in the average.

Number grades are not considered a completely accurate gauge of student progress and, therefore, medical students will not be ranked within their own classes more definitively than by quarters. In addition to number grades, written comments about student performance are recorded.

II. PROMOTIONS

Promotions, continuance or termination of a student for academic reasons is the responsibility of the teaching faculty of the College of Medicine. After reviewing all of the circumstances that are relevant to any case in question, final action is taken by the teaching faculty of the College. Generally speaking, the faculty will review academic progress of the student body three times a year; i.e. prior to fall registration and at the end of the first and second semesters. At these times the record of each student whose progress is not completely satisfactory will be reviewed. After considering all of the factors that may be involved final action will be taken by the faculty. Any student who is the subject of such action, and who feels that all of the information that was pertinent to his case was not made available to the faculty, may request that his case be reconsidered. Any change in the status of a student as a consequence of such a rehearing must be approved by the teaching faculty.

There are circumstances under which a student may need to withdraw from school temporarily. A student who is otherwise in good standing and whose reason for withdrawal is suitably compelling may be reinstated with the approval of the teaching faculty.

III. THE ADVISORY COUNCIL

The Advisory Council of the University, upon recommendation of the Dean of the College of Medicine, reserves the right to suspend, enforce the withdrawal of, or expel a student whose academic standing or conduct is in its judgment unsatisfactory. The student is also subject to all other University rules and regulations.

Counseling

The College has a counseling system wherein each student is assigned to a faculty member, to whom he may turn for assistance and advice. A student may select a different faculty advisor than the one assigned.
GENERAL INFORMATION

Housing

Medical students must assume the responsibility for their own living arrangements. However, assistance in finding accommodations in University housing is available from the Department of Student Housing. Rooms in the University Residence Halls are available for unmarried students if there are vacancies after applications from undergraduates have been processed.

Married students may apply for a unit at the University of Arizona's "Family Housing Project." The Family Housing Project consists of 420 one-story apartments, either furnished or unfurnished, located in northeast Tucson about fifteen minutes' drive from the Medical Center. Further information concerning these married student rental units may be obtained by contacting the Family Housing Office, University of Arizona, 3401 North Columbus Boulevard, Tucson, Arizona, 85721.

For additional information relevant to housing, consult the two daily Tucson newspapers and the daily student newspaper.

Student Health Services

The registration fee covers the cost of medical and surgical care, to the extent it is available, at the University of Arizona Student Health Service. If an illness requires special diagnostic or treatment facilities, or the services of an outside physician or consultant (major surgery, complicated medical illness, major fractures or extraordinary services), the cost of such facilities or services must be borne by the student. For this reason, some form of health insurance is strongly advised. For a more complete description of the services available from the Student Health Facility, the student is advised to consult the Biennial Catalog of the University.

Students admitted to the College of Medicine will be required to have a chest x-ray and appropriate skin tests for tuberculosis when they arrive on campus. Thereafter, repeat chest x-rays and skin tests will be done when deemed appropriate by the faculty. Certain types of vaccinations will also be available to students. In all instances, these tests will be provided by the Student Health Service and their cost will be borne by each student involved.
STUDENT FINANCIAL ASSISTANCE

The College of Medicine administers non-refundable aid (scholarship) and refundable aid (loan) programs to assist students in meeting the cost of medical education. A listing of the aid which is currently available follows:

Non-Refundable Grants-In-Aid

ARIZONA MEDICAL ASSOCIATION SCHOLARSHIP PROGRAM

Source: Benevolent and Loan Fund Committee, Arizona Medical Association.
Eligibility: Arizona residents who are United States citizens and graduates of a University or College, who are qualified, accepted and entering a Class "A" Medical School approved by the Council on Medical Education of the American Medical Association and the Association of American Medical Colleges. Interested students should apply directly to the Benevolent and Loan Fund Committee, Arizona Medical Association Inc., P. O. Box 128, Scottsdale, Arizona 85252.
Value: $500.00.

ASSOCIATES IN LABORATORY MEDICINE, P. C., SCHOLARSHIP

Source: The ASSOCIATES IN LABORATORY MEDICINE, P. C. of Tucson.
Eligibility: Deserving and needy student enrolled in the College of Medicine.
Value: $300.00.

NELSON C. BLEDSOE SCHOLARSHIP FUND

Source: Dr. Nelson C. Bledsoe, an Arizona physician who practiced medicine in Cochise and Pima Counties for sixty years.
Eligibility: Worthy and deserving sophomores, juniors or seniors who are Arizona residents in the College of Medicine. Special conditions imposed by donor available from the scholarship chairman of the College of Medicine.
Value: Varies.

LOUISE COBB MEMORIAL SCHOLARSHIP

Source: The estate of Norman B. Cobb in honor of his wife, Mrs. Louise Cobb.
Eligibility: Graduates of Amphitheater High School desiring to obtain a Medical Degree from the University of Arizona while enrolled in the Medical College of the University of Arizona.
Value: Varies.
HERMAN E. DEMUND MEMORIAL SCHOLARSHIP
Source: The Herman E. DeMund Foundation.
Eligibility: Worthy and promising students selected on the basis of scholastic ability and need and without restriction as to race, religion, or sex.
Value: $1,500.00

FOLKLANDERS AND ORCHESIS MEDICAL SCHOLARSHIPS
Source: The Folk Dance Club and Modern Dance Honorary of the University of Arizona.
Eligibility: Deserving and needy students enrolled in the College of Medicine.
Value: One grant at $300.00; and one grant at $350.00.

HOWARD MELVILLE HANNA MEMORIAL SCHOLARSHIP
Source: Mr. Melville H. Haskell of Tucson, in honor of his Grandfather who resided in Cleveland, Ohio; and who was a lifelong friend of the Medical Profession.
Eligibility: Worthy and deserving students in the College of Medicine.
Value: Three $1,000 scholarships for each class enrolled in the College.

THE HASKELL BOOK SCHOLARSHIP
Source: Mr. Fletcher Haskell and Mr. Ira Haskell. This gift is to cover the cost of books for one student for one year.
Eligibility: An outstanding and deserving student in the College of Medicine.
Value: $300.00.

HEALTH PROFESSIONS SCHOLARSHIP PROGRAM
Eligibility: The Health Manpower Act of 1968 stipulates that these scholarships may be awarded only to students of exceptional financial need, who need such financial assistance to pursue the course of study at the school during the year for which the award is made.
Value: Varies.

GEORGE MARTIN MEMORIAL SCHOLARSHIP
Source: Mrs. George Martin, in honor of her husband, the late George Martin, a native Arizonan who attended the University of Arizona in 1896-1902. He was a pioneer pharmacist and a life-long friend of the institution.
Eligibility: Outstanding and worthy student of the College of Medicine, selected by the Faculty of the College.
Value: $350.00.

FRED C. McCORMICK MEMORIAL SCHOLARSHIP
Source: Family and friends of the late Fred C. McCormick, Professor of English at the University of Arizona (1935-46) and Managing Editor of the Arizona Quarterly for many years.
Eligibility: Worthy students of either sex in the College of Medicine, or upper-division students in the College of Nursing.
Value: $200.00.

NATIONAL MEDICAL-SLOAN FOUNDATION SCHOLARSHIPS
Source: The Alfred P. Sloan Foundation, administered by National Medical Fellowships, Inc.
Eligibility: These scholarships are limited to male Negro students who are citizens of the United States.
Value: Varies.
MR. AND MRS. HARVEY L. OTT SCHOLARSHIP
Source: A gift of $10,000.00 in 1959 from Mr. and Mrs. Harvey L. Ott.
Eligibility: Deserving American-born male students enrolled in the College of Medicine.
Value: Varies.

PFIZER LABORATORIES MEDICAL SCHOLARSHIP PROGRAM
Source: Pfizer Laboratories Division, Charles Pfizer and Company, Inc.
Eligibility: A needy and deserving student enrolled in the College of Medicine.
Value: $1,000.00.

THE GEORGE F. SPAULDING SCHOLARSHIP
Source: Mr. George F. Spaulding.
Eligibility: A worthy and deserving student in the College of Medicine.
Value: Varies.

THE DR. SAMUEL HUMES WATSON MEDICAL SCHOLARSHIP
Source: Mrs. Jane Watson Lyman.
Eligibility: Deserving students (male or female) enrolled in the College of Medicine upon recommendation of the Dean of the College of Medicine to the Faculty Scholarship and Awards Committee.
Value: Varies.

ZEMSKY SCHOLARSHIP MEMORIAL
Source: Zemsky Memorial contributions.
Eligibility: Deserving and needy student enrolled in the College of Medicine.
Value: Varies.

Refundable Grants-In-Aid

AMERICAN MEDICAL ASSOCIATION EDUCATION AND RESEARCH FOUNDATION — ARIZONA MEDICAL ASSOCIATION LOAN GUARANTEE PROGRAM
Source: American Medical Association Education and Research Foundation and the Arizona Medical Association.
Eligibility: All medical students in good standing who are United States citizens may use this loan program provided they are enrolled in full-time training at an American medical school approved by the Council on Medical Education of the American Medical Association. Applications may be obtained by contacting the Admissions Office of the College of Medicine. The completed application should be returned to the Valley National Bank, Professional Services Division, P. O. Box 2084, Phoenix, Arizona 85001.
Value: Loans under the Loan Guarantee Program are limited to $1500 annually.

THE JOSEPHINE F. BENNETT FOUNDATION
EMERGENCY LOAN FUND
Source: The Josephine F. Bennett Foundation.
Eligibility: Needy students enrolled in the College of Medicine.
Value: Varies.

COLLEGE OF MEDICINE EMERGENCY LOAN FUND
Source: Alumni donations.
Eligibility: These funds are available to any student enrolled in the College of Medicine to meet exceptional need, who cannot pursue his course of study without such financial assistance. The loans carry a nominal interest and are repayable within thirty days after the close of the term in which they are borrowed.
Value: Varies.
HEALTH PROFESSIONS STUDENT LOAN PROGRAM
Eligibility: The student must be enrolled or accepted for enrollment in a full-time course of study leading to the degree Doctor of Medicine. The student must be in good standing with the school and a citizen of the United States. The award of Health Professions Loan funds is limited to students of exceptional financial need, who need such financial assistance to pursue their course of study.
Value: Varies.

THE MARSHALL FOUNDATION REVOLVING MEDICAL FUND
Eligibility: Residents of Arizona, who have done their premedical work at the University of Arizona, and who may be studying at any medical school in the United States. Loans are to be repaid within a period of ten years, with no interest to be charged during the period of study and internship. Application is to be made to the University of Arizona Committee on Scholarships and Awards, Administration Building, Room 203.
Value: Varies.

DR. CHARLES W. SECrist LOAN FUND
Source: A gift from the family of the late Dr. Charles W. Secrist.
Eligibility: A worthy and deserving student enrolled in the College of Medicine with preference given to upperclassmen.
Value: Varies.

THE LEA MENDOTA-RUSSELL F. STAUDACHER REVOLVING LOAN FUND
Source: The Student American Medical Association in cooperation with the Lea Corporation.
Eligibility: Any student at the College of Medicine.
Value: Varies.

AWARDS

THE ARIZONA MEDICAL ASSOCIATION PRIZE
Eligibility: This prize is from an endowment established by the State Medical Association. The prize, which is to be in the form of a cash award, will benefit a senior student in the College of Medicine, for the purpose of broadening the student’s educational experience.
Value: Varies.

ALVIN T. KIRMSE MEMORIAL PRIZE
Source: Mrs. Alvin T. Kirmse.
Eligibility: This prize is to be awarded annually to a junior or senior in the College of Medicine who has demonstrated excellence in the field of obstetrics.
Value: $100.00.
DEPARTMENTS AND COURSES OF INSTRUCTION

Explanatory Notes

Descriptions of all courses offered in the College of Medicine may be found on the following pages. For convenient reference, the departmental entries are arranged alphabetically.

Course Descriptions

The descriptions on the following pages include the courses that are required in the College of Medicine curriculum, as well as courses intended primarily for graduate students. The latter are listed separately. For further information about graduate study, students should correspond directly with the head of the appropriate department.

Key to Symbols

A course designated by a double number (e.g., Internal Medicine 301a-301b) is presented through two successive semesters, the work of the first semester being prerequisite to that of the second unless otherwise indicated in the statement of prerequisites. For some two-semester courses, the grade in the first semester may be withheld until completion of the second semester. A course designated by a single number (e.g., Anatomy 301) is one semester in length. The semester during which the course is offered is indicated by the numeral I or II. If both I and II appear, the course is repeated each semester. A student registering for a course intended primarily for graduate students must either meet the listed prerequisites or otherwise satisfy the instructor of his ability to take the course. The University reserves the right to cancel any course not elected by an adequate number of students.

( ) Following the course title, indicates the unit value assigned to the course for each semester. One unit usually represents one hour of lecture or recitation, or three hours of laboratory work, per week for a semester.

I, II Indicates the semester during which a one semester course is offered (i.e., “I”, first semester; “II”, second semester; “I, II”, both semesters).

Yr. Indicates that a course is given throughout the year, the first half of the course being offered in the first semester, and the second half in the second semester. Where one or both halves of a year are offered in each semester, this is indicated in the course description.

P Indicates “prerequisite.”

CR Indicates “concurrent registration.”
Anatomy

Philip H. Krutzsch, Ph.D., Professor of Anatomy, Head
Jay B. Angevine, Jr., Ph.D., Associate Professor of Anatomy
Lawrence K. Schneider, Ph.D., Assistant Professor of Anatomy
Raymond B. Wuerker, M.D., Assistant Professor of Anatomy
Roy Horst, Ph.D., Instructor of Anatomy

Anatomy has central responsibility for the presentation and study of morphological systems. Its contributions occur at the gross, microscopic, and ultrastructural levels and have exerted strong influence on many areas of biology and medicine over the years. This discipline has established fundamental facts and methods supporting modern concepts of animal biology. It is the desire and purpose of the Anatomy Department to express a meaningful picture of the discipline and its relationship to the synthesis of chemical, physical and biological facts in a challenging and responsible program basic for continued growth and application by the developing physician.

The Department of Anatomy offers a program of graduate study which leads primarily to the Doctor of Philosophy degree; a degree of Master of Science is awarded only in rare instances. The requirements for these degrees are those outlined by the Graduate College. Candidates for graduate work in Anatomy are expected to possess a significant knowledge of mathematics and the physical sciences, as well as biology, in order to meet the demands of a growing discipline. Course work and research possibilities span the continuum of morphological investigation from ultrastructure (electron microscopy) to gross human structure. In conjunction, graduate study in Anatomy offers the candidate an opportunity to learn such skills and techniques as cytochemistry, histochemistry, histophysiology, endocrinology, cytogenetics, embryology, radioisotope biology, comparative neuroanatomy, environmental biology, and so on. A large number of possibilities exists regarding the minor subject in the doctoral program. Departmental facilities include chemical and physical analytical equipment, electron and optical microscopes, and extensive tissue preparation equipment.

For detailed information concerning graduate programs in The Department of Anatomy, consult the catalog of The Graduate College.

COURSE DESCRIPTIONS

301. Neurosciences (3) II Angevine-Stuart
Essentials of mammalian neural structure and function. P, Chem. 2b, 43b, 45b; Physics 2b; Bio Sci 6b and one of the following, Bio Sci 255, 210. (Identical with Physiol. 301)

304. Human Microscopic Anatomy (4) I Staff
Essentials of microscopic human anatomy. P, Chem. 2b, 43b, 45b; Physics 2b; Bio Sci 6b and one of the following: Zool. 155, 157.

308. Gross Human Anatomy (6) I Krutzsch-Staff
Comprehensive survey of the structure of the human body. P, Chem. 2b, 43b, 45b; Physics 2b; Bio Sci 6b, 155.

Courses Primarily for Graduate Students

299. Special Problems (1-6) I, II Staff
Individual or independent work, directed reading, or special problems under the supervision of a member of the faculty.

302. Comparative Vertebrate Neuroanatomy (3) I Angevine-Staff
A presentation of the comparative structure of the central nervous system in selected examples of the various vertebrates. P, 301; Bio Sci 155.
305. Special Topics in Microscopic Structure (3) II  Horst-Staff
Selected concepts of structural organization at light and electron microscopic levels of the anatomy and development of the cells, tissues and organs of vertebrates. P, 304, 308; Bio Sci 155; Permission of Instructor.

309. Selected Topics in Gross Human Anatomy (2-6) II  Krutzsch-Staff
Study in depth of the gross human anatomy of selected areas or systems. P, 304, 308.

310a.-310b. Anatomical Techniques (3-3) I, II  Staff
Introduction to special techniques and procedures of analytical anatomy. P, 304, 308; Permission of Instructor.

313. Experimental Cytology (3) II  Staff
A special program designed to train students in the techniques of cytological investigation. P, 304; Chem. 262, 261; Permission of Instructor.

400. Research in Anatomy (1-8) I, II  Staff
Individual research not related to a thesis for an advanced degree.

401. Extended Registration (0) I, II  Staff
For students not completing a thesis, dissertation or internship.

410. Thesis (1-8) I, II  Staff
Research for the master's thesis.

411. Extended Registration Thesis (0) I, II  Staff
For students completing a thesis.

420. Dissertation (0-9) I, II  Staff
Research for the doctoral dissertation.

421. Extended Registration, Dissertation (0) I, II  Staff
For students completing a dissertation.

Biochemistry

Donald J. Hanahan, Ph.D., Professor of Biochemistry, Head
Christopher K. Mathews, Ph.D., Associate Professor of Biochemistry
Athol L. Cline, Ph.D., Assistant Professor of Biochemistry
Merle S. Olson, Ph.D., Assistant Professor of Biochemistry
Michael A. Wells, Ph.D., Assistant Professor of Biochemistry

The Department of Biochemistry offers instruction in biochemistry to medical students and also provides a wide spectrum graduate course offering. Graduate instruction in biochemistry, leading primarily to the Ph.D. degree, is offered through an interdepartmental program involving staff members from the Department of Biochemistry and the Division of Biochemistry, Department of Chemistry, College of Liberal Arts. Research interests of these combined faculty groups span the range of modern biochemistry and include areas such as structure-function relationships in proteins, physical biochemistry, photosynthesis, bioenergetics, nucleic acids, biochemical genetics, enzymology, lipid biochemistry, membrane structure and function, bacteriophage replication, and metabolic regulatory mechanisms. Financial support for graduate students is available through teaching and research assistantships, fellowships, and traineeships. A number of postdoctoral research positions are also available for holders of the M.D. or Ph.D. degrees.

MASTER OF SCIENCE. Normally students are not admitted to study for this degree, except in special circumstances. Requirements for this degree are set by the Graduate College. A thesis is required.
DOCTOR OF PHILOSOPHY. The general requirements for this degree are those of the Graduate College. Information on the specific requirements of the Ph.D. program in biochemistry can be obtained from the chairman of the department.

For detailed information, consult the catalog of The Graduate College.

COURSE DESCRIPTIONS

265. Medical Biochemistry (6) I  
A course specifically designed for medical students.

261. Biochemistry Laboratory (3) II  
Introduction to current biochemical research techniques. 1R, 6L, P, 43b or 45b and 260 or 262. Fee $10. (Ident. with Chem. 261.)

262. Biochemistry (3) I  
An introduction to the properties and metabolism of proteins, nucleic acids, enzymes, carbohydrates and lipids. P, 41b, 120, 280b. Designed primarily for majors and minors in chemistry and biochemistry. (Ident. with Chem. 262.)

299. Special Problems (1-5) I, II  
Individual or independent work, directed reading, or special problems under the supervision of a member of the faculty with whom specific arrangements have been made. May be taken for graduate credit by properly qualified graduating seniors or graduate students.

318. Chemistry and Metabolism of Nucleic Acids (2) I-odd  
Chemistry and structure of nucleic acids, their biosynthesis, metabolism and biological function. P, 262. (Ident. with Chem. 318 and Ag. Biochem. 318.)

361a, b. Introduction to Biochemical Literature (1-1)  
Special course designed to supplement Chem/Biochem 262 and to broaden the background of students in biochemistry. Required of all first year biochemistry graduate students. P, 262 or CR. 361a is not a prerequisite for 361b. (Ident. with Chem. 361a, b.)

365. Chemistry of Proteins (2) I-even  

366. Mechanism of Enzyme Action (2) II  

367. Physical Techniques in Biochemistry (2) I-odd  
Hydrodynamic, equilibrium and spectroscopic techniques used in the study of biological macromolecules. P, 262. (Ident. with Chem. 367.)

368. Biological Regulatory Mechanisms (2) I-even  
Control mechanisms affecting formation and function of biological macromolecules. P, 262. (Ident. with Chem. 368.)

369. Biochemistry of Lipids (2) II-even  
Chemistry and metabolism of simple and complex lipids, including aspects of membrane structure and function. P, 262. (Ident. with Chem. 369.)

370. Molecular Photobiology (2) II-odd  
Photosynthesis, biochemistry of vision, effects of radiation on nucleic acids and proteins and other pertinent aspects of photobiology. P, 262. (Ident. with Chem. 370.)
398. Special Topics (1-5) Staff
Open only to doctoral students who wish to pursue topics not covered in regularly scheduled courses. Arrangements must be made with the appropriate staff member and the biochemistry program chairman before registration.

399. Seminar (1-3) Staff
Student reports on current research topics. Required for all graduate students in biochemistry.

400. Research (1-5) I, II Staff
Individual research by graduate students, not related to a thesis or dissertation the student will write for an advanced degree.

401. Extended Registration (0) I, II Staff
For students not completing an internship, thesis or dissertation.

410. Thesis (1-5, max. total 8) I, II Staff
Research for the master's thesis.

411. Extended Registration, Thesis (0) I, II Staff
For students completing a thesis.

420. Dissertation (1-9) I, II Staff
Research for the doctoral dissertation.

421. Extended Registration, Dissertation (0) I, II Staff
For students completing a dissertation.

Community Medicine
Herbert K. Abrams, M.D., M.P.H., Professor of Community Medicine, Head
Boyden L. Crouch, M.D., Professor of Community Medicine
Myron D. Miller, M.D., Professor of Community Medicine
James R. Shaw, M.D., Professor of Community Medicine
Peter H. Bennett, M.B., M.R.C.P., Associate in Community Medicine
Frederick J. Brady, M.D., M.P.H., Associate in Community Medicine
George L. Harper, M.D., M.P.H., Associate Professor of Community Medicine

This Department will introduce the student to the socio-environmental factors in health, and the values of family and community orientation to medical practice. By means of seminars, projects, lectures and clinics, and in collaboration with other departments, students will learn the elements of epidemiology, public health, medical care organization, and clinical preventive medicine.

The Department will operate within a neighborhood health center in Tucson in which the student, by participation, will learn the principles of medical practice and the attainment of high-quality medical care characterized by comprehensiveness, continuity and personal concern for the patient.

COURSE DESCRIPTIONS

301a-301b. Community Medicine (2-2) Yr. Abrams-Staff
Presents basic aspects of preventive medicine, epidemiology and problems in community medicine. Covers the area of the application of medical science to the community.
Internal Medicine

Oscar A. Thorup, Jr., M.D., Professor of Internal Medicine, Head
Benjamin Burrows, M.D., Professor of Internal Medicine;  
   Chief, Section of Pulmonary Disease
Frank I. Marcus, M.D., Professor of Internal Medicine,  
   Chief of Cardiology Section
William A. Sibley, M.D., Professor of Internal Medicine,  
   Head of Neurology Division
David Rifkind, Ph.D., M.D., Professor of Internal Medicine,  
   Chief of Infectious Disease Section
William F. Denny, M.D., Associate Professor of Internal Medicine  
Louis J. Kettel, M.D., Associate Professor of Internal Medicine  
John Boyer, M.D., Associate Professor of Internal Medicine,  
   Chief of Immunology Section
Alexander H. Woods, M.D., Associate Professor of Internal Medicine  
Harvey Wm. Buchsbaum, M.D., Assistant Professor of Internal Medicine  
Carter Mosher, M.D., Assistant Professor of Internal Medicine  
Paul R. O'Bar, M.D., Assistant Professor of Internal Medicine  
Richard J. Cundiff, M.D., Associate in Internal Medicine  
Samuel Goldfein, M.D., Associate in Internal Medicine  
Hilmi Mavioglu, M.D., Associate in Internal Medicine  
Martin I. Schock, M.D., Associate in Internal Medicine  
Joseph Schlosser, M.D., Associate in Internal Medicine  
James F. Stagg, M.D., Associate in Internal Medicine  
Hans F. Stein, M.D., Associate in Internal Medicine  
Stanley M. White, M.D., Associate in Internal Medicine  
John A. Wilson, M.D., Associate in Internal Medicine

The Department of Internal Medicine has developed a program designed to introduce undergraduate medical students to the responsibility for care of the patient. Together with the staff, students will interview and examine patients, explore what is known of the pathophysiology of the various disorders and observe the effect of appropriate therapeutic modalities.

COURSE DESCRIPTIONS

301a-301b. Introduction to Clinical Medicine (2-2) Yr.  
   Staff
   Students will be shown and allowed to participate in those techniques and procedures of history taking and physical examination by which relevant information may be elicited from a patient.

302a-302b. Principles of Medicine (2 semesters) 10/10  
   Staff
   Second year students will be introduced to the clinical sciences through a program designed to coordinate the teaching of clinical material by: 1) a series of correlative clinics or colloquia; 2) through exercises in clinical problem solving, and 3) by direct contact with patients in hospitals.

303. © Clinical Clerkship Internal Medicine
   Third year students will be assigned patients in the outpatient clinics and on the ward. They will obtain and record a complete history and physical examination and will perform initial laboratory studies. Students will be expected to follow the course of their patients and record events in daily progress notes. They will participate in diagnostic and therapeutic procedures with the staff and at the time of ©Pending approval.
discharge will be expected to write a complete summary of the patient's course in the hospital. Students will participate in all assigned subspecialty rounds and conferences while on service.

**Microbiology**

David Rifkind, Ph.D., M.D., *Professor of Microbiology, Head*

Harris Bernstein, Ph.D., *Associate Professor of Microbiology*

Paul R. O'Bar, M.D., *Assistant Professor of Microbiology*

(Veterans Administration Hospital)

Charles J. Gauntt, Ph.D., *Assistant Professor of Microbiology*

David W. Mount, Ph.D., *Assistant Professor of Microbiology*

R. Neal Pinckard, Ph.D., *Assistant Professor of Microbiology*

The Department teaches microbiology to the students of the College of Medicine. Research in the Department is directed toward basic microbiology and the application of these principles to health-related problems. The Department also participates in the area of infectious diseases in the Department of Medicine.

Graduate programs leading to the Master of Science and Doctor of Philosophy Degrees in Molecular Biology are offered by the Department of Microbiology, College of Medicine. The program is concerned primarily with the nature, production and replication of biological structures at the molecular and macromolecular levels and their relation to function. Areas of current research emphasis in the Department are virology, genetics and immunology.

**MASTER OF SCIENCE DEGREE:** The requirements are those outlined on pp. 57-58 of the Graduate College catalog. A final oral examination and a thesis based upon investigative studies are required. There is no foreign language requirement.

**DOCTOR OF PHILOSOPHY DEGREE:** The requirements are those outlined by the Graduate College (see pages 66-71).

**COURSE DESCRIPTIONS**

301. Medical Microbiology (6) II  
*Staff*

The biological characteristics of microorganisms of importance in human health and disease; the reaction of the host to infectious agents and the mechanisms of host defense; diagnosis and management of infectious disease. Lectures, discussions, demonstrations and laboratory experiments. P, Bio. Sci. 1b; Chem. 41b, 43b.

399. Seminar (3) I, II

a. Immunology  
   *Pinckard*

b. Genetics  
   *Bernstein*

c. Virology  
   *Gauntt*

d. Biophysics  
   *Mount*

**Individual Studies**

299 (1 to 5); 400 (1 to 8); 401 (0); 410 (1 to 8 maximum total 8); 411 (0); 420 (1 to 9); 421 (0).

**Obstetrics and Gynecology**

Donald Christian, M.D., *Professor of Obstetrics and Gynecology, Head*

Courses under development.
**Pathology**

Jack M. Layton, *Professor of Pathology, Head*
John R. Davis, *Associate Professor of Pathology*

The Department of Pathology has responsibility for both anatomical and clinical pathology. The objective in the study of pathology is to gain increased understanding of disease — the causes, mechanisms, and secondary alterations which occur in body structure and function — exploiting whatever methods will provide the physician with a solid body of facts from which he can reason, deduce and prognosticate.

**COURSE DESCRIPTIONS**

301a-301b. General and Systemic Pathology (9) I, II

Staff

Lectures, conferences, demonstrations, and laboratory investigations relating to disease. Use of current autopsy, biopsy, and clinical pathology material.

**Pediatrics**

Vincent A. Fulginiti, M.D., *Professor of Pediatrics, Head*

Courses under development.

**Pharmacology**

Pharmacology is a broad discipline, which involves the investigation of the action of chemical and physical-chemical agents upon living material at all levels of organization. The discipline occupies an important interface between the basic medical sciences and the clinical sciences, drawing strongly upon the former for its contribution to the latter. In the health professions, pharmacologic knowledge is applied to the diagnosis, prevention, cure or relief of symptoms of disease, and in the promotion of optimal health. The basic pharmacologic principles are emphasized in both the undergraduate medical and graduate student teaching. This will permit the student to develop techniques of problem solving that will enable him to keep abreast of advances in Pharmacology throughout his professional career.

**COURSE DESCRIPTIONS**

301. The Pharmacological Basis of Therapeutics (5) I

Staff

A study of the action of chemical and physical-chemical agents upon living material at all levels of organization. The course will provide the foundation for a rational approach to human therapeutics and toxicology. P, Anat. 301, 304, 308; Physiol. 301, 302; Biochem, 265.

**Physiology**

Paul C. Johnson, *Professor of Physiology, Head*
William H. Dantzler, *Associate Professor of Physiology*
Douglas G. Stuart, *Associate Professor of Physiology*
Raphael P. Gruener, *Assistant Professor of Physiology*
George A. Hedge, *Assistant Professor of Physiology*

The Department of Physiology teaches and does scholarly work on physiological mechanisms of significance to medicine. In both teaching and research the
The Department of Physiology offers graduate instruction leading to the Doctor of Philosophy degree. The requirements for this degree are those outlined in the catalog of the Graduate College. No M.S. degree program is offered.

Applicants for the Ph.D. program must hold a Bachelor's degree in the physical or life sciences, engineering or mathematics and must have completed one year of physics, mathematics through calculus plus a course in statistics, chemistry through organic chemistry, and an introductory course in biology or zoology. Physical chemistry and differential equations are highly desirable but not required. Deficiencies in required courses may be made up during the first year of graduate training.

Research training is an integral part of the Ph.D. program. There are laboratories for research on dynamics and control of the microcirculation, biophysics of muscle contraction and membrane phenomena, reflex regulation of muscle activity, renal function in vertebrates and invertebrates, and endocrine function in mammals. In special circumstances, the dissertation research may be done outside the department.

The specialized nature of the material and equipment required for courses given in the College of Medicine may necessitate some limitation of enrollment. Medical students will receive preference in courses required for the M.D. degree. All other students must obtain permission of the instructor before enrolling. Graduate students already enrolled in College of Medicine departments will be given preference.

For further information, consult the catalog of the Graduate College.

**COURSE DESCRIPTIONS**

301. Neurosciences (3) II  
Stuart-Angevine  
P, CR Physiol. 302. (Identical with Anatomy 301.)

302. Human Physiology (8) II  
Staff  
Principles of physiology with emphasis on that of the human. P, Chem. 2b; Physics 2b.

**Courses Primarily for Graduate Students**

310. Research Methods in Physiology (2) I, II  
Staff  
P, Graduate standing in physiology required for admission. A laboratory course stressing the principles of research investigation and the use of research instrumentation. Directed toward preparing the student for a doctoral research program in physiology. May be repeated for credit.

311. Biomechanics (3) I  
Staff  
P, 301, 302 or equivalent and permission of the instructor. Principles of continuum mechanics and their application to problems of muscle contraction, ventilatory function of the respiratory system and action of the heart and peripheral circulation.

312. Properties of Membranes (3) II  
Staff  
P, 301, 302 or equivalent and permission of the instructor. An examination of the structure, composition and metabolic function of membranes leading to consideration of transmembrane potentials, ion fluxes and the nature of active transport and passive movement.

313. Physiological Control Systems (3) I  
Staff  
P, 301, 302 or equivalent and permission of the instructor. Principles of systems control and their application to selected aspects of visceral and somatic systems.
314. Chemical Environment of the Body (3) II
Staff
P, 301, 302 or equivalent and permission of the instructor. Chemical composition of the body compartments, regulation of ionic composition and endocrine control of related processes.

398. Special Topics (3) I, II
Staff
P, 301, 302 or equivalent and permission of the instructor. Modern concepts of physiology in areas of specialization of the faculty.

399. Seminar (1-3) I, II
Staff

400. Research (1-6) I, II
Staff
Individual research not related to a thesis for advanced degree.

401. Extended Registration (0) I, II
Staff
For students not completing an internship, thesis or dissertation.

420. Dissertation (1-9) I, II
Staff
Research for the doctoral dissertation.

421. Extended Registration, Dissertation (0) I, II
Staff
For students completing a dissertation.

NOTE: The following courses will be given if there is sufficient demand. No more than one course will be offered in a given semester.

321. Neurophysiology (3)
Stuart
P, 301, 302 or equivalent and permission of the instructor. An examination of the concepts and experimental evidence relating to synaptic transmission and information processing in the central nervous system.

322. Renal Physiology (3)
Dantzler
P, 301, 302 or equivalent and permission of the instructor. Mechanisms of glomerular filtration, tubular reabsorption, tubular secretion and their regulation.

323. Physiology of Muscle (3)
Gruener
P, 301, 302 or equivalent and permission of the instructor. Mechanisms of excitation of the cell membrane, transfer of excitation to the contractile machinery, and the process of tension development.

324. Endocrinology (3)
Hedge
P, 301, 302 or equivalent and permission of the instructor. Hormonal mechanisms of action, processes involved in glandular secretion, and control of endocrine function.

325. Cardiovascular Physiology (3)
Johnson
P, 301, 302 or equivalent and permission of the instructor. Mechanisms of heart action, fluid mechanics of the peripheral circulation, and regulation of circulatory function.

Psychiatry

Courses under development.

Social Perspectives in Medicine

Richard R. Willey, Ph.D., Director of Social Perspectives in Medicine

In recognition of the increasingly complicated cultural, social, economic, legal and moral influences which affect the institution of medicine in American society
today, the Division of Social Perspectives in Medicine was established within the College of Medicine. The efforts of this Division are aimed at expanding and exciting the thinking of medical students and faculty in the area of human values and the role of medicine in contemporary society. A series of student-faculty symposia range over such topics as: cultural factors in health and disease; ethical issues in genetics, in brain research and in experimentation on man; medicine and religion; the psychology of illness and disability; eugenics; the invasion of privacy; and other social issues. The faculty of these symposia include local and national authorities from the fields of psychology, law, economics, sociology, theology, philosophy, and anthropology.

**Surgery**

Erle E. Peacock, M.D., *Professor of Surgery, Head*

Courses under development.
ADMINISTRATION

(Year of first appointment to faculty in parentheses after each name)

MERLIN K. DUVAL (1964) .................. Dean of the College of Medicine
A.B., 1943, Dartmouth College; M.D., 1946, Cornell University.

DAVID BISHOP (1965) ..................... Librarian
B.A., 1952, Dalhousie University; M.S.L.S., 1958, Columbia University.

DANIEL W. CAPPS (1968) .................. Hospital Administrator
B.S., 1951, Berea College; M.S., 1961, University of Kentucky; M.B.A. in Business Admin.
(Hospital Admin.) 1964, Graduate Program in Hospital Administration, University of Chicago.

SAMUEL HODESSON (1967) .................. Director of Animal Resources
D.V.M., 1943, Ohio State University; M.P.H., 1966, University of California, Los Angeles.

JOHN D. PALMER (1966) .................. Director of the Multidiscipline Laboratories

THOMAS R. McWILLIAMS (1968) ........... Assistant Comptroller
B.S., 1961, University of Arizona.

FACULTY

ABRAMS, HERBERT K.° (1968) .......... Professor, Community Medicine
B.S., 1936, Northwestern University; M.S., M.D., 1940, University of Illinois College of Medicine;
M.P.H., 1947, Johns Hopkins University.

ANGEVINE, JAY B., JR. (1967) .......... Associate Professor, Anatomy

BENNETT, PETER H. (1968) ............. Associate in Community Medicine
B.S., 1958, M.B., Ch.B., 1961, University of Manchester.

BERNSTEIN, HARRIS (1968) ............ Associate Professor, Microbiology
B.S., 1956, Purdue University; Ph.D., 1961, California Institute of Technology.

BOYER, JOHN (1968) .................. Associate Professor, Internal Medicine
B.S., 1951, Denison University; M.D., 1955, Harvard University.

BRADY, FREDERICK J. (1968) .......... Associate in Community Medicine
M.D., 1931, University of Michigan.

BUCHSBAUM, HARVEY W. (1968) ....... Assistant Professor, Internal Medicine
A.B., 1957, Hamilton College; M.D., 1961, Albany Medical School.

BURROWS, BENJAMIN (1968) ............. Professor, Internal Medicine
M.D., 1949, Johns Hopkins Medical School.

CHRISTIAN, DONALD° (1969) ............ Professor, Obstetrics and Gynecology

CLINE, ATHOL L. (1968) .............. Assistant Professor, Biochemistry
B.S., 1958, Whitman College; M.S., 1960, University of Oregon; Ph.D., 1964, University of Kentucky.

CROUCH, BOYDEN L. (1968) ............ Professor, Community Medicine
B.A., 1943, Milton College; M.D., 1946, University of Kansas.

CUNDIFF, RICHARD J. (1967) .......... Associate in Internal Medicine

DANTZLER, WILLIAM H. (1968) ....... Associate Professor, Physiology

DAVIS, JOHN R. (1967) ................. Associate Professor, Pathology
B.A., 1952, University of Iowa; M.D., 1959, University of Iowa.

DENNY, WILLIAM F. (1967) ............ Associate Professor, Internal Medicine
B.S., 1949, Central State College; M.D., 1953, University of Oklahoma School of Medicine.

FULGINITI, VINCENT A.° (1969) ....... Professor, Pediatrics

GAUNT, CHARLES J. (1968) .......... Assistant Professor, Microbiology
B.S., 1959, Southwestern University; M.A., 1964, Ph.D., 1966, University of Texas.

*Department Head.
GOLDFEIN, SAMUEL (1967) .......................... Associate in Internal Medicine  
B.S., 1947, M.D., 1949, University of Chicago.  

GRUENER, RAPHAEL P. (1968) ...................... Assistant Professor, Physiology  
B.A., 1961, University of California; M.A., 1963, University of Illinois;  
Ph.D., 1966, University of Illinois.

HANAHAN, DONALD J. (1967) ......................... Professor, Biochemistry  
A.A., 1939, Springfield Junior College; B.S., 1941, Ph.D., 1944, University of Illinois.

HARPER, GEORGE L. (1969) ......................... Associate Professor, Community Medicine  

HEDGE, GEORGE A. (1968) .......................... Assistant Professor, Physiology  

HOGE, ROBERT S. (1969) ............................ Associate in Laboratory Animal Medicine  
B.S., 1951, Waynesburg College; D.V.M., 1955, University of Pennsylvania.

HORST, ROY (1967) ................................. Instructor, Anatomy  
B.S., 1959, Wagner College; Ph.D., 1967, Cornell University.

JOHNSON, PAUL C.* (1967) ......................... Professor, Physiology  

KETTEL, LOUIS J. (1968) ........................... Associate Professor, Internal Medicine  
B.S., 1951, Purdue University; M.D., 1954, M.S., 1958, Northwestern University.

KRUTZSCH, PHILIP H.* (1964) ....................... Professor, Anatomy  
A.B., 1943, San Diego State College; M.A., 1948, University of California;  
Ph.D., 1953, University of Kansas.

LAYTON, JACK M.* (1967) ......................... Professor, Pathology  
A.B., 1939, Luther College; M.D., 1943, University of Iowa.

MARCUS, FRANK I. (1968) .......................... Professor, Internal Medicine  
B.A., 1948, Columbia; M.S., 1951, Tufts; M.D., 1953, Boston University.

MATHEWS, CHRISTOPHER K. (1967) .............. Associate Professor, Biochemistry  
B.A., 1958, Reed College; Ph.D., 1962, University of Washington Graduate School.

MAVIOGLU, HILMI (1967) ........................... Associate in Internal Medicine  
M.D., 1952, University of Istanbul

MELICK, DERMONT W. (1967) ...................... Professor, Surgery  
B.S., 1931, University of Arizona; M.D., 1935, University of Pennsylvania;  

MILLER, MYRON D. (1968) ......................... Professor, Community Medicine  
M.D., 1927, University of Louisville; M.P.H., 1946, University of Michigan.

MOSHER, CARTER (1968) ............................ Assistant Professor, Internal Medicine  
B.A., 1956, Yale; M.D., 1961, Boston University.

MOUNT, DAVID W. (1968) ......................... Assistant Professor, Microbiology  

O'BAR, PAUL R. (1967) ............................ Assistant Professor, Internal Medicine and Microbiology  
B.S., 1954, M.D., 1957, University of Oklahoma School of Medicine.

OLSON, MERLE S. (1968) ......................... Assistant Professor, Biochemistry  
B.A., 1962, St. Olaf College; Ph.D., 1966, University of Minnesota.

PEACOCK, ERLE E.* (1968) ....................... Professor, Surgery  
M.D., 1949, Harvard University.

PICKARD, R. NEAL (1968) ......................... Assistant Professor, Microbiology  

RIFKIND, DAVID* (1967) .......................... Professor, Microbiology and Internal Medicine  
A.B., 1950, Ph.D., 1953, University of California, Los Angeles; M.D., 1957, University of Chicago.

SCHLOSSER, JOSEPH (1967) ....................... Associate in Internal Medicine  
B.S., 1933, New York University; M.D., 1938, Royal College of Physicians and Surgeons, Edinburgh.

SCHNEIDER, LAWRENCE K. (1968) ................. Assistant Professor, Anatomy  
*Department Head.
SCHOCK, MARTIN (1968)  Associate in Internal Medicine
A.B., 1960, Cornell; M.D., 1964, Northwestern University.

SHAW, JAMES R. (1962)  Professor, Community Medicine

SIBLEY, WILLIAM A. (1967)  Professor, Internal Medicine (Neurology)
B.S., 1945, M.D., 1948, Yale University.

STAGG, JAMES F. (1967)  Associate in Internal Medicine
M.D., 1947, University of Buffalo.

STEIN, HANS F. (1967)  Associate in Internal Medicine
B.S., 1931, Realgymnasium, Nuremberg; M.D., 1936, University of Munich.

STUART, DOUGLAS G. (1967)  Associate Professor, Physiology
D.P.E., 1950, Sydney Teachers College, Australia; B.S., 1955, M.A., 1956, Michigan State University; Ph.D., 1961, University of California, Los Angeles.

THORUP, OSCAR A., JR.* (1966)  Professor, Internal Medicine
B.A., 1944, M.D., 1946, University of Virginia.

WELLS, MICHAEL A. (1967)  Assistant Professor, Biochemistry
B.A., 1961, University of Southern California; Ph.D., 1965, University of Kentucky.

WHITE, STANLEY M. (1967)  Associate in Internal Medicine
A.B., 1941, University of Denver; M.D., 1944, University of Colorado.

LIBRARY STAFF

BISHOP, DAVID (1965)  Librarian
B.A., 1952, Dalhousie University; M.S.L.S., 1938, Columbia University.

GLOYD, KATHERINE J. (1959)  Assistant Reference Librarian
B.S., 1939, B.S.L.S., 1948, University of Illinois; M.S., 1940, University of Maryland.

HIGDON, THOMAS D. (1965)  Catalog Librarian

HINKLE, ELIZABETH (1967)  Reference Librarian
B.S., R.N., 1943, Northern States Teachers College and Presentation School of Nursing; M.S.L.S., 1960, University of Texas Graduate School — Library Science.

KASPER, JACQUELYN (1967)  Assistant Catalog Librarian
B.A., 1965, Kansas Wesleyan University; M.S.L.S., 1966, University of Southern California.

MILLER, MIRIAM E. (1960)  Acquisitions Librarian
B.S., 1938, West Virginia University; M.S.L.S., 1962, University of California.

ARIZONA REGIONAL MEDICAL PROGRAM

MELICK, DERMONT W. (1967)  Coordinator

CROUCH, BOYDEN L. (1968)  Associate Director of Education & Communications
B.A., 1943, Milton College; M.D., 1946, University of Kansas.

FLYNN, JOHN F. (1968)  Assistant to the Coordinator
B.S.C., 1938, University of Iowa.

*Department Head.
KNAPP, MARGARET F. (1968) ...................... Associate Professor, Nursing
R.N., 1928, Memorial Hospital, Ithaca, New York; B.S., 1941, Syracuse University;
M.P.H., 1949, Yale University.

MILLER, MYRON D. (1968) ...... Assistant Coordinator of Facilities and Equipment
M.D., 1927, University of Louisville; M.P.H., 1946, University of Michigan.

SHAW, JAMES R. (1962) ........................................ Associate Director
A.B., 1936, Michigan State Normal College; M.D., 1936, University of Michigan;

WOLANIN, MARY O. (1968) .................. Associate Professor, Nursing
CLASS OF 1971
(Enrolled 1967)

BAILEY, Stephen P.
University of Arizona
Arizona State University
Tempe, Arizona

BAILEY, Thomas S.
Arizona State University
Phoenix, Arizona

BLUTE, James Francis
Cornell University
University of Arizona
Tucson, Arizona

COPELAND, Joseph Conrad
Anderson College
University of Southern Florida
Indiana University School of Medicine
El Cajon, California

DARWIN, George Hiram, Jr.
University of Arizona
Tucson, Arizona

FREEMAN, Michael J.
Arizona State University
Tempe, Arizona

HALL, Stephen William
Arizona State University
Phoenix, Arizona

HENDERSON, Ross D.
University of Arizona
Tucson, Arizona

HENRY, Patrick Gerald
Arizona State University
Scottsdale, Arizona

HEYWOOD, James Robert
Arizona State University
University of Hawaii School of Medicine
Honolulu, Hawaii

HICKS, Thomas Harvey
Arizona State University
Scottsdale, Arizona

INGLE, Marc Hall
Pasadena College
Phoenix, Arizona

KRAMER, Sandra Lee
University of Arizona
Tucson, Arizona

KREUZER, Frederick Alan
Northern Arizona University
Las Vegas, Nevada

LAUGHEAD, Marilyn Kay
University of Arizona
Prescott, Arizona

LIND, Timothy A.
Lafayette College
Phoenix Junior College
University of Arizona
Tucson, Arizona

LUNDELL, Dwight Carl
Eastern Arizona College
University of Arizona
Thatcher, Arizona

MELDE, Richard A.
Occidental College
Scottsdale, Arizona

OVERTON, Todd Howze
Texas Christian University
Southern Methodist University
Arizona State University
Tempe, Arizona

PARTON, Judy Munyon
Phoenix College
Arizona State University
Phoenix, Arizona

PLATT, Michael Anthony
University of Arizona
Tucson, Arizona

REID, William Stuart, Jr.
Phoenix Junior College
Arizona State University
Phoenix, Arizona

ROLLE, Charles Joseph
University of Arizona
Flagstaff, Arizona

ROSS, Donald John
University of California, Berkeley
Berkeley, California

SHOEN, Samuel William
College of the Holy Cross
Phoenix, Arizona

SONNTAG, Volker Karl
Arizona State University
Phoenix, Arizona

SPENCER, Roger Allen
Stanford University
San Diego, California

TAYLOR, Gary Nile
Northwestern University
University of Utah
University of Arizona
Salt Lake City, Utah

VONDRAK, Terry Howard
Arizona State University
University of Arizona
Tucson, Arizona

WANAGO, William Stephen
University of Arizona
Tucson, Arizona

WEAVER, John Scott
University of Arizona
Tucson, Arizona
<table>
<thead>
<tr>
<th>NAME</th>
<th>UNIVERSITY</th>
<th>CITY, STATE</th>
</tr>
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<tbody>
<tr>
<td>ALLEN, David R.</td>
<td>University of Arizona</td>
<td>Tucson, Arizona</td>
</tr>
<tr>
<td>BAUMGARTNER, Thomas A.</td>
<td>Pacific Lutheran University</td>
<td>Scottsdale, Arizona</td>
</tr>
<tr>
<td>BOUNDS, James V., Jr.</td>
<td>Arizona State University</td>
<td>Phoenix, Arizona</td>
</tr>
<tr>
<td>BRINEGAR, Becky L.</td>
<td>Stanford University</td>
<td>Tucson, Arizona</td>
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<td>CALKINS, Charles A.</td>
<td>Arizona State University</td>
<td>Scottsdale, Arizona</td>
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<tr>
<td>DIXON, Patricia A.</td>
<td>University of Missouri</td>
<td>Tucson, Arizona</td>
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<td>DOUGLAS, Mel E.</td>
<td>Montana State University</td>
<td>University of Arizona</td>
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<td>DURAND, Stephen V.</td>
<td>University of Arizona</td>
<td>Mesa, Arizona</td>
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<td>DYER, Vernon Edwin</td>
<td>Arizona State University</td>
<td>University of Utah</td>
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<td>FALVEY, Michael P.</td>
<td>University of Arizona</td>
<td>Tucson, Arizona</td>
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<tr>
<td>FRASER, Kenneth R.</td>
<td>University of Arizona</td>
<td>Northern Arizona University</td>
</tr>
<tr>
<td>GRIFFIN, Thomas F., Jr.</td>
<td>University of Arizona</td>
<td>Sedona, Arizona</td>
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<tr>
<td>HANEY, Arthur F.</td>
<td>University of Pennsylvania</td>
<td>Broomall, Pennsylvania</td>
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<td>HENDRICKS, Lynn A.</td>
<td>Arizona State University</td>
<td>Phoenix, Arizona</td>
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<td>KETCHEL, Steven J.</td>
<td>Stanford University</td>
<td>University of Arizona</td>
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<td>KUNKEL, Joel W.</td>
<td>University of Bridgeport</td>
<td>University of Arizona</td>
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<tr>
<td>LEONARD, Jeffrey A.</td>
<td>University of Arizona</td>
<td>Phoenix, Arizona</td>
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<td>LINDSTROM, Steve E.</td>
<td>Arizona State University</td>
<td>Tempe, Arizona</td>
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<td>LONGSTRETH, Paul L.</td>
<td>Arizona State University</td>
<td>Phoenix, Arizona</td>
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<td>MARGOLIS, Harold S.</td>
<td>University of Arizona</td>
<td>Tucson, Arizona</td>
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<td>MILLER, Gary L.</td>
<td>Arizona State University</td>
<td>Phoenix, Arizona</td>
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<td>MOLENICH, Shirley A.</td>
<td>University of Michigan</td>
<td>Arizona State University</td>
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<td>MOUER, John W.</td>
<td>University of Arizona</td>
<td>Tempe, Arizona</td>
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<td>PICCINATI, Arthur J.</td>
<td>University of Arizona</td>
<td>Harvard College Scottsdale, Arizona</td>
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<tr>
<td>STOKER, David L.</td>
<td>Arizona State University</td>
<td>Scottsdale, Arizona</td>
</tr>
<tr>
<td>TEMPLE, James T.</td>
<td>Westmont College</td>
<td>University of Arizona</td>
</tr>
<tr>
<td>THOMAS, David B.</td>
<td>Johns Hopkins University</td>
<td>Prescott, Arizona</td>
</tr>
<tr>
<td>TOM, Soleng, Jr.</td>
<td>Stanford University</td>
<td>Ventnor, New Jersey</td>
</tr>
<tr>
<td>WEAVER, Michael J.</td>
<td>University of Arizona</td>
<td>Tucson, Arizona</td>
</tr>
<tr>
<td>WEISMANN, Douglas N.</td>
<td>Occidental College</td>
<td>Phoenix, Arizona</td>
</tr>
<tr>
<td>WESOLOWSKI, David P.</td>
<td>Allan Hancock College</td>
<td>Phoenix College</td>
</tr>
<tr>
<td>WEISMANN, Douglas N.</td>
<td>Occidental College</td>
<td>Phoenix, Arizona</td>
</tr>
</tbody>
</table>
CLASS OF 1973
(Enrolled 1969)

ARNETT, Ernest Everett
University of Arizona
Tucson, Arizona

DEMARSE, Corwin Fred
University of Minnesota
Holbrook, Arizona

BEAUCHAMP, Robert Fredrick
Arizona State University
Phoenix, Arizona

FEDERSCHNEIDER, Jerome Miles
Syracuse University
Orange County Community College
University of Arizona
Tucson, Arizona

BEDARD, Charles Kent
Arizona State University
Phoenix, Arizona

FIORE, Salvatore John
University of Arizona
Phoenix, Arizona

BENSEN, Nathan Arnold
Augustana College
Flagstaff, Arizona

FREESTONE, Steven Wilford
Arizona State University
Mesa, Arizona

BERQUIST, Robert Ehrling
University of Arizona
Tucson, Arizona

GOLDMAN, Joel Malcolm
Memphis State University
University of Miami
University of Arizona
Tucson, Arizona

BRANGER, John Dennis
Phoenix College
Arizona State University
Phoenix, Arizona

GRIEGO, Bertram De Nean
Los Angeles City College
University of California at Los Angeles
University of Arizona
Tucson, Arizona

BROWN, Marvin Ross
University of Arizona
Douglas, Arizona

HARALDSEN, John Michael
University of Arizona
Tucson, Arizona

BRUWER, Michael Johan
Stanford University
University of Arizona
Tucson, Arizona

HARGIS, Thomas Charles, Jr.
Northern Arizona University
Colorado State University
Hereford, Arizona

CARNEY, Douglas Michael
Stanford University
University of Minnesota
University of California
San Francisco Medical Center
McCall, Idaho

HERINGER, John Nelson
United States Naval Academy
Occidental College
Scottsdale, Arizona

CARTER, Forrest Rea
Phoenix College
Arizona State University
Tempe, Arizona

HOOPER, Edward Young III
University of Arizona
Casa Grande, Arizona

CHICK, Russell Paul
Northern Arizona University
Scottsdale, Arizona

JAEGGER, Gary Alfred
Oregon State University
Nevada Southern University
Las Vegas, Nevada

COTNER, Rodney L.
Phoenix College
Arizona State University
Phoenix, Arizona

JANKOVIC, Josef
Phoenix College
Arizona State University
Phoenix, Arizona

CREASMAN, Ronald James
Arizona State University
Tempe, Arizona

KELTER, Alexander
California Inst. of Technology
University of Arizona
Sun City, Arizona

CUMMINS, Richard Michael
University of Arizona
Tucson, Arizona

KENT, Tyler John
University of Arizona
Paradise Valley, Arizona

DAHL, Steven L.
Arizona State University
Mesa, Arizona
KON, Alan Lohiau
University of Arizona
Glendale, Arizona

LAWRENCE, Geoffrey Talbot
University of Arizona
Litchfield Park, Arizona

LAWRENCE, Larry Ray
University of Tucson
Tucson, Arizona

LEON, Jose Ricardo
University of Arizona
Tucson, Arizona

LEVITT, William Lawrence
University of Arizona
University of New Mexico
Tucson, Arizona

MACIUILLA, Gregory James
University of Arizona
Tucson, Arizona

MANNING, Michael Rollin
University of Arizona
Tucson, Arizona

MARSHALL, Peter
Reed College
University of Arizona
Tucson, Arizona

McBRIDE, Cris Dewaine
University of Arizona
Tucson, Arizona

McCARVER, James Wesley
Arizona State University
Scottsdale, Arizona

NEMETH, William Charles
United States Air Force Academy
University of Arizona
Tucson, Arizona

NUDO, Richard Anthony
Loyola University
Arizona State University
Phoenix, Arizona

OBLIGATO, Peter Richard
University of Arizona
Tucson, Arizona

OLTERTSDORF, Timothy Paul
Arizona State University
Scottsdale, Arizona

PARKER, Mary Jane
University of Arizona
Winkelman, Arizona

QUALLS, Susan Patricia
University of Arizona
Tucson, Arizona

REINEBERG, Edward Jere
University of Albuquerque
Northern Arizona University
Eloy, Arizona

ROACH, Mary Julia
University of Michigan
Phoenix, Arizona

RUBEN, David Alan
University of Arizona
Pomona College
Tucson, Arizona

SCHNEIDER, Gerald Lane
Northern Arizona University
University of Arizona
Phoenix, Arizona

SCHOLD, Stanley Clifford, Jr.
Bakersfield College
Antioch College
University of Arizona
Phoenix, Arizona

SCOTT, James Bruce
Arizona State University
Phoenix, Arizona

SHAW, Carolyn
Antioch College
Massachusetts Institute of Technology
Philadelphia, Pennsylvania

SHELDIS, Mary Ellen
University of Arizona
Tucson, Arizona

SOULIARD, Mary Carol
University of Dallas
University of Arizona
University of California
Tucson, Arizona

TUCSON, Arizona

TUCSON, Arizona

TUCSON, Arizona

TUCSON, Arizona

TUCSON, Arizona

TUCSON, Arizona

TUCSON, Arizona

TUCSON, Arizona

TUCSON, Arizona

TUCSON, Arizona

TUCSON, Arizona
CLASS OF 1973
(Continued)

WIMMER, Robert Dale
Kansas State University
Stanford University
Anchorage, Alaska

WOOD, Terry David
Utah State University
Arizona State University
Mesa, Arizona

WORTHEN, Willard Frank II
California State College at Fullerton
Arizona State University
University of Arizona
Scottsdale, Arizona

YEOMAN, Stuart Greer
University of Arizona
Tucson, Arizona

YOUNGKIN, Tyler P.
Northern Arizona University
Phoenix, Arizona
TIMETABLE FOR 1970—1971

Filing of formal application by applicant

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Earliest Date</td>
<td>1 July 1969</td>
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<tr>
<td>Latest Date</td>
<td>December 1, 1969 (Completed)</td>
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<tr>
<td>Application Fee</td>
<td>$10 (non-resident)</td>
</tr>
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Notification of acceptance by school

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<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Earliest Date</td>
<td>September 1969</td>
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<tr>
<td>Latest Date</td>
<td>varies</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Usual time from receipt of application to acceptance notice</td>
<td>varies</td>
</tr>
<tr>
<td>MAY give early decision to applicant accepted elsewhere but preferring this school.</td>
<td></td>
</tr>
</tbody>
</table>

Applicant response to acceptance offer

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred time for response</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Maximum time for response</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Deposit fee to hold place in class (applies to tuition):</td>
<td></td>
</tr>
<tr>
<td>due with acceptance</td>
<td>$50.00</td>
</tr>
</tbody>
</table>

Deadline for cancellation of acceptance

(deposit refundable prior to this date) 1 March 1970

Other information on 1970-71 1st year class

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Starting date</td>
<td>8 September 1970</td>
</tr>
<tr>
<td>Estimated size of class</td>
<td>64</td>
</tr>
</tbody>
</table>
STUDENT HONOR CODE

There is as much competition between members of a student body as there is among members of any other peer group in our society. Such competition should not be discouraged but, rather, should be allowed to operate within an environment which provides that all participants have an equal opportunity to do well.

Generally, the creation of such an environment for a student body brings into play administrative or faculty forces which involve proctoring, supervising, or otherwise monitoring the activities that take place within the group; activities which, if unsupervised, might generate inequities. These practices leave a great deal to be desired and, as a result, a few schools have taken the interesting step of transferring to the students themselves the responsibility for the conduct of their affairs. The Honor Systems that have resulted, and the Honor Codes that describe these systems, are varied but there is a common ingredient in those that are successful; that is, responsibility for supervising the code and all decisions relating to its infractions must reside in the student body itself.

It has always seemed particularly desirable that students in a professional school should operate under such a system. In recognition of this, the student body at the College of Medicine, University of Arizona, have prepared their own Honor Code. All students who are currently enrolled in the College operate under this code. This code, precisely as it has been written by the students, follows.

HONOR CODE OF THE UNIVERSITY OF ARIZONA COLLEGE OF MEDICINE

The Honor Code requires that a man or woman shall act honorably in all the relations and phases of the student's medical education. Lying, cheating, stealing, or breaking one's word of honor are considered violations of the Honor Code. Violations will normally result in dismissal from the College of Medicine. A student's word of honor, once given, is inviolate and its use in regulating trivialities is highly dangerous. The Honor Code requires that, when a student has personal knowledge of suspicious circumstances with respect to another student, and feels that the student's actions may constitute a breach of this Honor Code, he shall investigate the matter as secretly and as speedily as possible. It
is not only imperative but is the very essence of this Honor Code that each and every student recognize this duty of upholding the honor of the student body and the medical profession. Any student who knowingly fails to fulfill this duty of investigation is himself guilty of a breach of honor. Each student's obligation is to the student body and to the medical profession, even over and above that to any individual. This duty can in no way be construed as spying, tale-bearing, or as being in any way reprehensible. It is the finest expression of loyalty to a cherished tradition of honor among a community of medical students and to the medical profession. It is also important that every student should exercise the greatest care to keep himself and his fellow students free of suspicion.

It is always advisable to associate two or three fellow students, if possible, in making an investigation. It is important to understand that the investigating students are the first to pass on the guilt or innocence of the suspected person. If the investigating students believe the suspected student to be guilty, they shall accuse the suspected student personally and demand that he explain his conduct. If the investigating group is satisfied that the suspected student is not guilty of improper conduct, there shall be no further proceedings, and nothing connected with the investigation shall be made public. If, after hearing his explanation or after he has refused to make an explanation, the investigating group is still convinced of his guilt, they shall forthwith notify the Honor Committee and the accused student in writing of the specific charges alleged against the accused student.

Upon the receipt by any member of the Honor Committee in writing of any charge against a suspected student, such member shall immediately notify the remaining members of the Honor Committee and they shall, within two days, notify in writing the accused student and the investigating group of a time, within five days, of a meeting for the preliminary determination of the propriety of the charges made against the suspected student. This meeting shall be closed except to these enumerated persons, and there shall be no records kept at this meeting.

At said meeting, the Honor Committee shall study the written charges and may hear such evidence concerning the propriety of the charges as they may desire. If four members of the Honor Committee shall, by secret ballot, vote to conduct a full hearing of the case, said Honor Committee shall thereupon notify the accused student and the investigating group of a time, not less than ten nor more than fifteen days from said preliminary meeting, for the hearing of evidence and determining the guilt or innocence of the accused; in this event, the charge may not be dropped
merely upon the agreement of the accused to leave the College of Medicine voluntarily. Unless at least four members of the Honor Committee shall so vote, the charges shall be quashed and all papers in connection therewith shall be destroyed.

At the hearing of a case, minutes shall be taken by a person appointed by the Honor Committee. These minutes and all other records of the Honor Committee shall be properly stored indefinitely by the Honor Committee. Said minutes and records shall be kept confidential except for the members of the Honor Committee, the Dean of the College of Medicine, the appropriate administrative officers of the University of Arizona and such persons as the Honor Committee shall, for good cause, approve.

At the hearing before the Honor Committee, the investigating group and the accused may be represented by counsel from the student body of the College of Medicine, but not otherwise. Such persons or counsel shall have the privilege of examining the witnesses with relation to the facts of the case. Reasonable time shall be allowed to both sides. The accused shall be at liberty to say what he chooses in his own defense. The witnesses in the case are upon their honor to disclose truthfully all pertinent facts. The accused is presumed innocent until proven guilty by clear and convincing evidence. Said hearing shall be closed to all except the witnesses, the investigating group (and their counsel, if they choose to employ one), the Honor Committee and their appointed secretary, and such persons as the accused may desire.

If, after hearing all the evidence and arguments of both sides, seven of the eight who compose the Honor Committee are clearly convinced of the guilt of the accused and shall so cast their votes in secret ballot, the findings of the Honor Committee shall be reported to the Dean of the College of Medicine, with a recommendation for the cancellation of such student’s registration in the College of Medicine. The Dean shall transmit the findings and recommended action to the appropriate administrative officers of the University. If the accused is found innocent, the Honor Committee shall report such findings to such persons or places as the accused shall reasonably request.

Each year, a member of the Honor Committee shall, within the first two weeks of the beginning of classes, completely read and explain this Honor Code to the entering students and to the new faculty members. This Honor Code shall be published in the College of Medicine bulletin and shall be included in the materials sent to the applicants to the College of Medicine.
The Honor Committee shall, as set forth herein below, be composed of eight students of the College of Medicine elected by the student body for the following academic years:

<table>
<thead>
<tr>
<th>Class</th>
<th>1969-70</th>
<th>1970-71</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Sophomore</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Junior</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Senior</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

Each class shall make its selection from its own class on or before October 1 of each year. Said one-year term shall run from October 1 to September 30 of the following year. The Honor Committee so composed shall select a Chairman from among its members. The Chairman shall preside at all meetings and hearings of the Honor Committee. In the case of absence or disqualification of any member of the Honor Committee, the remaining members shall appoint a temporary substitute from the student body. Disqualification of a member of the Honor Committee shall be automatic if such member is either the accused or one of the investigators.

All amendments to this Honor Code must be approved by a vote of three-fourths of the student body of the College of Medicine.