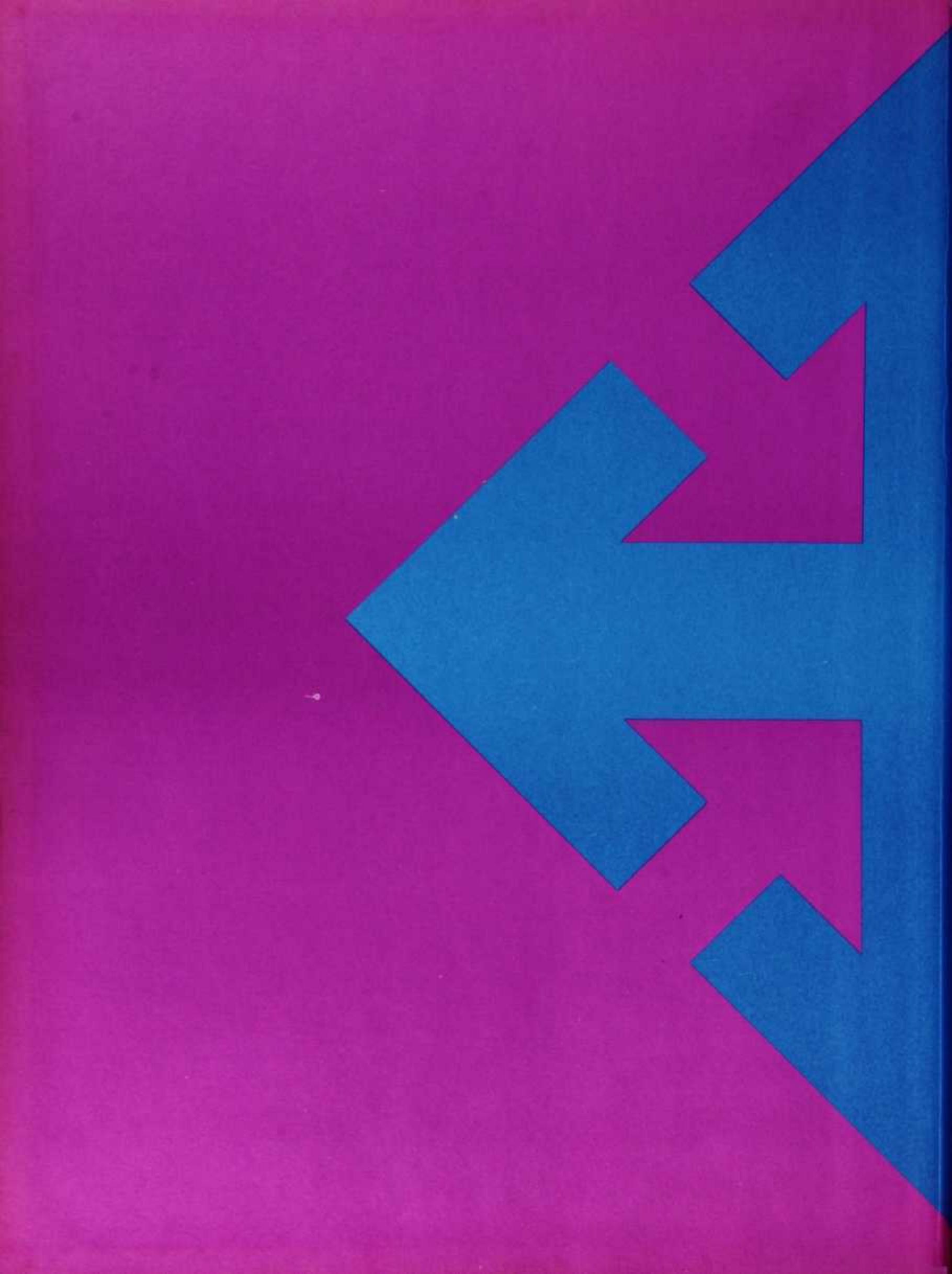


CARDINAL
'70



Foreword

What is happening to yearbooks is indicative of what is happening to the whole structure of human consciousness. A new vision of humanity is emerging whose keynote is an intense unity among persons.

Ideas built on structure, i.e. four years for a degree, no interdisciplinary mixing, Catholic University as distinct from the community around it, are no longer satisfactory. People are looking for points where bridges, not boundaries, can be built. This striving for organic unity is the essence of Cardinal '70. Consequently, we have not limited ourselves to the familiar yearbook format of divisions titled "Fall", "Winter", and "Spring". We have, rather, attempted to view the events of the school year as a developed whole—the progression from self to other, from university community to the world beyond. Our presentation is based upon the personal interactions involved in four vital aspects of this new vision. These are the humanizing, communicating, evolving, and expanding experiences of one year within the C.U. community.

Initially, we are concerned with the humanizing aspect of the University. The first emphasis is on individual faces and the life expressed by them. When a number of individuals come together to interact, a unified group is formed. In the Community sub-section of the humanizing experience we look at the varied interactions within the University itself. Experiences as diverse as alumni cheering at Homecoming and an art class chalking Albert Hall are seen as expressions of the many facets of the university community.

Vital to these interactions is communication, whether the personal contacts are football tackles, classroom discussions, or the dramatic actions of stage players. The com-

municating experience transcends the diversity of the action. Programs such as "Partnership" and "TD 500" are examined in light of the boundaries they overstep and the new form of life they are trying to bring. In the Sports section, we have combined objective photos of the physical action with subjective interpretations of the emotional guts of each sport. Contained in the Creative communication section are not only actors and musicians but also an interpretative photo essay of the crumbling, yet beautiful, walls of Albert Hall.

Interaction brings evolution. A student contribution to this process was "Open", when the neighboring community was invited to a campus party. The Trustees contributed by appointing the University's first lay president. Other responses evoked revolutionary actions as expressed at the Grievance Rally and the Student Strike.

The final section considers C.U.'s interaction with the outside community. An Appalachian volunteer wrote from the coal fields of West Virginia and a student teacher wrote from the battlefield of a fifth grade classroom. In closing, we have the senior section presenting the representatives that the University is sending into the larger community around us.

Throughout the sections we have used thoughts from the faculty and administration to highlight the theme of each section.

In Cardinal '70 we have tried to capture the inner dynamisms of the events of one school year in terms of the humanizing, communicating, evolving, and expanding aspects of the University community. Our emphasis has been on the creative unity of these aspects.

We invite you to experience Cardinal '70 with these thoughts in mind.

The Editors

The yearbook of The Catholic University of America in Washington, D.C.
Volume Forty-Nine.

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Tod Herbers

Robert Poly

Co-Editors-in-Chief

to humanize

is to
personalize—
individually
and socially





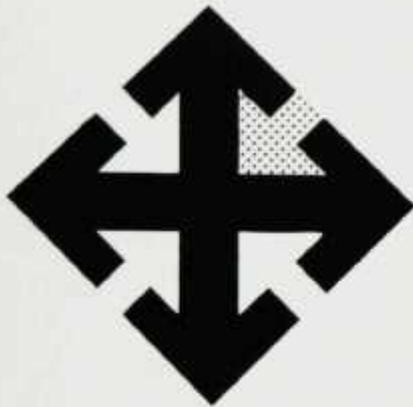
is to
humanize—
intellectually,
physically,
and
creatively

to communicate



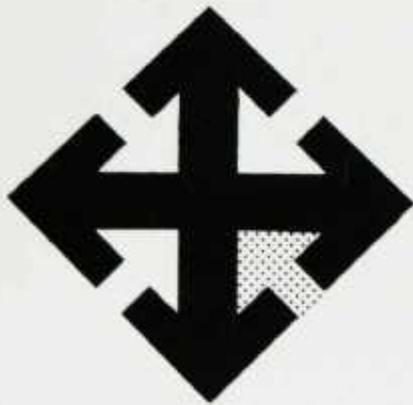
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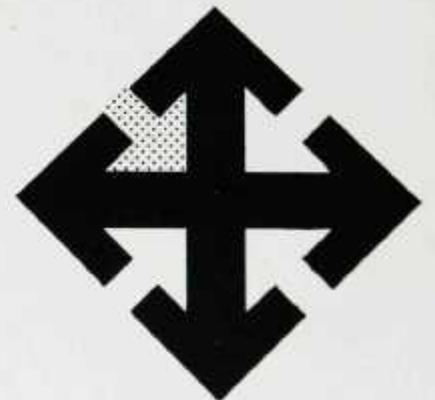
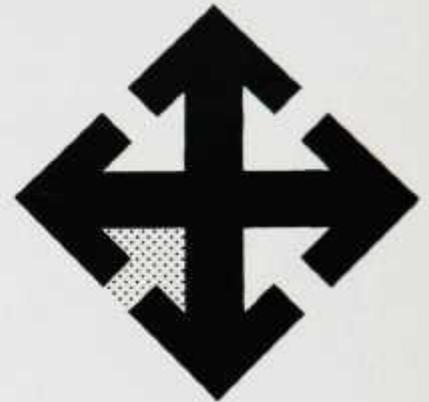
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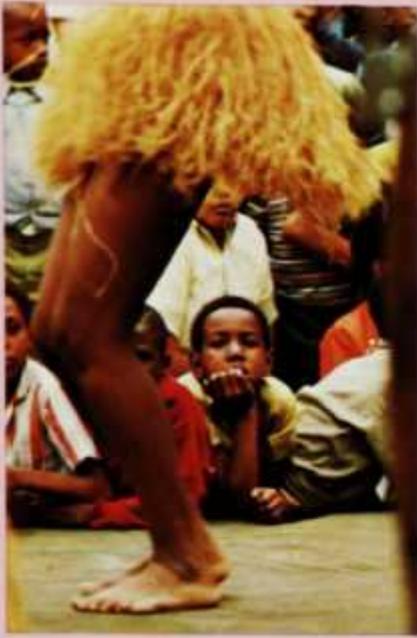
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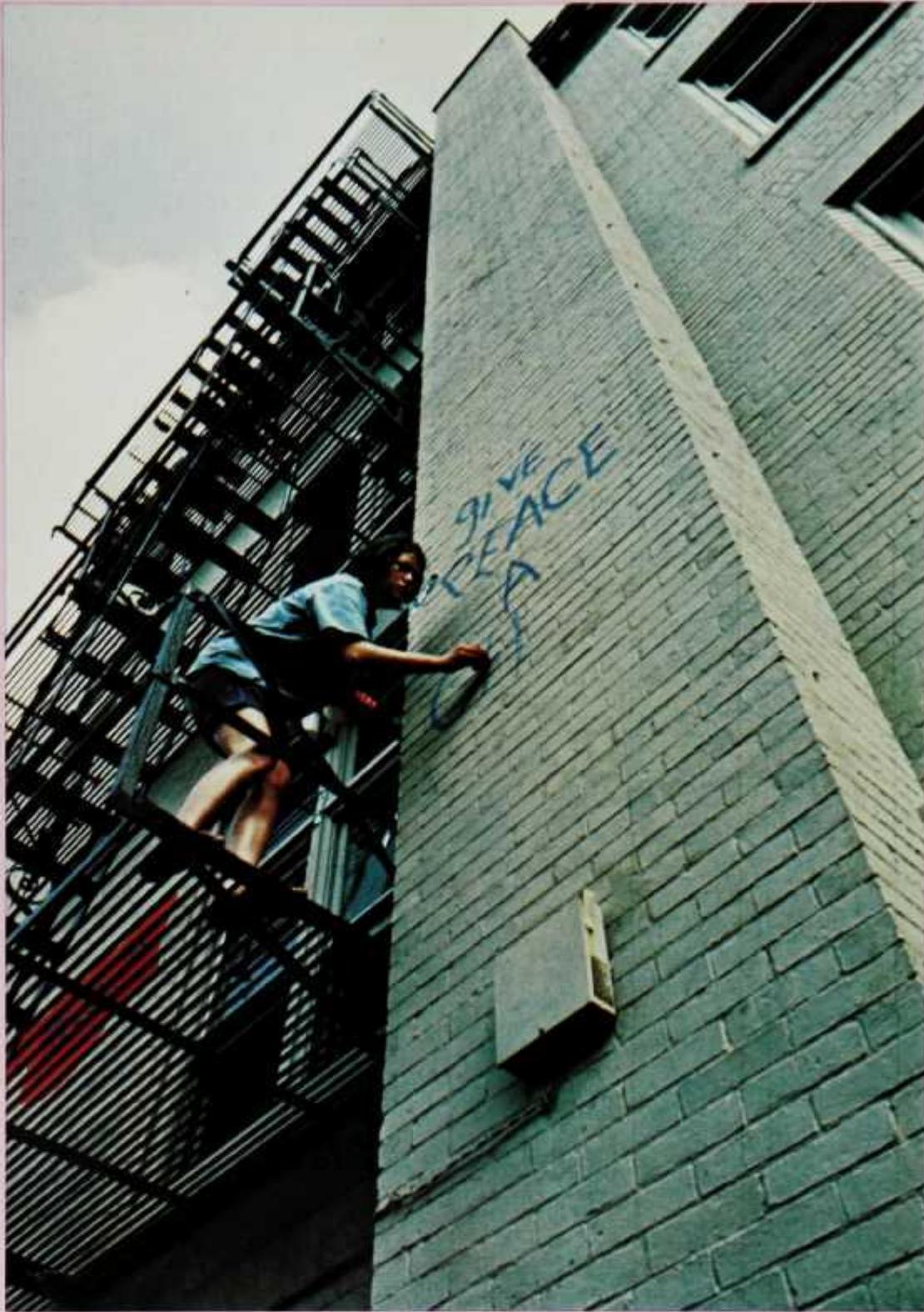




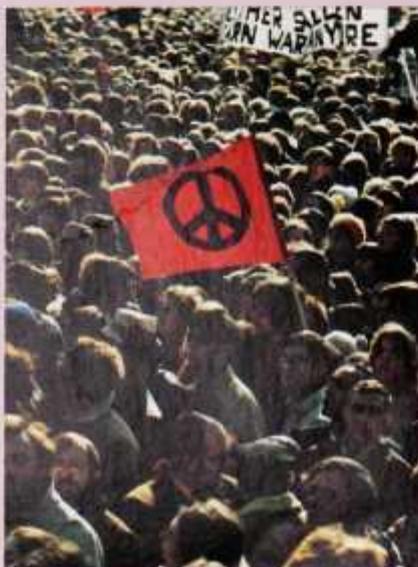
to evolve



is to
open
to new
experiences
from within
and from
without



is to
enter
into the
larger
community
as an
active
participant



to expand



30/9/2014

The Humanizing Experience

... go ahead,
 walk in:
there's no door to keep you out . . .
arms are reaching out
to welcome you—and
in touching bodies
 you
 plunge (but slowly)
into the depths of a PERSON;

there's a peace here and a healing—
a strong joy
that gives direction and scope to the ecstasy:
meaning and hope to agony/

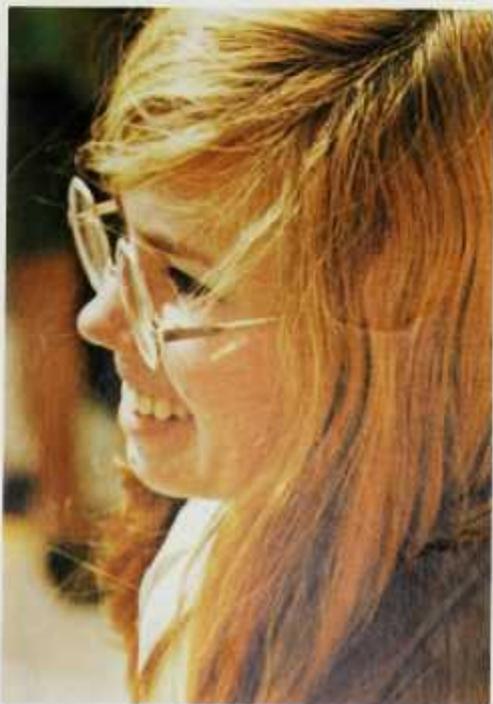
 you've come
home now at last—here

... HOME

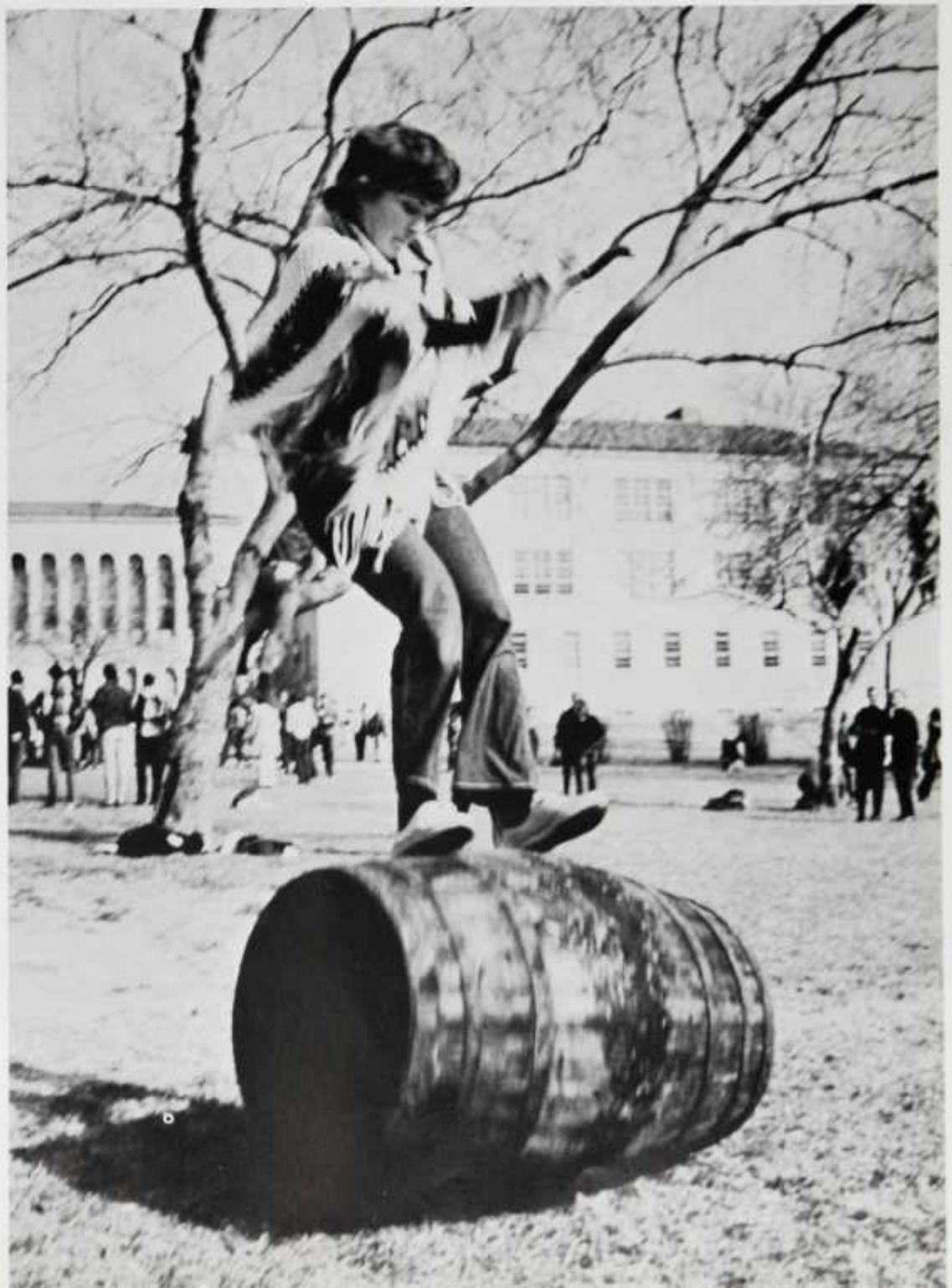




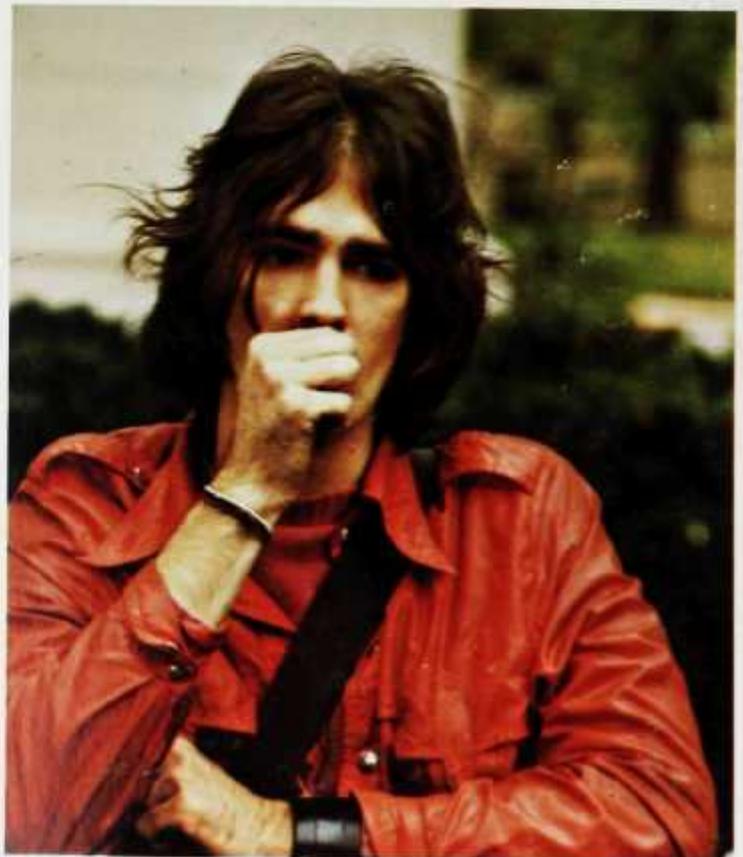
A. The Person

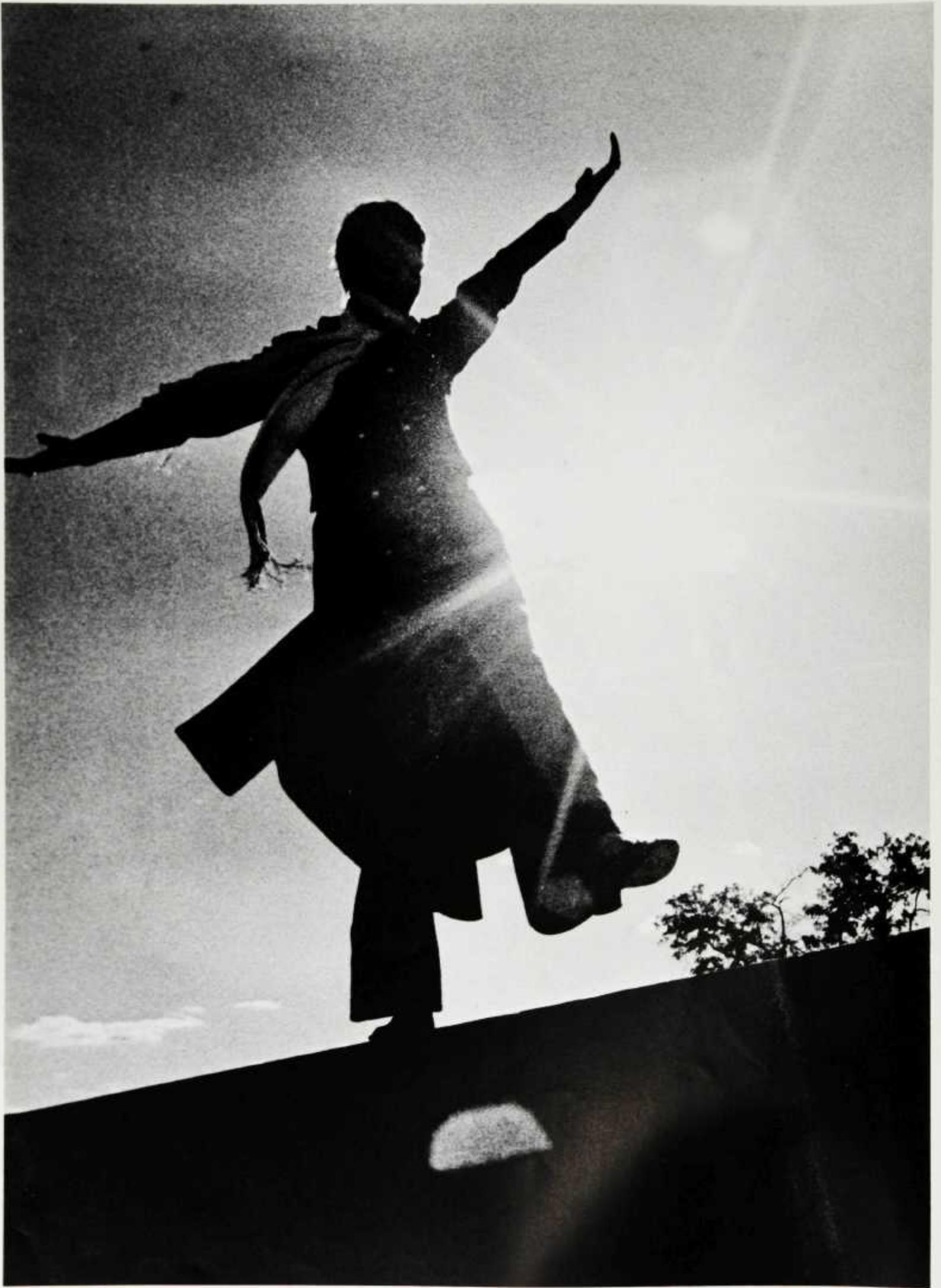












star-burst

dawn-break

LIFE
explodes!

from the tortured depths
of the still unlost seas:

kaleidoscopes
of melting

shifting
dancing

colours
shatter the earth;

they leap through torrents
and ages of yet unseen skies

and
converge

to penetrate

——a man:

and then . . . slowly, oh, so slowly (and soft)
the colours wash over him and whisper through him
(sighing low) then faster faster more sure now
exultant! they reach out to SHOUT and sing . . .
laughter wells up from the depths—calls forth and echoes
a rainbow of sound; then moving about he slowly
begins to dance . . . step in/step back step in/step back
wilder yet wilder

——STOP

then

caught up in unspeakable (unspoken) awe
he looks upon the now-revealed world
and touches

woman

Forum



DANIEL MAGUIRE

Daniel Maguire, S.T.D., Religious Education: "It was the poet Yeats who said: 'Tread lightly if you would tread upon my dreams.' A university has a right to say, 'Tread lightly if you would tread upon my objectives.' Objectives are made of dreamy stuff. This is not to say that dreams and objectives are not valuable. They are indeed essential. If we do not dream of freedom, we will never be free. If we do not dream of Christianity, we will never be Christian. Dreams are dangerous only when they are mistaken for reality.

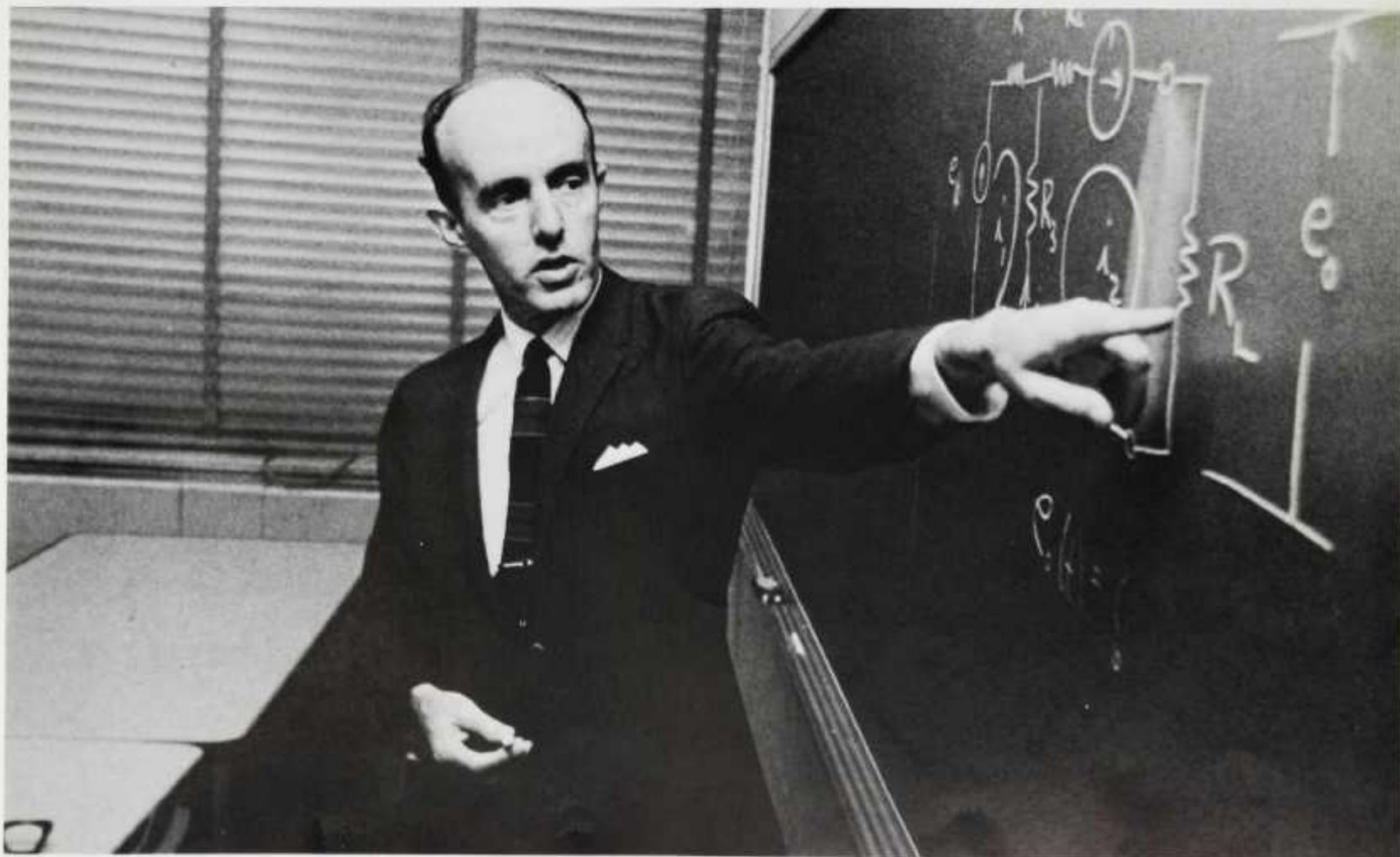
The experience of Catholic University is humanizing. It is rich in diversity and heavily endowed with typically Catholic disorder. In many ways it is like an old shoe . . . poor and worn . . . but it's comfortable and you can go places with it."

Leopold May, Ph.D., Chemistry: "I look at the word 'humanizing' from two points of view. One is that as a maturing individual develops, each must realize the position that he will have in society. For a properly run society each individual has to develop to appreciate that we all have our own beliefs and ideas, and we would prefer to have our ideas be the prevalent ideas that govern society. We must learn other people's ideas and also to appreciate that we should consider their notions in forming our own ideas.

Secondly, there is the problem of communication between people. No longer can we remain so independent that we cannot talk to others. We must also learn to talk to other people in their languages. By that I mean if one

is studying psychology, and I talk to someone who is studying biology, there must be a point of contact in terms of talking to each other. Therefore, one of the roles of the university is to teach a student his particular field in broad enough terms so that he can talk in a common language to people who have gone into other areas."

George McDuffie, Ph.D., Electrical Engineering: "A humanizing experience is one which makes an individual more sensitive to the existence, feeling, and aspirations of being educated in a community such as C.U. Do we consciously attempt to foster humanizing experiences? No. Should we? Yes, but not to such an extent that our over-all 'hard' educational goals suffer."



RUSSELL LEEDY

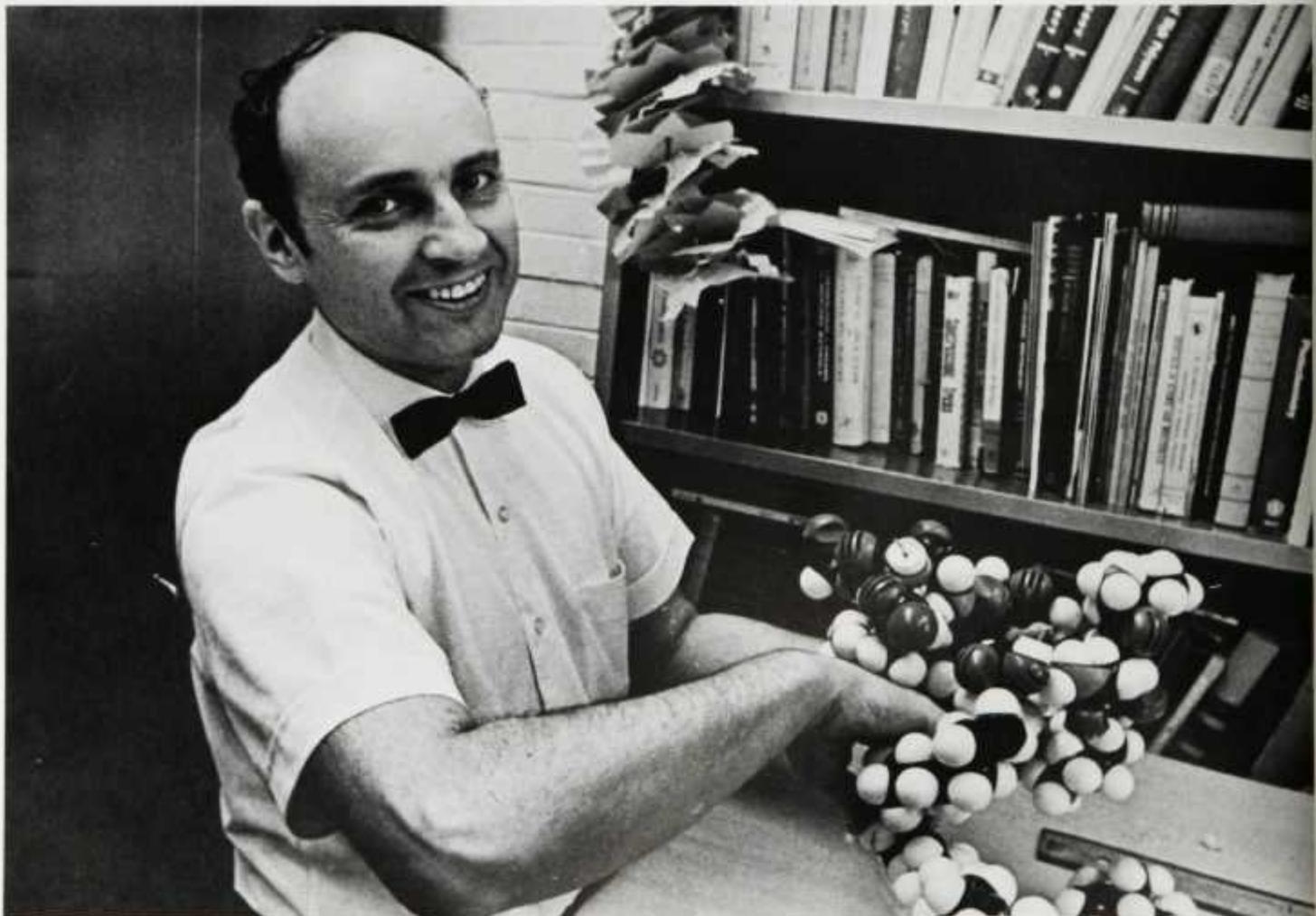


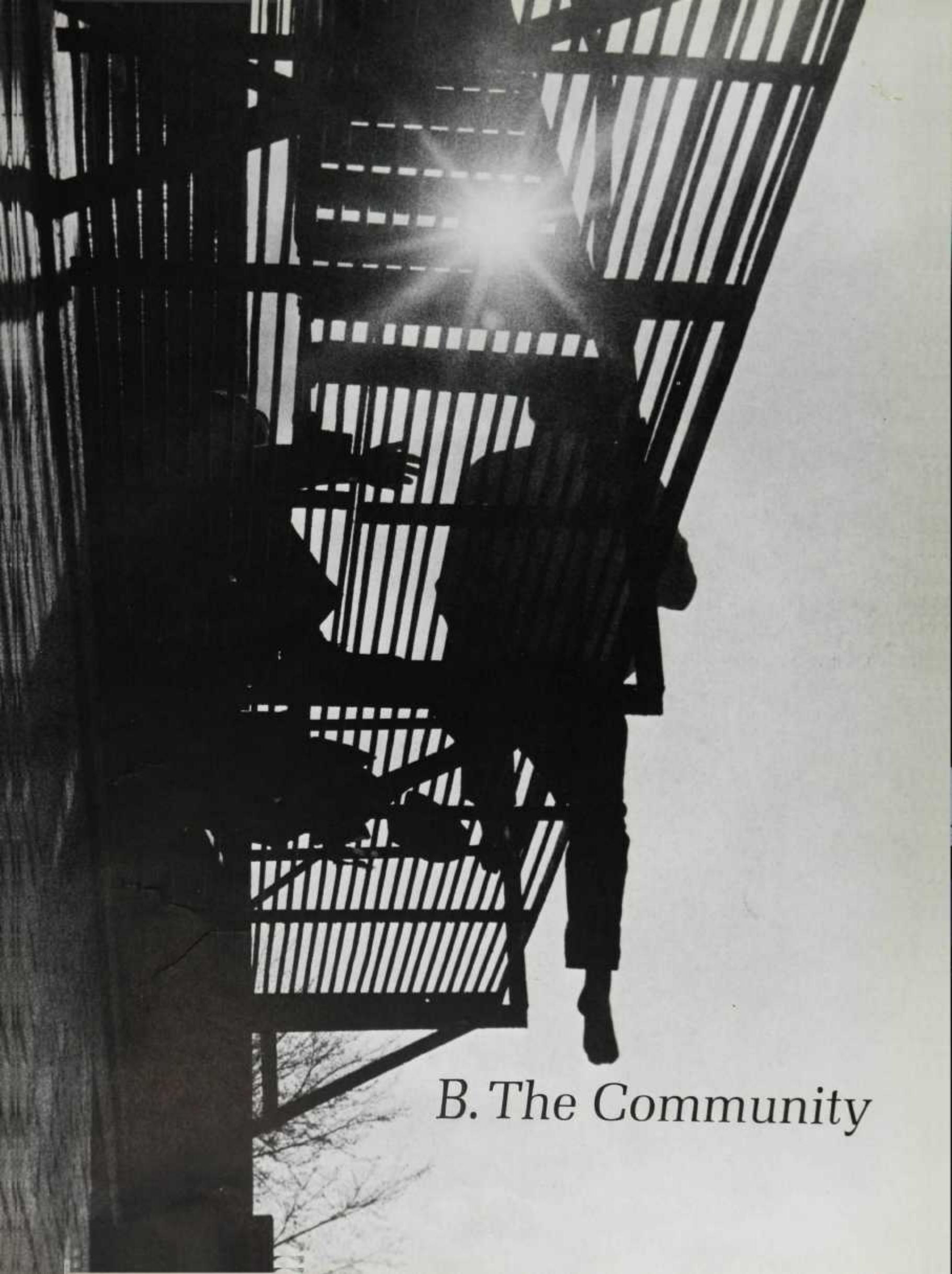
Russell Leedy, M.A., Social Service:

"Humanization surely means learning about one's self and being aware of the manner in which one makes decisions, determines courses of action, and relates to others. Some people, students and faculty, cannot cope with or tolerate these kinds of experiences. They avoid them and find satisfaction in endeavors which place a premium on accomplishments which are evaluated by criteria other than the humanizing quality."

Nell Sonneman, M.F.A., Art:

"It brings out the human in the human being. In our scientific, rational society it means adjusting Peanut Lucy's myopia. One clear frosty night she looked up at the heavens and said: 'Poets tell us that the answers to life can be found in the stars. Stupid poets!'"

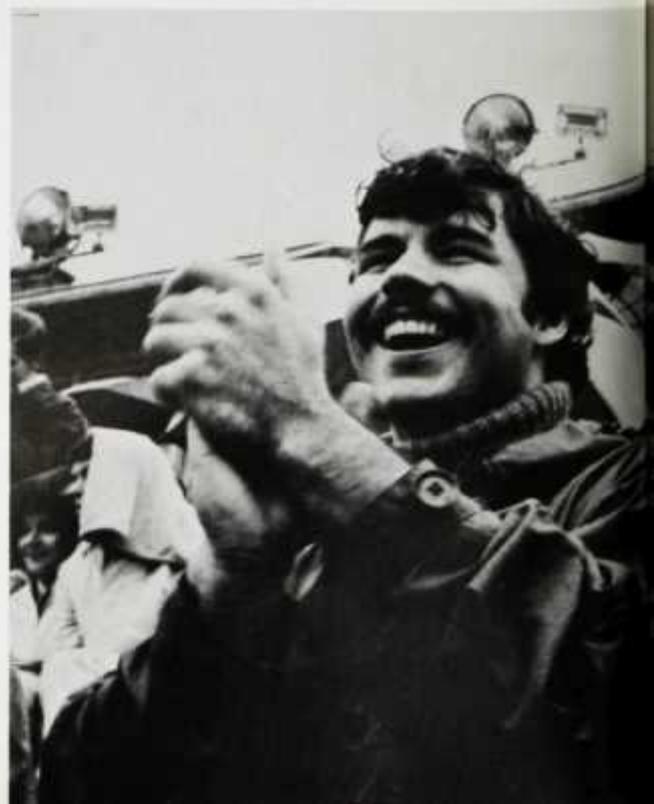




B. The Community

When the Alumni Return . . .

*present and past communities form a sometimes-strong, some-
times-shaky alliance.*





- "I take great pleasure in seeing my old friends and re-living my University days."
- "I'm tired of the dinner being an Ed McMahon 'show'."
- "It is meeting and developing friendships among alumni which brings us back every year. I believe I know at least a thousand alumni."
- "I mingled with the students but I believe in law and order."
- "The girls at the Brunch were so courteous and cute. I remember getting names and addresses to set up a rendezvous for nephews of comparable age."
- "Yes, I loved it."



- "My impressions? In my day students were clean and neat. We bathed regularly and had regular haircuts."
- "The students I have met during Homecoming Weekend seem to have a restlessness that could not be analyzed. There is a great discontent among the students—they criticized everything, everyone."
- "It would be wonderful if they could accept the aged the way we are and not try to change us."
- "Students of my era were more concerned with making a living than 'talk' of changing the world."
- "Too many husband-seeking coeds on the campus."
- "They have a great social consciousness, are less inclined to revere established values, are less disciplined as scholars. But I think they are mature and constructively critical."
- "They seem to be living in a dream world of fancy talk but little action."





- "I regard every square foot of that campus as hallowed ground."
- "C.U. was the embodiment of rationale rigors and the exploitation of every effort. I was never frustrated intellectually."
- "The school grounds are much more elegant than in our days, and we are saddened to think that all the conveniences are not appreciated. When asking some of the boys about the student lounge, they felt it was just a bore."
- "I cannot believe the wonderful teachers I knew have changed so greatly . . . it must be the students."



A
Conversation
With
President
Walton



Cardinal Editors: What distinguishes C.U. as a community?

Walton: C.U. is a complex of different kinds of communities. There's a faculty community, a student community, and many others. Within each there are any number of sub-communities, not all of which share the same values as other sub-communities. What keeps us together, and distinguishes us from other universities, is our commitment to a belief that there is a God who is our creator and upon whom we are dependent, and to a set of spiritual and moral values that the University as a community has to look at critically. We have, of course, the same commitment to pursuing truth as other universities, and truth doesn't normally come through thunderbolts.

Cardinal: When have you observed the University acting as a committed community?

Walton: I thought that the Christmas Party for those youngsters from Boys Village was a reflection of the commitment being translated into practice in the best sense. The action by our students during the November Moratorium was a tremendous expression of charity. The only negative experience I had was the rally in March. Many students had gathered on the Mall to hear certain things. But I wasn't given a chance to respond. Every time I attempted to give an answer I was cut off. I was introduced in a way that made it appear that I had asked to speak to the students, when I was, in fact, asked to speak. And then the march into the library was really a contrived operation. But I did learn about some of our problems in a very dramatic way. I thought it took great courage and honesty for the student leaders of that enterprise to not just write me a private letter of apology, but to make it public. I came out loving them more, though during the midst of it I was pretty uptight.

Cardinal: Do these incidents indicate any prevalent characteristics in our undergraduate sub-community?

Walton: I don't think our undergraduate group is a monolith any more than I think that the youth of America is or really ever was a monolith. But as a group they are definitely more societally and politically oriented than were the students when I was here. That alone is a good thing. I think they are very open and rather positive in the assertion of what they believe to be their rights. I believe that our undergraduates do believe firmly in God. They're not satisfied with all the forms of the old liturgy or the ritual, but the way they get at God is not the same as saying they're not committed to God. We are still basically a God-committed community.

Behind a lot of the facade you find today is a hungering for spiritual and moral values in a way that was never quite so clear in the past. Our students are asking this University to be deeply concerned with them in a quest for values and the application, where possible, of our values to concrete solutions.

Cardinal: What do you feel is your role as a president?

Walton: The objective is to get the resources and provide the leadership so that C.U. will be one of the pre-eminent universities in America.

Cardinal: Isn't the way in which you lead often impeded by our financial situation?

Walton: Yes, and that's true of almost every university. Did you see the New York Times' article a few days ago? Ten university presidents spoke about their major problems and the major conclusion was that all universities are headed towards a financial crisis. And that's both public and private institutions.

Cardinal: Do you feel that radical student activities on campus have had something to do with that?

Walton: I don't believe that our activities have had any adverse effect on contributions because we've never been given much. I think that it has had an adverse effect on many institutions with large alumni gifts.



Cardinal: How does a university president best lead his community?

Walton: The kind of leadership that we are talking about here is something that respects any number of groups on campus. This is difficult because everybody wants to come here, as if the University were contained within this one room. In a day where participatory democracy is a desired goal, initiatives must properly come from the people most affected. My job is to create the climate where these initiatives can be recognized, welcomed, and analyzed. It's bad if the president is asked to solve problems that are uniquely faculty's or uniquely students'. It's an unfortunate kind of paternalism for me to be expected to have answers to problems that I only dimly see.

Cardinal: When you and Dr. Weiss fielded questions during the Strike in May, one of the students made the point that these times demand inordinate risk, a risk taken on the part of leadership. The inference was that you ought to lead the community in areas of national concern and take the risk involved.

Walton: It's true that the times demand risk by leadership. But the real question is leadership for what function? Do I take the leader-

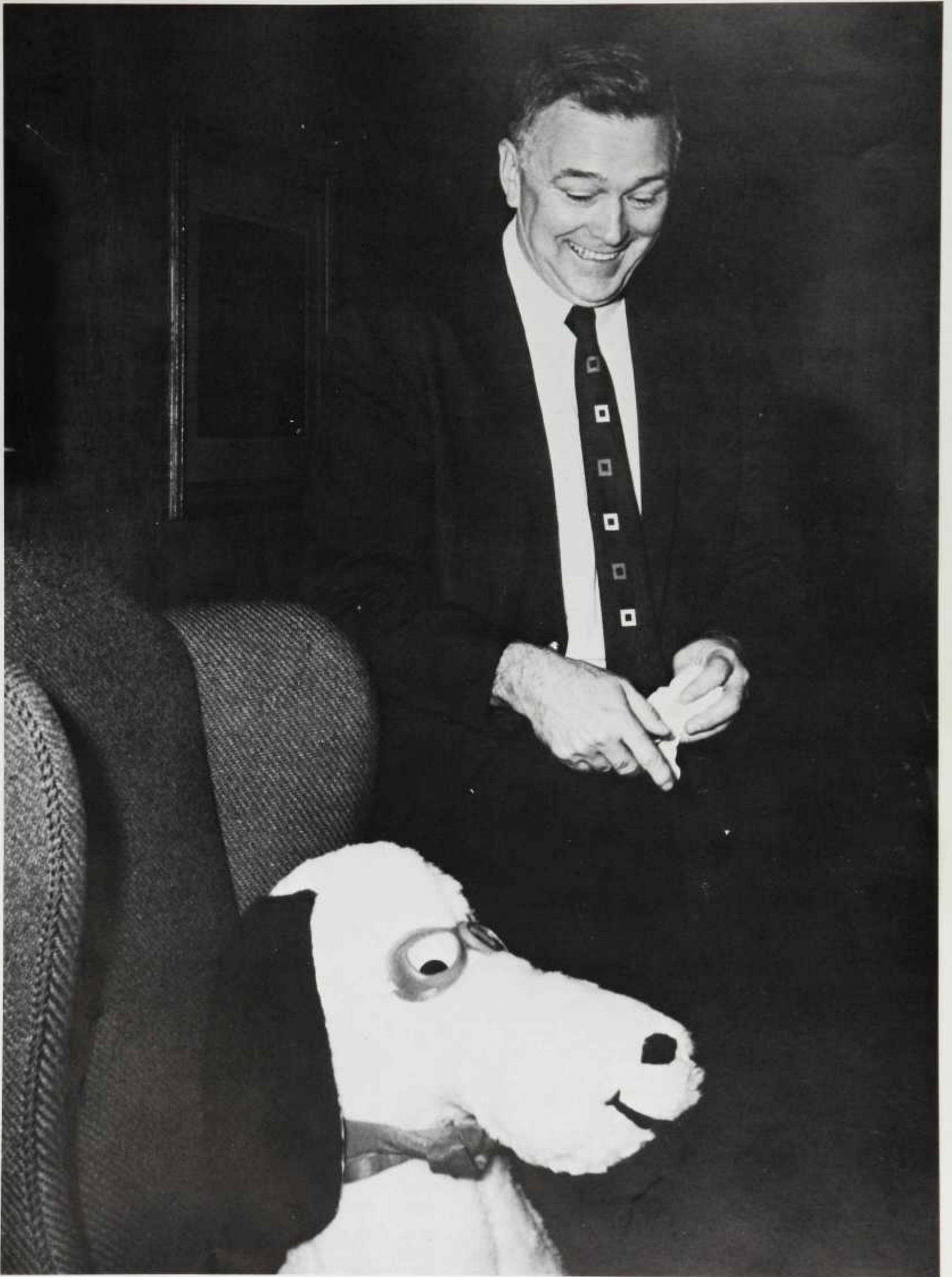
ship risk for X City which is in terrible financial condition because Z Company is laying people off? I am perfectly willing to take every risk to preserve and enhance this University. That's what my leadership role is. I am not an engineer and therefore I cannot make final determinations on what ought to be the kind of building complexes and highway networks for the District of Columbia. And properly so.

Cardinal: Your idea of leadership seems to be contrary to that of Kingman Brewster at Yale.

Walton: I think King Brewster has been very careful to relate anything he has said to the university community. And when he made his comment about the trial in New Haven, it was in the context of how that trial affected the New Haven university community.

Cardinal: It seems that there are misconceptions of your role?

Walton: The misconceptions are tremendous. The first is that the president hires and promotes or fires faculty. He doesn't. That is done by professionals judging professionals. Second, there is the false idea by the alumni that all a president has to do is wave a magic wand of some sort and student or faculty unrest vanishes. And finally, there is the very



important misconception on the part of many of the people on our campuses today that the university president ought to be expert on international and foreign affairs, domestic affairs, church affairs, and speaking out on all of these with dogmatic finality. The moment he starts assuming these thrones, he's going to put the university under critical attack. And that's going to disappoint a lot of people.

Cardinal: What part do you think students should have in making decisions that affect their community?

Walton: A very important role. We're beginning to get it with the election of five students with voting rights on the Academic Senate, if it's approved by the Trustees. Another important step forward is the new judicial machinery. But I've been disappointed by the low turn-out when I have tried to talk to students about common interests. For instance, security.

Cardinal: It seems that there is a difficulty in getting at student problems early. It seems that . . .

Walton: It's crisis management.

Cardinal: . . . that you usually have to confront a group of people.

Walton: We need other mechanisms, where I can meet with students without something ready to explode. The student government is elected by the students to expound and announce their interests, as they should. I think I should be on call, and anytime I've been approached by student government leaders, I tried to respond. I have never been at a university where it is more expedient to get to the top. And I think that last year I got to know the student leadership very well indeed. But, you see, one of the tough things about it is this: I ask you what kind of a student community do you think we have, and does the student government reflect that community?

Cardinal: Are you saying that you don't think so?

Walton: Oh, I think they desperately try, but

I say that it's a problem of leadership to try to relate to the student body.

Cardinal: One of the student comments at one of the meetings during the strike was: "This University is a conservative university. It is not a liberal leader, and it's not going to be." Do you agree?

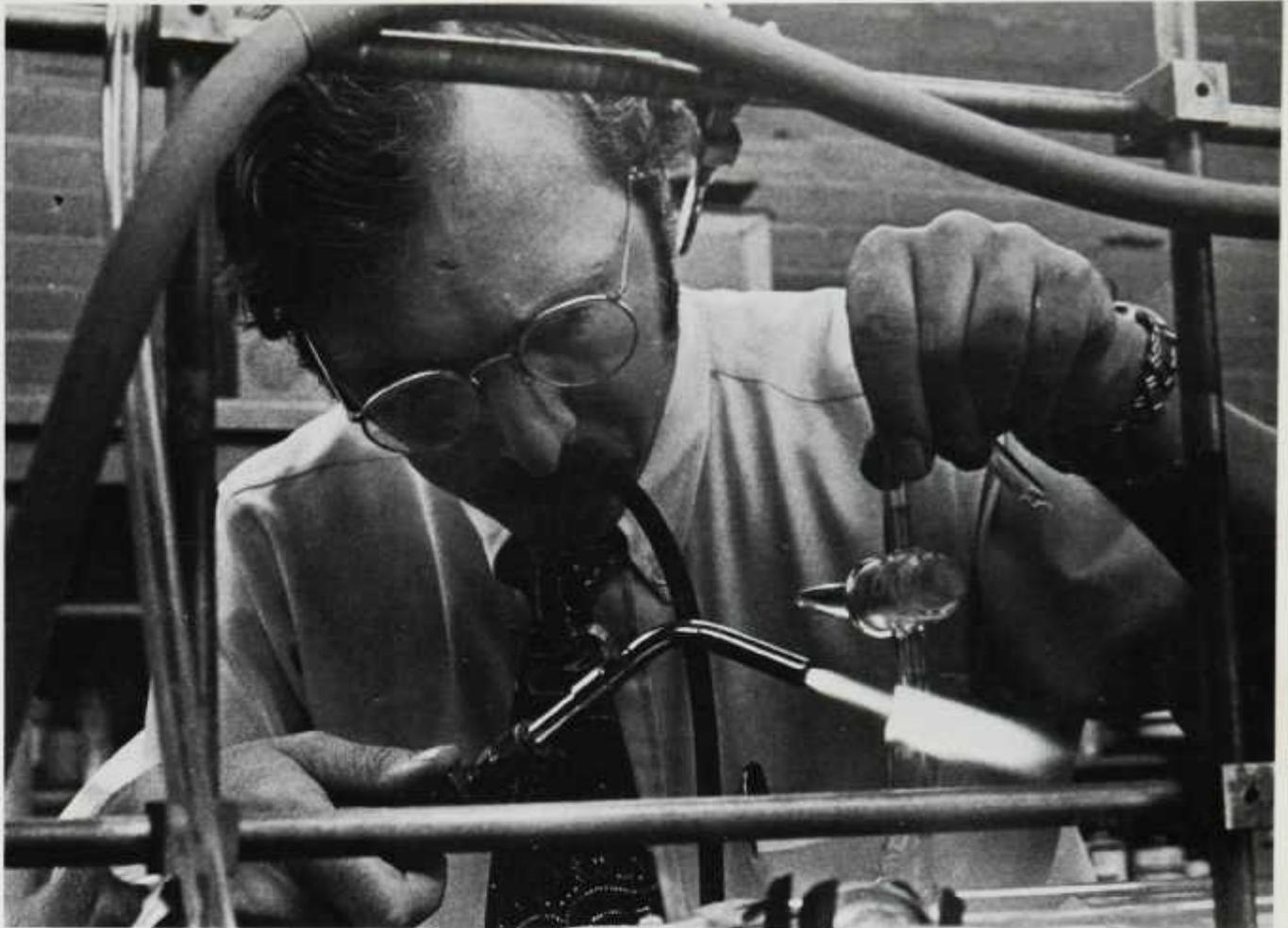
Walton: I think the University has been more of a leader than either its students or even its alumni recognize. C.U. alumni are very well represented in leadership positions in our country. On some issues of morality, within the past five years, many people from this University took a leadership position.

Cardinal: Are you saying that Catholic University is a liberal leader?

Walton: I'm saying that the categories are too easy. In some ways, it's a very conservative institution because the Church has always tried to conserve a deposit of truth and a traditional sense of human values. This is one University, allegedly conservative, which consistently made commitments to value inquiry, which consistently said that social science research empirically is invariably permeated by values, when other universities, allegedly liberal, were claiming that value-free research was the only kind of research appropriate to a university. Many of these so-called liberal institutions are now beginning to claim what this allegedly conservative Catholic University has claimed throughout its history. Sometimes the most liberal view is to conserve that which human wisdom has shown to be valuable in the face of others who claim a liberal position. We are not so liberal, I suppose, in our views as some institutions. But I doubt that our faculty differs too much politically from Columbia or Harvard.

Cardinal: And the students?

Walton: Are they liberal or conservative? I don't know. I think they tend to be more reserved in their criticism than those I knew at Columbia. But I think that's changing. Our students are opening up and this is good.



Forum

Richard Ford, Ph.D., Chemistry:

"When a person goes to college, probably for the first time in his life he is put in contact with a number of people who think quite differently from what he does because of their different backgrounds. Quite often he's in the presence of upper-classmen who have had time to become so-called 'college rebels,' and this type of interaction has a profound effect on the thinking of the student. The student is more or less forced into a situation in which he is required to respond in a manner that shows he's been thinking or at least attempted to think; and, if he doesn't respond in this way, he is often a social outcast."

Kitty Parker, R.N., M.S.N., Nursing:

"Individualism, as a philosophy of doing one's thing, must not be confused with the development of the student's unique abilities and creative expressions. Individuality is fostered in the student by assisting him to



KITTY PARKER

maximize the use of his abilities and by providing a climate in which there is freedom for exploration. A faculty member does not encourage individuality by leaving the student alone. What each person does is always in relation to another; therefore, in the University setting, the student should be able to acquire knowledge and grow as an individual with the assistance of faculty who are interested in the development of his potential."



Charles Pulvari, M.E.E., Electrical Engineering: "The years that a person spends at a university will only be as valuable as the extent to which the art of learning was acquired. The soul of a person should be ignited, innoculating him with an everlasting curiosity for truth in general and, in particular, in his field. The university provides a stock of basic knowledge in a field of interest on which further studies can be built."

Antonio Cua, Ph.D., Philosophy: "Individual students must be encouraged to develop their idiosyncratic capac-



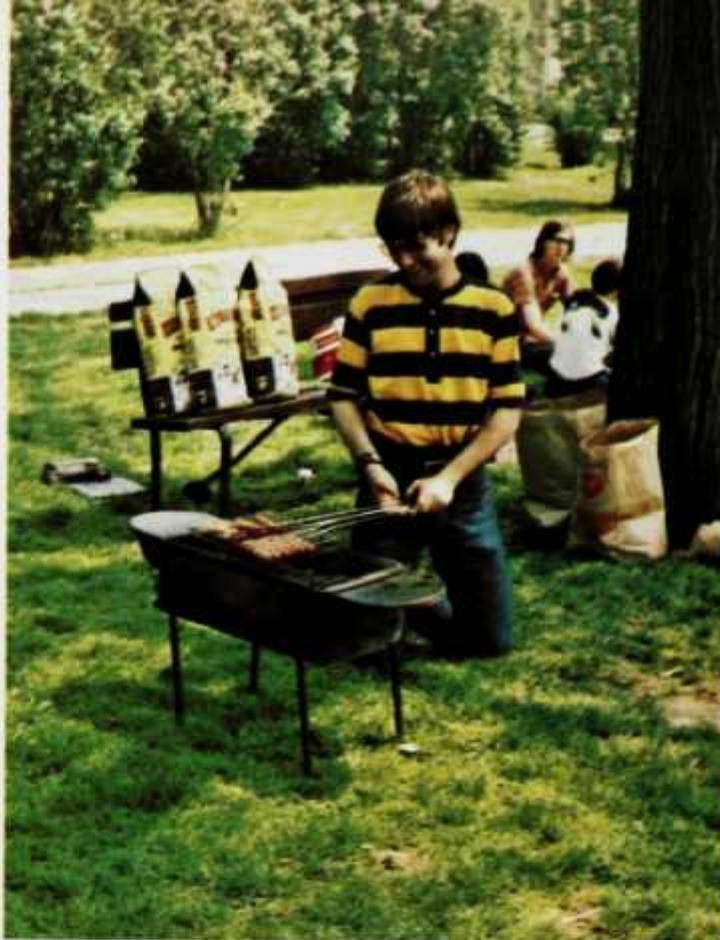
CHARLES PULVARI



ties within a common form of life. Society and universities should institute the conditions for the critical quest for these styles of life. The quest can be provided for by educational institutions only within a critical framework. But the students must have initiative of their own, the painstaking effort in the quest. However, if they are to be encouraged to be as they are in themselves, what they do is not a matter of personal interest but subject to public assessment."

Theodore Litovitz, Ph.D., Physics: "The disappointment of C.U. is that we ought to be the place where students search for values, search for identity. The real constituency of C.U., in terms of youngsters, are those who say, 'I'm not yet sure where I'm going in terms of my profession or in terms of a human being.' It strikes me that that's where a Catholic university would find its role. It should be a place that is searching and continually discussing."

Picnic





Stale-Mating

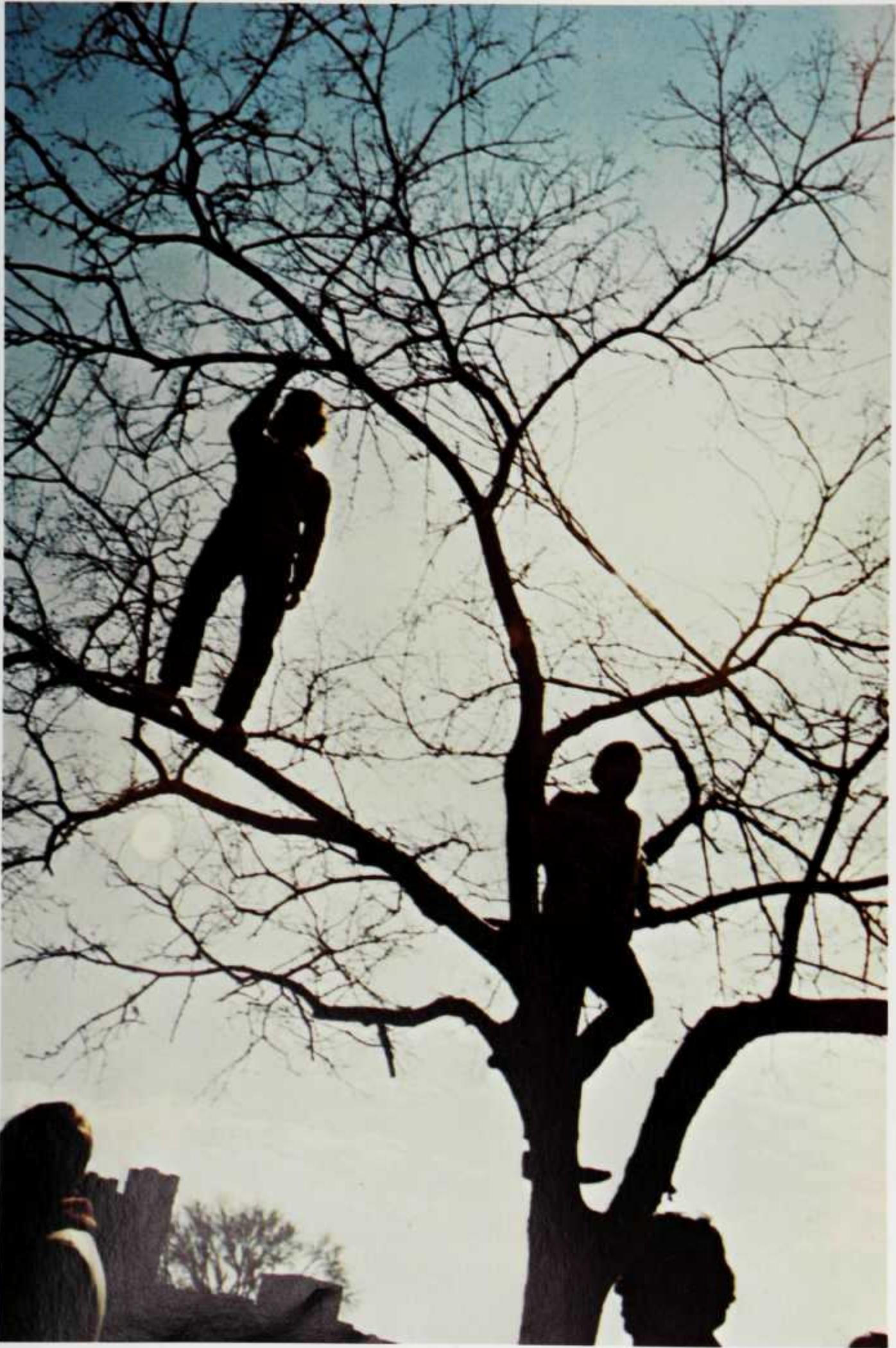


- "They ignore us, they hate us, but there are some good ones that are up and beyond all the rest."
- "They're not something you'd want to take home to mother."
- "Typical middle class. They think big, act small, and are narrow-minded."
- "A lot of them are here simply for their education. They're not as socially mature as we are."
- "They haven't reached the level of wanting any kind of relationship."
- "I think there are all kinds: some are academically oriented, others are rathskellar oriented, but most of them aren't very personable."
- "They're too proud—that's the whole thing. We're not proud, we date them."
- "I don't think we look for the person underneath."



Eclipse







Sit-In

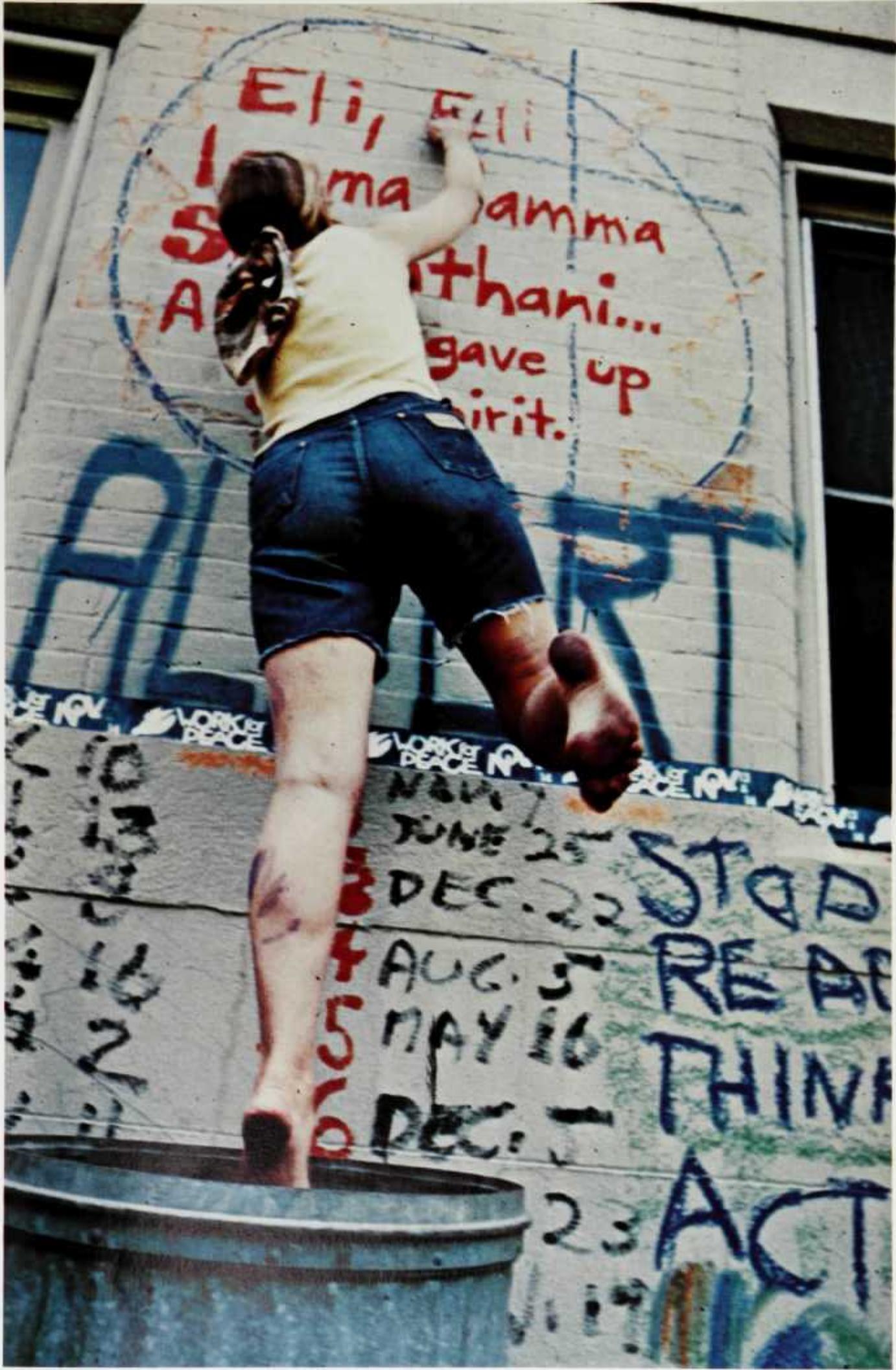
Another popular grouping of the student community during the last few years was the sit-in. C.U. students used this protest form to voice displeasure with existing regulations banning entertaining in dormitory rooms. This protest community was well-armed with jeans, t-shirts, guitars, and rhetoric, as it held a night-long vigil in the library in March.





Chalk-In





Community Involvement



MONOTONY

I DUNNO.
WHAT DO you
WANNA DO?

WELL, WHAT
DO you
WANNA DO?

NOTHIN'
REALLY.
WHAT DO you
WANNA DO?

WELL, I
ASKED you
FIRST.

I DUNNO.
WHAT DO you
WANNA DO?



A GREEK GAME

Pay the IFC-ISC
Bank 10% of
cash on hand
to pay for
Greek Week events.

INCOME TAX

PKT	
OAK TERRACE	Value \$550 Rent \$110

TKE	
3rd FLOOR REARDON	Value \$375 Rent \$65

ADG	
2nd FLOOR SPALDING	Value \$325 Rent \$65

ZONE



INACTIVE ZONE

KAYWOOD APTS.	Value \$1400 Rent \$80
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PICK A CARD	
-------------------	--

GIBBONS HALL	Value \$325 Rent \$85
--------------	--------------------------

TURKEY THICKET	Value \$1350 Rent \$70
----------------	---------------------------

SISTER

CAMPUS STORE	Value \$725 Rent \$145
--------------	---------------------------

PERRY HALL	Value \$800 Rent \$160
	
COLUMBIANS	

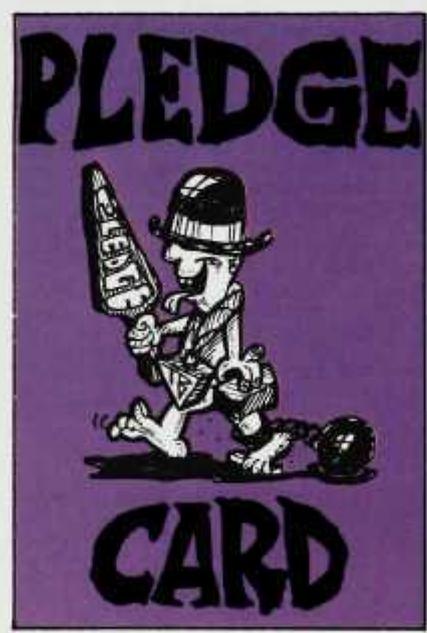
PROPERTY TAX	Pay the IFC-ISC Bank 10% of the value of all your property to cover losses from social flops.
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CARDINAL HALL	Value \$450 Rent \$90
	
KTG	

NATIONAL SHRINE	Greek players donate \$250; pay sum to Bank. Pledge players attend service; skip one turn.
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RATHSKELLAR	Pledge players buy drinks; pay each Greek player \$100; lose one turn. Greek players get drunk.
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BROTHER



PLEDGE ZONE

ZONE

START

FRED'S INN
Value \$1000
Rent \$200

SEVENTH ST.
Value \$1500
Rent \$300



SBK

PICK A CARD

3rd FLOOR SPALDING
Value \$325
Rent \$65



SPD

UNIVERSITY MALL
Greek players make it with pinnate; lose one turn. Pledge players run laps around mall; roll again.

RYAN HALL
Value \$425
Rent \$85

FLATHER HALL
Value \$325
Rent \$65

PICK A CARD

UNIVERSITY DINING HALL
Value \$1500
Rent \$150

PICK A CARD

CONATY HALL
Value \$425
Rent \$85



TPA

HOLIDAY INN
Value \$1200
Rent \$240

REGAN HALL
Value \$425
Rent \$85



KBG

IFC-ISC BANK
Greek player collect \$750 when you pass or land.
Pledge player collect \$500 when you pass or land.



DIRECTIONS:

1. Decide whether you'll play as a Greek or a Pledge. If more than half the players want to be a Pledge, roll high dice. The Greeks are always dominant—say, two out of three, two of four, or four of seven.

2. Elect a Treasurer to be arbiter of the rules and keeper of the IFC-ISC Bank—where all the cash is deposited. The Treasurer also keeps a record of each player's property holdings. Also choose an auctioneer. The Treasurer first issues \$500 to each Pledge player and \$750 to each Greek player. (You'll need one die, a notepad for the Treasurer, and some play money.)

3. Put a personal token—your fraternity or sorority pin will do nicely—on the Treasury corner at START. The player with the most years of active Greek service rolls first, then moves his token clockwise the number of spaces indicated by the die.

4. You can buy the first property that you land on if you want it, and you can pay its price to the bank. Or let the bank auction it to the highest bidder. On the next turn you can mortgage the property to the bank—at 50% of its value—and later pay off the debt, plus 10% interest.

5. You can sell a property, with or without mortgage, to another player at any time for any price he will pay.

6. Pick a card if the property you land on tells you to do so. Pledge players draw the top card from the Pledge deck stacked face down on the Pledge side of the board. Greek players draw from the cards stacked on the Inactive side. Reshuffle cards when they have all been drawn.

7. Any time you roll a 6, you finish that turn and roll again.

8. Pay rent to the owner when you land on property that has been bought. Exception: A Pledge player does not pay rent in the Sister or Brother Zones except in the case of Pledge-owned property.

9. Collect an amount equal to your first issue each time you pass the Treasury or land on it.

10. To win, you must own all of the property in two of the four zones, one of which must be either a Brother or a Sister Zone. When you own all of any neighborhood, you double the rents.

Restriction: A Pledge player must own property in a Brother or a Sister Zone before he can buy in the Inactive Zone.

Options: A Greek player may purchase one property in the Inactive Zone for half price because property in that zone is not taxed by the IFC-ISC. A Pledge player has the same option in the Pledge Zone, but the amount saved must be equally divided among participating Pledge players (to build Unity among them).

In Case of Bankruptcy: When a Pledge player goes bankrupt, he collects dues of \$50 from each Greek player. When a Greek player goes bankrupt, he is out of the game and out of the system. However, if he owns property in the Inactive Zone, he may sell it as a prospective Greek House to the IFC-ISC Bank for double the purchase price (note Options).



Your roommate has discovered all of your secret pledge materials. Go back three spaces.

By some strange reason, you have won your fraternity's IFC Weekend Fund raffle. Collect \$100 from Bank.

You have been chosen fraternity sweetheart. Pay \$100 to bank for a new dress.

You are presently dating the girl who has "romped" with the most brothers. Go to University Mall in anticipation.

You are a pot head, but still want to join a club. Purchase Oak Terrace for 10% of normal value.

Only two other people indicated a preference for the club you have signed. Go back four spaces.

Your pinmate has lost your diamond-studded gold frat pin while visiting with you in Flather woods. Pay \$100 to bank for a new one.

You have been elected club spiritual chairman. Go to Shrine and deposit \$100 in collection basket. Pay to bank.

Your pledge mission is to steal rosary beads from the Shrine Store and sell them as love beads on Dupont Circle. Collect \$100 from bank for your efforts.

The club you are pledging took first prize in the ICC shows. Go to Rathskellar for celebration.

The pledges come to your dorm room late one night to kidnap you. But when you try to run from the room, your pinmate objects. Go back three spaces.

You are the new girlfriend of the sorority president's ex-pinmate. Hasten to Inactive Zone and purchase any property at 10% of the normal value.

The Greek who signed your pledge book today has asked you out. Meet him at the University Mall.

You haven't gotten enough signatures, finished your paddle, eaten with a Sister, drunk with a Brother, or done any of your pledge tasks. But keep trying! Roll again.

No brothers are sitting at the "fraternity table." Go to Rathskeller and eat alone in a dark corner.

Assessment to pay for spring initiation dance. Pay \$100 to bank.

GREEK GREEK



CARD

CARD

PLEDGE PLEDGE



CARD

CARD

GREEK GREEK



CARD

CARD

PLEDGE PLEDGE



CARD

CARD

GREEK GREEK



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PLEDGE PLEDGE



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GREEK GREEK



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PLEDGE PLEDGE



CARD

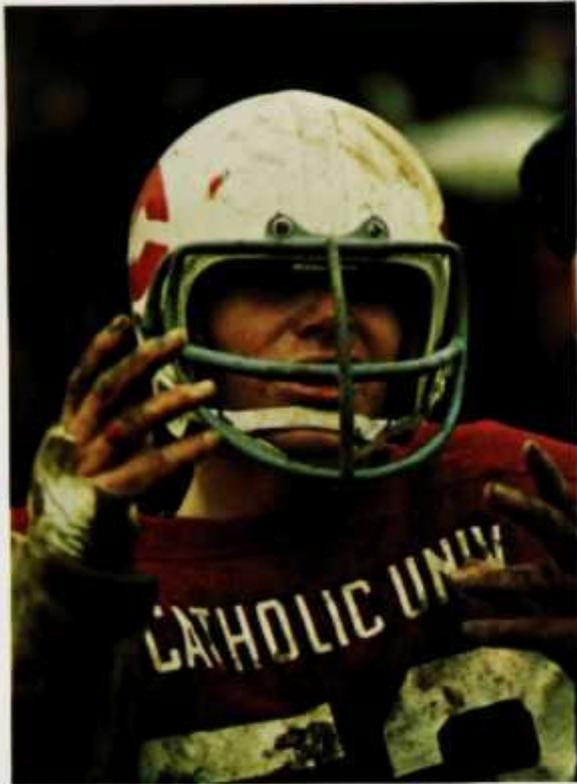
CARD

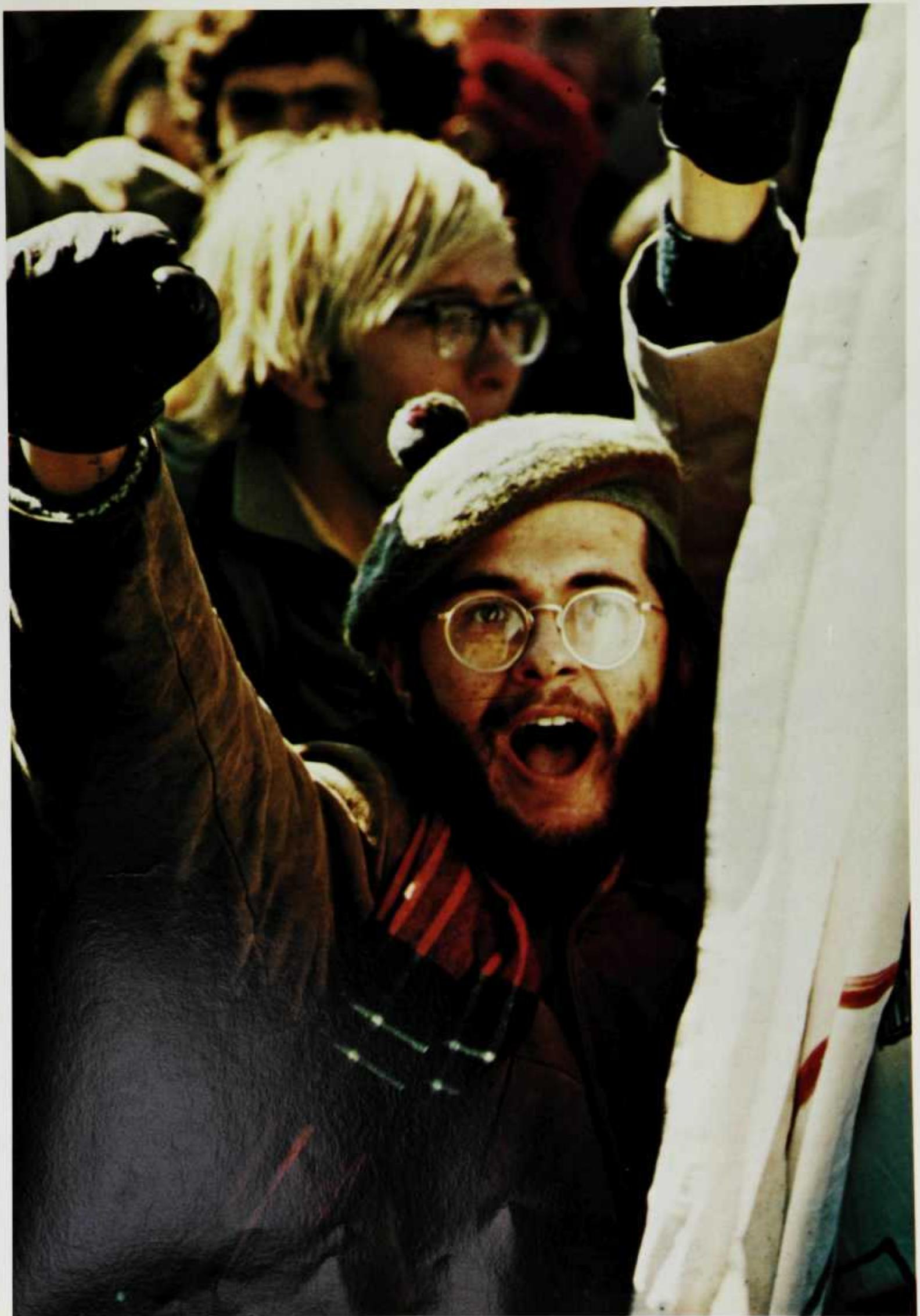




zangara

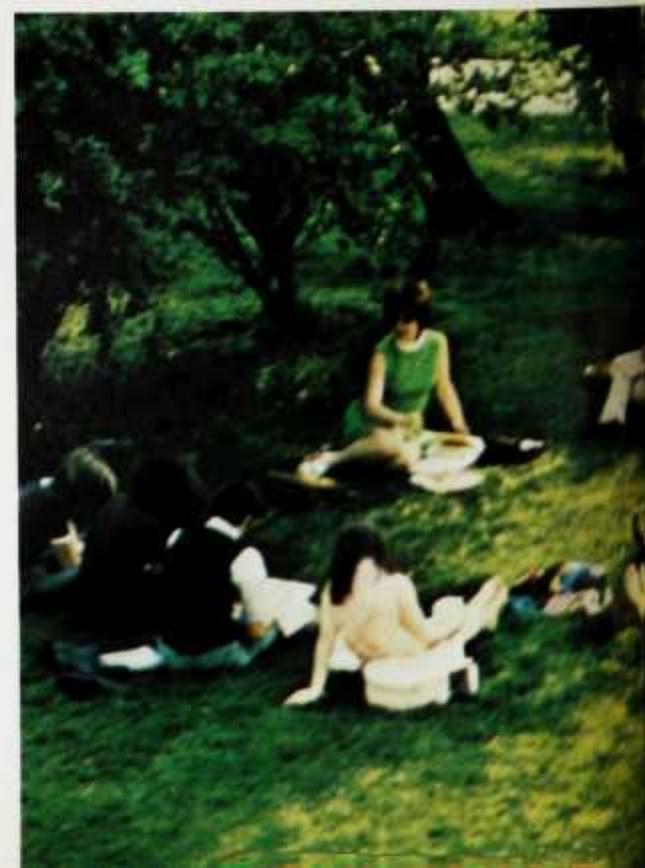
Communication is found in many forms . . .

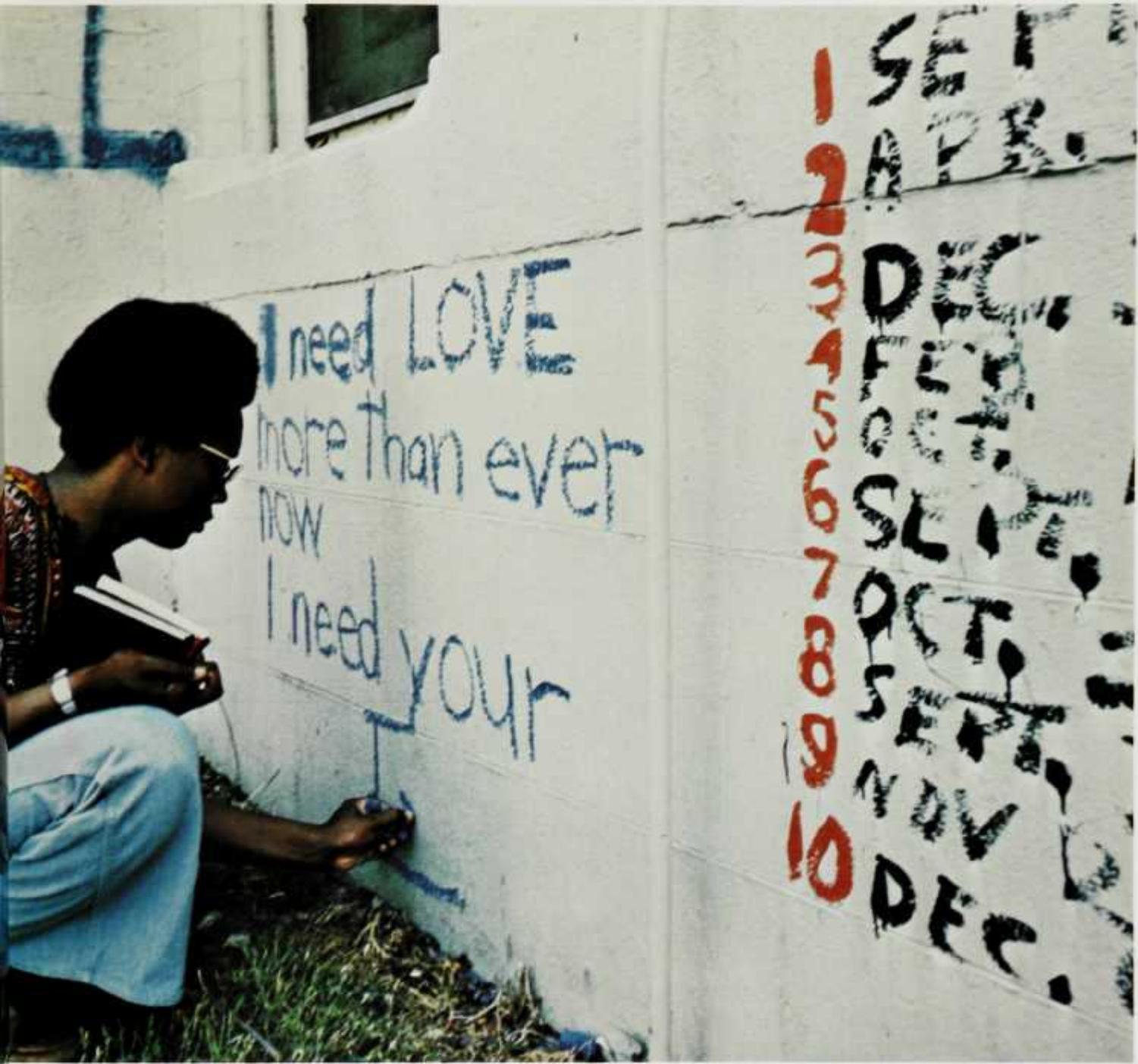














A. Intellectual Communication

Apart-nership?

"I think the program was instituted for two reasons: first, as a kind of moralistic ideal that we should have black students at Catholic University and, second, I suspect that it was a little bit of fire insurance in case we had another set of riots like in '68. The black students can stand out front and say, 'No, no, don't burn this place down. There's some good guys here.' I'm sure it was more of the first and less of the second, but they're both there."

Thaddeus Aubry speaks with an earnestness that shows genuine concern for the 35 students presently enrolled in the Partnership Program. His concern is as real as his disgust with administrative naivete and as deep as the thoughtful suck on his pipe before each comment.

"The program is not social or political; rather, it's one of administrative support for D.C. students who would not have the opportunity to go to college for financial or academic reasons. The support we give is money, tutoring, and counseling."

Partnership was the result of a University task force on human rights and intergroup relations. The task force recommended the creation of a program to place students who lacked the funds and the normal academic prerequisites for admission into regular undergraduate programs. Leon Lebuffe was employed in January 1969 as assistant dean of admissions for special projects to establish the program, and in June of the same year Thaddeus Aubry became its first director.

The program places strong emphasis on personal interviews which Aubry considers "absolutely essential. Too many times, colleges and businesses judge only on cold, hard facts. Maybe there's something you should know about that person. If a kid is bright, but has a poor family situation, or he has worked 40 hours a week throughout high school, his record does not show his real potential."

The interviewers looked for a strong desire to go to college, and particularly to Catholic University. If a student also had real ambition, a realistic understanding of the amount of work that would be involved, and personal maturity, he was usually accepted, almost regardless of his academic background.

"We look for how well he expresses himself in person and on his application; we try to determine how much reading he does, in what areas, and what his understanding of it is; we want to know why he wants to come to this University. Words on paper don't often communicate the intensity of the desire to come here."

As the University's only black administrator, Aubry might easily be passed off as the "token" black. But he feels that his duties have not been token. He credits Dr. Ray Steimel, director of admissions, with giving him a "free rein," explaining that "he might question it, but he'll leave the ultimate decision with myself. And it would have to be that way because I'm the resident expert nigger."

The academic success of the Partnership Program has been particularly outstanding. Only one student has failed out. And although the first semester grades averaged only 1.68, the second semester results were very gratifying. The average grade jumped to a 2.25. One student had a 4.0 and seven others earned a 3.0 or better.

Aubry has found that the little individual successes are the most encouraging. "The person who got the 4.0 never finished high school, which sort of throws out the regular admissions criteria as far as I'm concerned. A girl who got a pair of 200's on her SAT tests made the Dean's List as an English major. A really encouraging aspect has been the way the students have been able to really care about and help each other, both academically and socially."



Money has been the program's biggest problem. The Marriott Corporation has not renewed its first year \$10,000 grant "because their food contract with the University is assured" and other large donors have not come forth. "Certain segments of the University, like the financial aid office, do every damn thing they can to give us as much money as they can. But they can only go so far. If some sort of crisis situation comes up, we can't help them in terms of a discretionary fund. And that is essential to this type of program. Remember, most of these students are helping to support their families. When they're not working 40 hours a week, their families are really hurting. The students are unable to help and they feel really bad. One girl almost had a breakdown from this kind of pressure.

"Another disappointment has been the University Counseling Center. They have not been able to help anyone that I have referred to them." Aubry blames the Center completely for failing to take steps to prepare for the large influx of black students. "The students describe it as a racist attitude—there was no empathy for their situation at all."

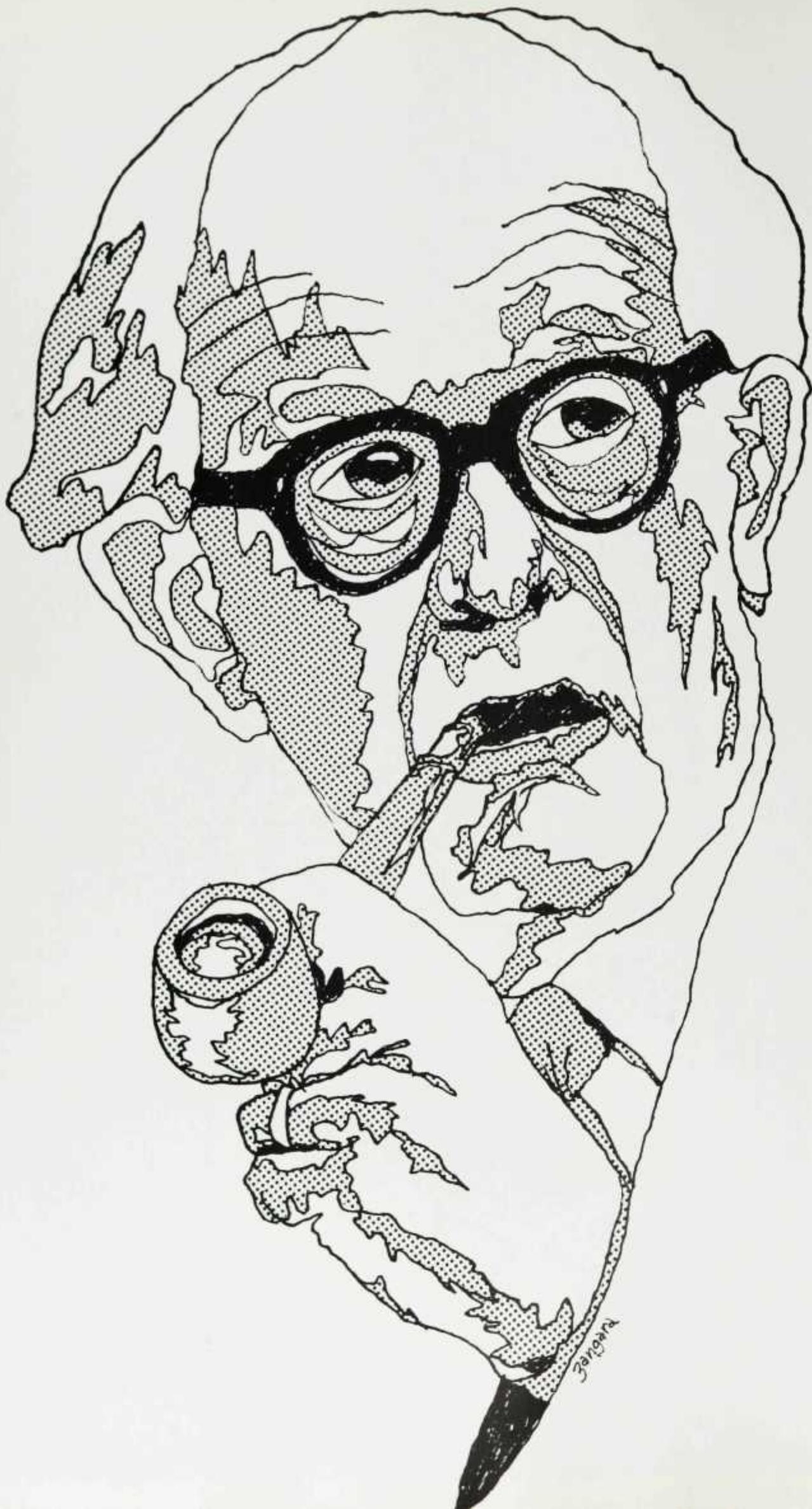
A full 90 percent of the students enrolled in the program are black, and this has caused some social problems. Aubry cites the lack of

diversity among the white student body as a factor. "The black student who comes here can't relate to the way their social life is set up. His social life has generally been more free and much more open." Aubry sees this as the basis for real problems in the next few years. And he is fearful of the consequences.

"I don't think the administration even yet knows what they did. They don't know what it means to have a growing enrollment of blacks; in two years there will be more than 200. And I'm telling you, man, if the social situation doesn't change from what it was last year, there will be real trouble. The administration expects the black students to plug themselves into the regular program here. They don't see the need for any special changes."

Aubry suggests that the Partnership Program should be incorporated into regular admissions policies by 1973. "I think the admission procedure should evaluate on the basis of why a student chooses this University, whether he has a minimal ability to succeed here, and what we can do to help him. Always look for high ability, but don't be blinded by the fact that a student has low grades or low test scores. Ninety percent of our students are just as bright as the average C.U. freshman."





A Visit by Jean Piaget

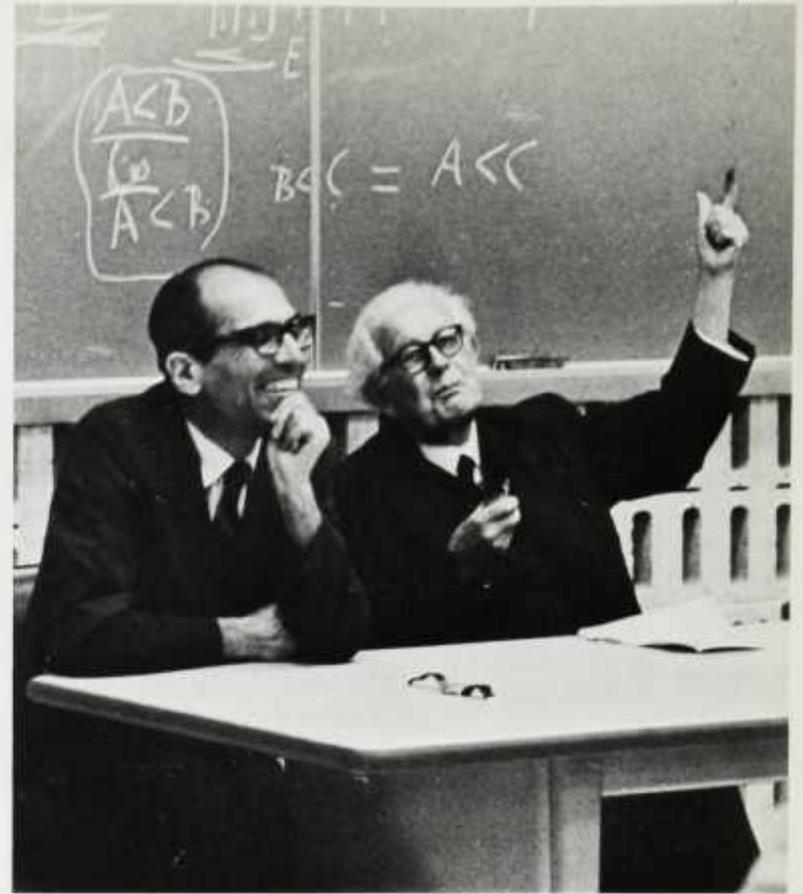
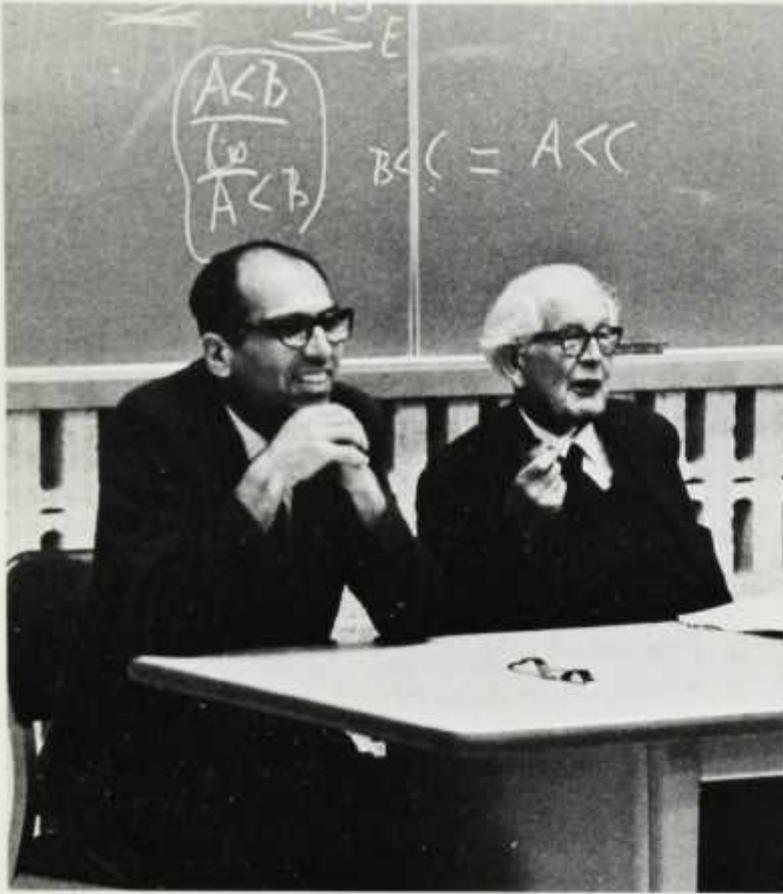
Hans
Furth
talks
about
his
former
teacher



JEAN PIAGET

The head of the Catholic University psychology department, Dr. Hans Furth, spent a full year studying with Jean Piaget at Geneva. His experience there has led him to author two works on "applied Piaget," **Piaget and Knowledge** and **Piaget for Teachers**. It was not completely unexpected that Catholic University should confer an

honorary doctorate of letters on the famed epistemologist and psychologist. The following pages contain Furth's story of the weekend in June that saw one of the world's foremost scholars field questions at a small seminar (excerpts follow) and accept his degree before a standing ovation.



Piaget on Philosophy

“Should one therefore do away with philosophy altogether? I do not think so. Philosophy plays a fundamental role by its own peculiar mechanism of philosophical reflection. It poses problems, but it never solves them. These problems are eventually taken up by one or another scientific discipline. However, to pose problems requires a philosophical formation that schools one in reflective and comparative thinking. Particularly, I would insist on one fundamental aspect in the philosophical training of students, namely, the interdisciplinary aspect of all knowledge. No science is sufficient unto itself; it must always find support in related sciences, whether they are simpler or more complex than itself.

“Thus, in conclusion, I would say that philosophy is indispensable in training reflective thinking and in posing relevant problems. Nevertheless, philosophy has never been able

to solve definitely any problem. As a proof for this assertion, consider that today there are still as many different schools of philosophy, as many different opinions, as in former times. Such a diversity is useful but at the same time it shows that no problems are ever solved simply within the domain of philosophy.”

“The role of philosophy in the formation of students seems to me at the same time very necessary and very dangerous. Psychologists have always had a certain distrust of philosophers. A philosopher is known for his belief that he can find truth mainly by himself through reflection in his workroom. The psychologist, on the other hand, can find truth only through experimental observations, and consequently he must distrust his own reflection and speculation in order to find results that are based on solid theories and facts.

Hans Furth: "You should know that Piaget did me a great personal favor. He had had two small operations recently and did not want to over-exert himself. So he did not make any other appearance or lecture during his recent visit to the United States. He spent several days in New York City and just refused to show himself. When he was at Yale University, he simply received the degree and left.

"He does not care to stay at hotels so he stayed at my house. I asked him if he wanted to see Washington, but he said no, that he had seen it sufficiently once before. He wanted to see something that was not so built up. He likes nature and said he would like to see Mt. Vernon.

"And so, Saturday morning we got up early and drove to Mt. Vernon before his afternoon lecture. He resented that he could not smoke his pipe there. And as we drove back from Mt. Vernon over rather rough roads, I told Piaget to be careful of his pipe, which he had taken out as soon as we left Mt. Vernon.

"He said, 'Don't worry, I've got the pipe in equilibration and balance. You see, I'm in a good mood and nothing can happen to me.' As he was saying this, I was thinking of how the notion of equilibration plays a very important role within his theory. He considers equilibration to be some kind of internal regulation that keeps the organism intact and that regulates development no matter what happens to the organism. I wondered whether the way he uses his pipe has some relation to the way he thinks about equilibration, as he seems to think about equilibration the way his pipe regulates his behavior, and helps him to feel at ease.

"When we returned from Mt. Vernon, I played him some musical pieces. I was very pleasantly surprised about Piaget's interest in music—I had gotten the impression that he wasn't interested in any kind of artistic performance. He never goes to concerts and never speaks of them. But he is obviously quite well-versed in music and knows some composers.

"As I'm from Vienna, he mentioned to me that he had once visited the Minister of Education in Vienna, Austria. The minister asked him if he cared to go to the opera, offering complimentary tickets for the government

box. The government box was at one time the emperor's box during the time of Franz Josef and, of course, it was like a large drawing room, with sofas and curtains.

"Piaget found himself alone that night in the government box. The opera was playing 'The Master Singers of Nuremburg' by Wagner. He likes Wagner, and, finding himself alone, took out his pipe, which, of course, is against regulations. But, since he was alone, he also stretched out on the sofa. Lying on the sofa, and smoking his pipe, he listened to Wagner's music in the opera and enjoyed it as never before.

"After the lecture Saturday afternoon, Dr. Jim Youniss had a short get-together for students and a few invited guests. Afterwards, there was a reception at the University for those who were getting honorary degrees. He really doesn't like formal situations and stayed only a short time. President Walton introduced him to the director of development. Piaget is interested in mental development, and so I explained to him that this director of development is another kind of development dealing with financial status. Piaget looked at Mr. Fay and said, 'I can tell that he is director of development because he looks like Mr. Optimist himself. You have nothing to worry about.'

"At dinner, he reminisced about the past. He mentioned his fellow countryman, Jung, who is considered by some to be a great psychologist. Evidently Piaget doesn't think too highly of him. He spoke of, for instance, a time when he and Jung both received an honorary doctorate in the '30s from Harvard. Piaget asked Jung what was his evidence for his speculations about archtypes. Jung talks about people who are born with inherited archtypes, and he referred to some Swiss youngsters who were making the kind of drawings which he refers to in his book—mandalia, or some kind of mystical figure consisting mainly of triangles, squares, and circles. Jung cited this as his evidence.

"Piaget knew that where these youngsters came from Montessori schools were very much in vogue. In Montessori schools pupils do a lot of drawings of squares, circles, and triangles. So Piaget thought that this was rather poor evidence for archtypes because he

was convinced that these children learned to make these mandalia in the Montessori schools. It wasn't inherited or inborn; it was what children learned to do.

"Piaget referred to the return trip from Harvard. There was a storm in the Atlantic Ocean. Jung became excited because he could see all kinds of mystic archetypes in the cloud formations, in the thunder, and in the waves of the sea.

"About Freud, he remembers a conference in Berlin of many young psychiatrists which Freud attended. The audience paid no attention to the speaker, but simply reacted to Freud's reaction. If he smiled, they smiled; if he nodded, they would nod. Piaget felt sorry for the speaker.

"Freud really had a way of building a school around himself with many devoted followers. Piaget never really wanted to have a school. He said that he never wants to have a Piagetian theory because he feels that as soon as you have this, the theory freezes. People alter it simply to please the founder and quarrel only about what the founder might say. This happened to Freud, and the result was a split between orthodox Freudians and other followers. Piaget never wanted this. Yet I cannot help but personally feel that he felt a little jealous of Freud because Piaget himself doesn't have too many followers. That's the result of the different personalities.

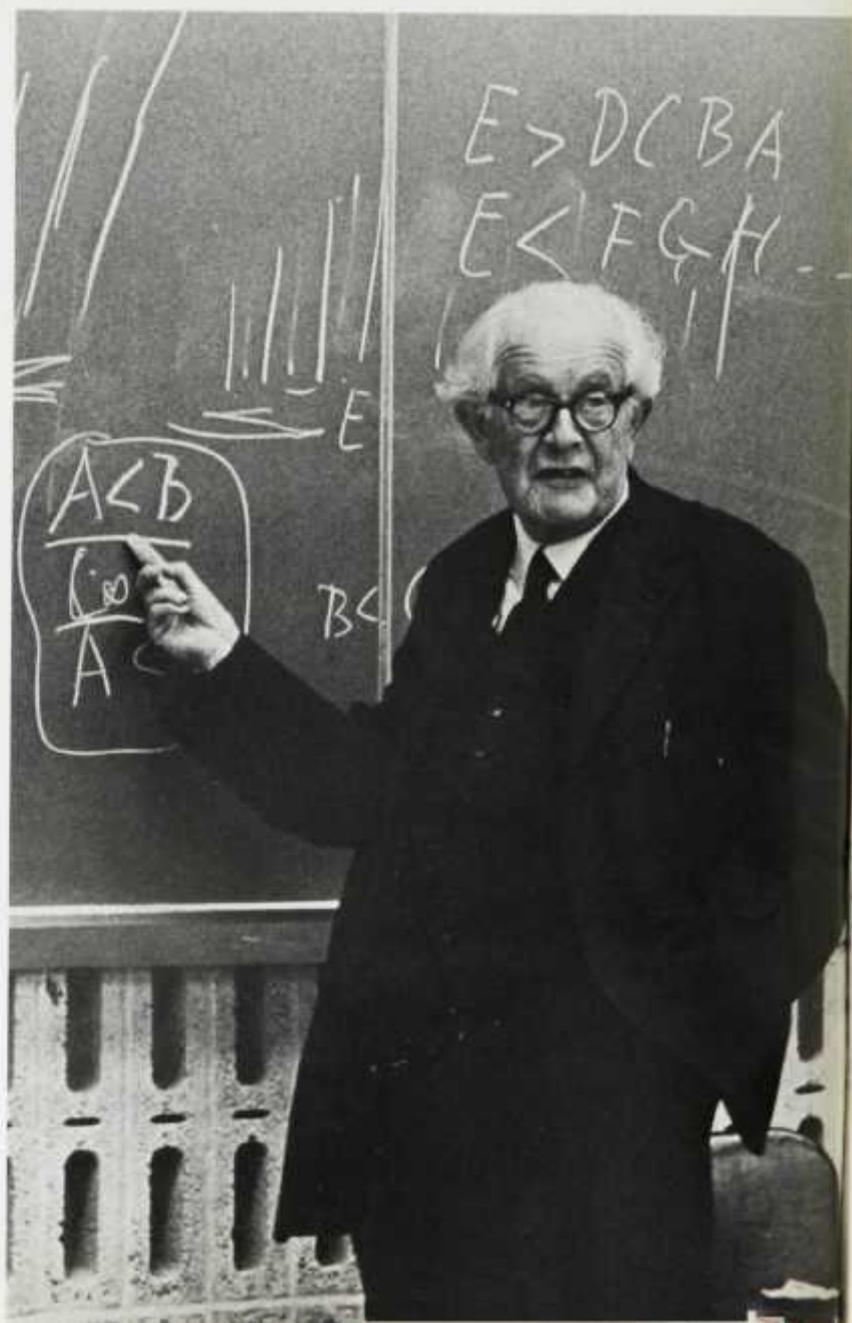
"I was pleased to see how he responded to the seminar questions because his answers were precisely what I had said in my recent book, **Piaget for Teachers**. I said that schools should make up their mind whether their purpose is to teach facts, or whether their purpose is to develop the human mind since you do not develop the human mind if you simply emphasize facts. That's exactly how Piaget answered my questions about what he sees as the most important point of his theory relative to education.

"Piaget's real vocation is to understand the nature of knowledge, and it is only insofar as he wants to understand the nature of knowledge that he became a psychologist. For him, the question of the nature of knowledge is not one of reflecting on one's own knowledge. Only on the basis of observation will he offer solutions to the questions that philosophers

ask. He criticizes American and Russian psychologists who claim to do psychology without using any kind of philosophy. Piaget says you have to first know the great questions that great philosophers have been asking. He sees his main contribution as scientific and empirical.

"At my house, he was studying physics. He is now working on the epistemology of causality because he wants to remodify some of his earlier views. This is a mark of every great man: for him no theories are ever complete. While he was here, he still spent some time reading a book on physics by de Broglie. His mind is full of new works that he wants to do. There is no slack.

"I think he realizes that he's a big man. And he's satisfied insofar as he knows he's making a contribution. On the other hand, he's very much aware that nothing is finished. As he gets older, he seems very much pushed to write more and more. He is worried that he



may not finish things and is working more than ever, pushing his students to bring him data to write about.

"When he received the degree on Sunday, he left immediately afterwards because he wanted to catch a plane to Yale. He wanted to be quite sure that he'd be at the airport at least an hour before the plane was scheduled to leave.

"Piaget is very finicky about being on time. In Geneva, he dislikes it very much if any of his students come in late, so much that no student would dare go into his class once it had begun. When I was there, I did not know about this and, according to American custom, just walked in late. Piaget simply stopped talking and looked at me. All of the students looked at me aghast that I had dared to enter the classroom. The same is true when he flies; he wants to be there an hour or two hours early.

"He was quite touched by the ovation which we gave him at the ceremony. And he asked me why all these people had stood up: 'They're not all psychologists!' He was pleased that the ceremony had been so short. It was a kind of childish joy—he was glad that he didn't have to listen to the speech."



Piaget on Education

"In my view, our most decisive finding was that knowing in its various manifestations does not uniquely derive from the external world through mere perceptual experience or through social transmission, but supposes on the part of the subject a constructing process and therefore activity. However, one should not assume that knowing is written into the subject from his beginning as innately given and a priori. Rather it implies at each developmental stage and for each new problem some part of a real constructing. Thus, I can see, above all, the following problems for the school. What, in fact, should be its goal? Is it to produce individuals who can repeat what is known already and who can register and accumulate in their memory the sum of the already acquired knowledges? Or rather should the goal of education be to produce an individual—each in differing degrees and, if not in all domains, at least within the domain of his chosen activity—an individual, who is capable of creating and inventing new things, who can contribute something new to the knowledge of preceding generations? For my part, I would think that if one succeeds in developing the creative mind of an individual, he will then have all his life to consult libraries and learn already acquired knowledges, whereas, if one limits oneself to make individuals who repeat what they learned, they will never know how to invent new solutions. The aim of education appears above all to foster a creative mind in the thinking and doing of the child and consequently to emphasize as much as possible individual initiative.

"The teacher must be content to stimulate and move the child in the appropriate direction of research without giving him from the beginning all the solutions. He must give the child the opportunity to reinvent as much as possible instead of merely to learn from external authority. In this manner the child will grow into an adult who in real life is capable of finding new solutions."

TD 500: A Beginning



"I dislike the fact that students limit, rather than stimulate, each other intellectually; if you insist upon getting excited about something academic, keep your enthusiasm in the library—don't bring it into the dorm or the dining hall, because it won't be shared, and it might not even be tolerated. That's the present situation and I think it ought to be changed."

A complaint. Curriculums too compartmentalized, too restricted. Mechanical structures of imposed "lecturing into notebooks." Irrelevant, inflexible course offerings.

"Only when one has lost all sense of guilt about grades, structure and the proper use of class time only when one has lost the fear of being examined on objective content, of

being cross-examined by a demanding teacher, can programs such as this be really liberating."

A proposal. Transdisciplinary (TD) 500. Devised to bring some life to the educational experience, members of the College of Arts and Sciences tried to create a truly interdisciplinary "course". A semi-systematic approach to the methods of different fields.

"TD 500 is a first step, a step towards the kind of education so many of us are looking for. An education which means something—which provides us not only with facts but which allows for experimentation with concepts and ideas."

Twenty-four students. Five instructors: Binns, Ranly, Riedel, West, Williman. Six credits.





"Could it be that we, who have for so long been structured, need either a structure or a gradual transition away from one in order to function best?"

Looking back. "I'll tell you what the problem was. We hadn't ever done this and before we even started the course material, we needed to ponder our existence in it: why we were dissatisfied with other courses. Then we got down to structure versus non-structure. Are you going to set up anything at all, like a discussion leader, or a project to be completed by the end of the semester?"

"But no matter how much everyone says that they don't want it structured, it's bullshit because it doesn't work. Nobody just yells out. And you can't do it with twenty people; we were too large. You need somebody to lead, someone to recognize you. That's something that C.U. students need.

"But, in the beginning, we decided to make it sort of a free-for-all, so that when we came in to discuss the course books, we just rapped. Anybody who wanted to say something did. The people that did not talk didn't necessarily not participate. The few who never said anything, felt that, somehow, they were still very much a part of what was going on. It wasn't our place to open them up; this wasn't group therapy.

"The group that came together, of course, had a more liberal view of education because they couldn't hack the other stuff. I assumed that everyone would be liberal on other issues, and we certainly didn't have any Birchites. But we split along other lines. We constantly argued the scientific, rational viewpoint versus the anti-technological, humanist approach."



And today was one of those rare days, all too rare, that makes four years of college worthwhile. This is perhaps the highest tribute I can pay to a professor . . . I am excited about learning.

Glimmers. "Exciting things. Like some of the guest speakers. Blumenthal was great. For four weeks in a row she was excellent. Even those who didn't like the material were enthused. Funny things, too.

"The guest speakers were, for many, the high point of our semester. The "book-a-week" discussions can become sterile if they are the only technique and the lectures by five outsiders provided a stimulating change of pace. It is significant that these classes, reminiscent of the standard classroom format, were so highly praised. Perhaps we found that well-prepared lectures, with ample time for questions and discussion afterward, were not so contemptible after all."

"The experimental program is a beginning, an important first step for a university that is all too devoted to traditional forms for all the wrong reasons."

Evaluation. "It's very hard to say what you get out of something like this. I was let down in a lot of ways. I think we all dreamed about sitting around having giant raps on theology or philosophy or whatever, and having a good synthesis at the end. Except that doesn't happen. I mean everyone just doesn't pour their guts out on the table in just a few weeks. There wasn't that kind of intensity. We never summarized; we hardly ever came to solutions.

"I was disappointed, yes, but it was a beginning. That's what most of us thought."

TOWER

Paula Aucoin, Barbara Basiel, Lawrence Boesch, Bruce Burch, Tricia Casey, Mary Channon, Kathy Corcoran, Martha Crawley,

Denis Dandeneau, Tod Herbers, Sheila Kast, Ann Marshall, Terry Mastrucci, Steve McBrien, Pat McGinn, Barbara McGowan, Noreen McHugh, Eleanor Mikucki,

Joan Mundy, Margie O'Connell, Meg O'Hare, Jim O'Leary, Albert Ortiz, Bob Poly, Ann Wagner, Greg Welter, Frank Wilson.



TSUNAMI

Hector Bolduc
Charlie Chadwick
James Clark
Joe Hallenberg
Bill O'Brien
Ann Wagner

IVORY GATE

Barry McQuade
John Schwarz
Edward Tarnulevich
Hank Zangara



Rev. Gilbert Hartke, LL.D., M.F.A., Speech and Drama. "We never communicate as human beings without dramatizing in the way we talk and the way we stress words. In a good sense we're always acting. But each one of us has to have a sensitivity to other persons simply because you can see the other person's moods and emotions; we can respond very quickly, but one can be hurt very quickly."

William Daley, M.A., Speech and Hearing. "When we talk we become so engrossed in the expression of our idea that we don't listen to how we speak or how we sound. One result is that the wrong meaning is often given to our words. It seems to me that one of the things that we've really got to do is foster in the individual the fact that he should listen to himself as he speaks."

Gerda Blumenthal, Ph.D., Modern Languages. "The most meaningful teacher-student relationships are not rooted in that highly subjective and frequently nebulous state which is commonly exalted these days as 'communication.' Rather, I see it rooted in a shared dedication to an essential and well-defined intellectual or artistic discipline which transcends the immediate and the personal, and through which both teacher and student, giving only the best of themselves, enlarge their intellectual, moral and esthetic awareness and sharpen their competence to deal with some of the problems that demand to be solved."

Dale Braungart, Ph.D., Biology. "If the

members of the student government are seriously elected and representative of the entire student body, then they should play an important role in the operation of the University. Their role should be to work for the common good and not for the vested interests of some small group. Administrators, faculty, and students all have problems peculiar to themselves and to function in a constructive manner requires compromise, not confrontation."

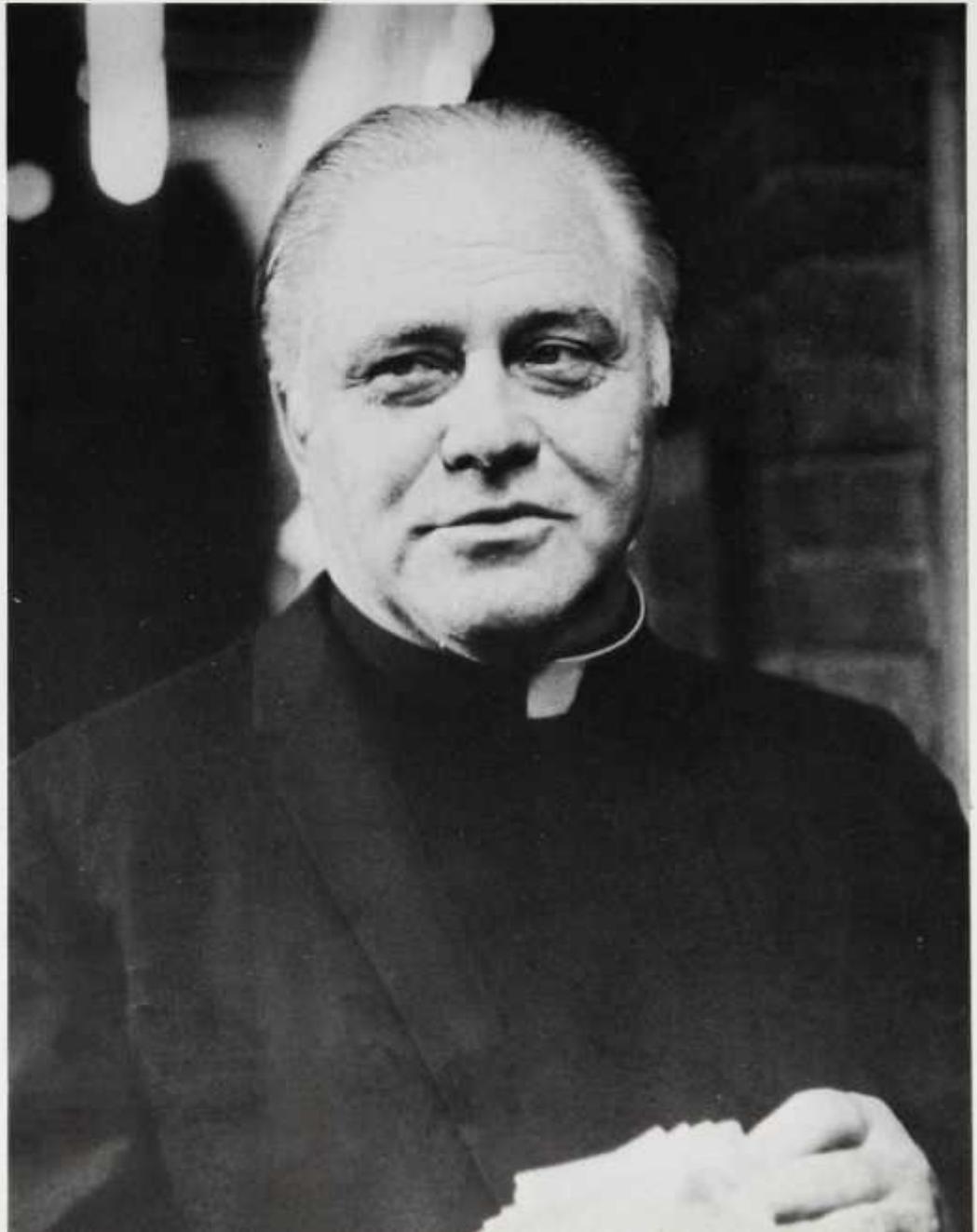
Forum



DALE BRAUNGART



LOUISE APPELL



REV. GILBERT HARTKE

Hall Crannell, Ph.D., Physics. "I have never really understood student government anywhere. It is an unfortunate fact that most students are not interested enough in student government for it to be effective. It usually becomes a platform for student activists. It has real practical value, however, for without student government, the faculty and administration would spend all their time thinking about their own problems. Every once in a while the pot has to be stirred."

Louise Appell, Ph.D., Education. "The limerick which is used on the contents page of Robert Mager's book **Developing Attitude Toward Learning** seems to contain the essence of the teaching-learning process:

**There once was a teacher
Whose principal feature
Was hidden in quite an odd way.**

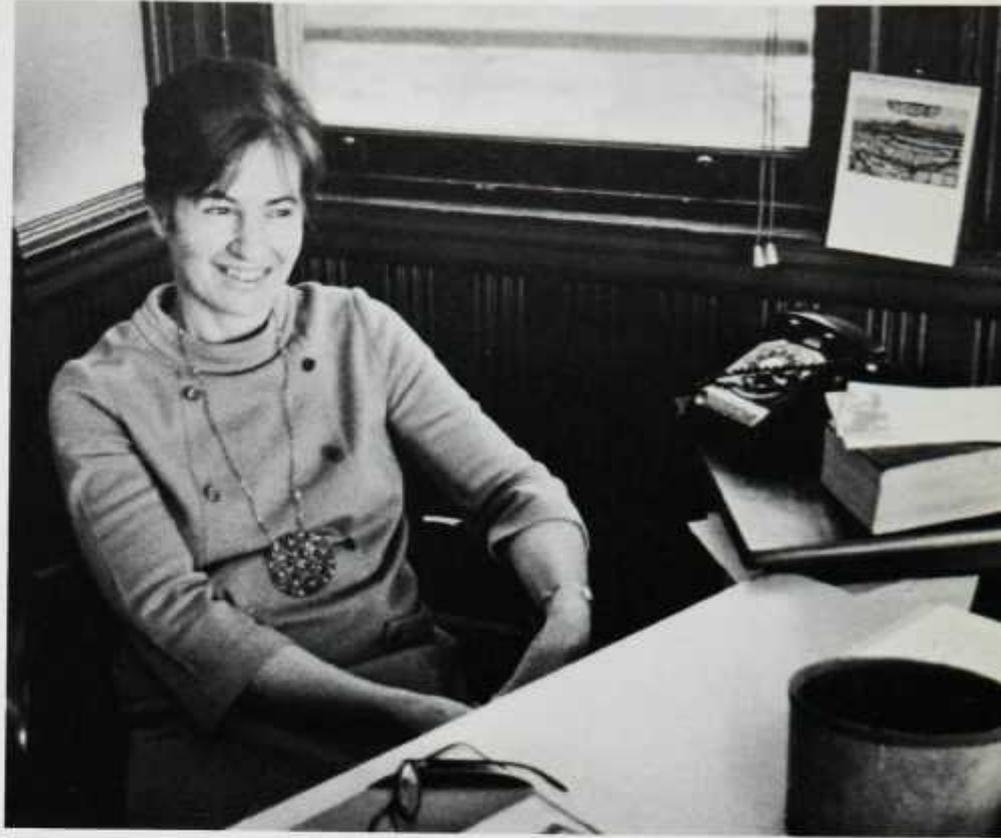


HALL CRANNELL





WILLIAM DALEY



Students my millions
Or possibly zillions
Surrounded him all of the day.
When finally seen
By his scholarly dean
And asked how he managed the deed,
He lifted three fingers
And said, 'All you swingers
Need only to follow my lead.
To rise from a zero
To Big Campus Hero,
To answer these questions you'll
strive;
Where am I going,
How shall I get there, and
How will I know I've arrived?'

If students and faculty alike addressed themselves to these three questions, the communication problem would dissolve."



B. Physical Communication

Soccer



A man. A ball (the unAmerican sort). Lines are drawn: chalked for a rigid setting. No straying, or action ends abruptly.

Adversity with an overtone of spherical conflicted contact.

Opposing herds corralled between two netted gates—mindless colts frisking leggedly. On the turf, hoofing spikes and scatter; dig a turn and dash always. No pause for threshing lungs. Scatter, swarm, and all on spindly legs.

Which is the enemy? Horses are bound in lined frenzy; all unite with an individual common purpose. Skid, move, get, kick: all for momentary or graceful juggled control.

I and that ball—must be free—my status of achievement. Go! Thank you, mate; an assist, but still my goal. When will my body stop its prancing? Contact that ball, now knead it. Its essence is leatherness, form and symmetry too mathematic perhaps, but send it! Leave my leg and pass the keeper.

Even assumed animals come to rest in a twilight. Just as they moved relentlessly, some god's timepiece told the end. The fence is wire mesh, now surrounding a stadium (spectres of tormentors there? too few to be spectators; no encouragement in their numbers). And mere chalked lines are ground finer.

These lungs gasp folly. Who would assume independent animals of two herds: some team effort perhaps, but where was team spirit when chopped clover and weeds (mostly) flecked these gaping nostrils? I got the ball, I got I got. I did it. Set me free.

I got it got got got blisters.



WHY, within contrived established bounds, do men set their legs in futile flight to grasp an elusive freedom from their spirit depths?

Each run of cross-country is distinct; each is its own portrayal of a destructive ritual which releases the individual ran: from one to many, but also the headstart and, in transition, sacrifices the victim at the end, sweating and breathless.

At the start, en masse: all members of all teams, a pulsating unit. Amorphous, chugging sporadically with a general forward movement, the celebration begins and each member has paid a price. What individual in this mass stampeded?



Cross Country

The lines are drawn. These concelebrants will go through, working against boundaries, running mazelike to emerge where they began. One cycle—the course, rubrics, and uniforms, displayed vestments.

Then, gradually, a breakup toward individual panting machines. Yet no individual in uniformed flight slackens pace.

Team onward: the cross-country team is essential for individuals in that competition. Running against strangers (himself stranger yet), alone, he reaches out for his team, his bulwark against himself. He would slow, alone, feel curious despair as others passed him. Yet the team maintains him even as he maintains the team: without the team the individual runs lost on the course. And the course is even set, marked, mapped, known.

Then parturition towards endings: there is no unity as each team disgorges men singly. Each man for himself, straining with one notion in mind—the lines, he first against time. Perhaps mother team would gladden at results. Not always.







THIS is the game of the revolution:
its vicarious thrill satisfies,
will sweep malcontents from streets
to watch with passive intent
whoever has the pigskin,
get its collective head mashed in—the
defense assumes the student cause

* * * * *

actually
it is an even-matched event
played with precision rolls
of eleven-sided dice.
Time is a limiting factor;
all action must be resolved within it,
not against it.
The football is a team extension—
it must be moved
just as it must not be moved.

As snap-time tenses to the clicking point,
both stadium sides seek vocally

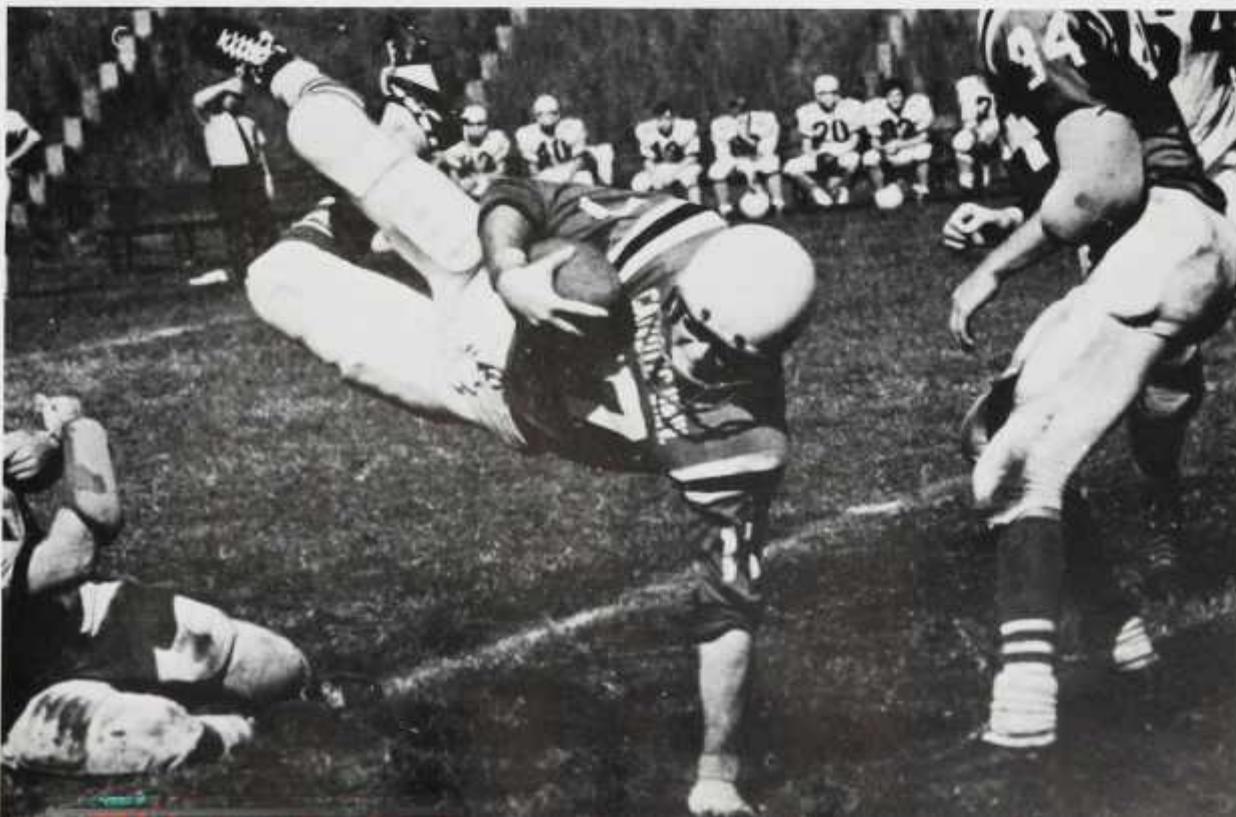
to turf the other down in outroaring,
and as the dim action swings beginning,
their outroaring proves foreshadowing
of the cleavage to soon rip the air; down
in tatters upon the eardrums it falls
until the clockwork kills the play
and the vacuum resultant sucks in silence,
save for murmurs of protest
or missed mingling.

Contact is on a team level, but personal:
face to face,
grappled or tackled,
fair or foul collision,
mouth agape, gasp,
all armpits pour out.

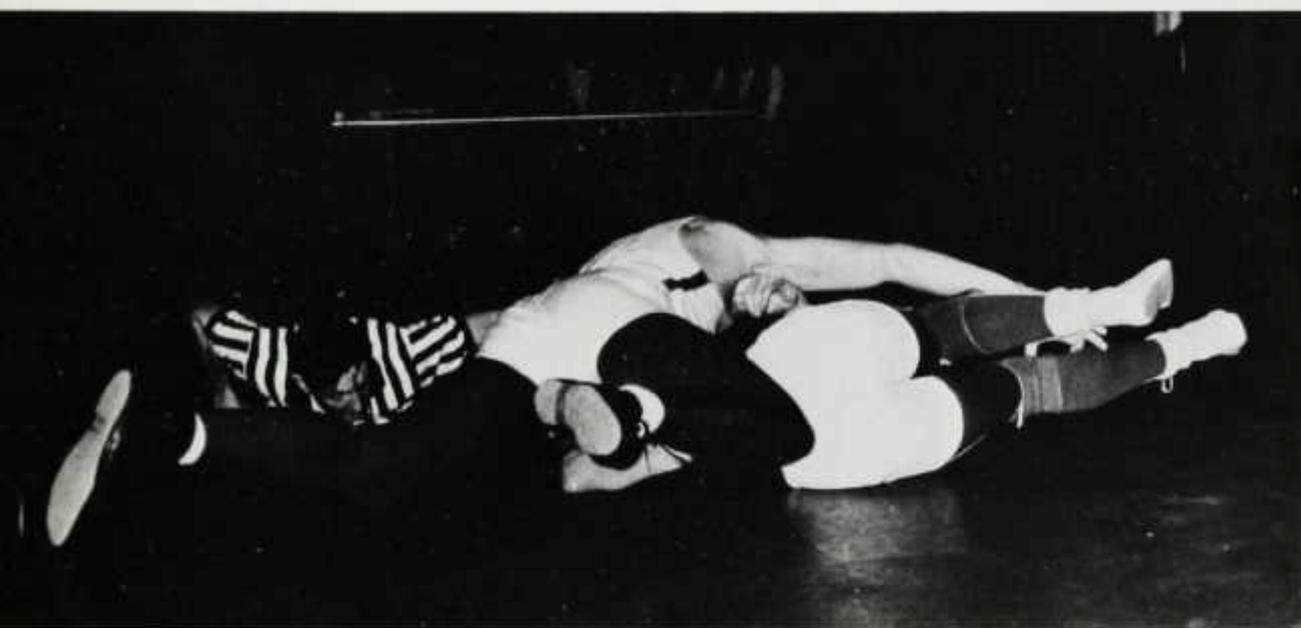
Weaving, teasing,
battering-rammed;
rules adhere stunned lunging
and the Spartacus of today,
plastic-foamed and cloth-padded,
helmeted shatter-proof,
girded by a face mask
regroups to plan new onslaught.



Football



Wrestling

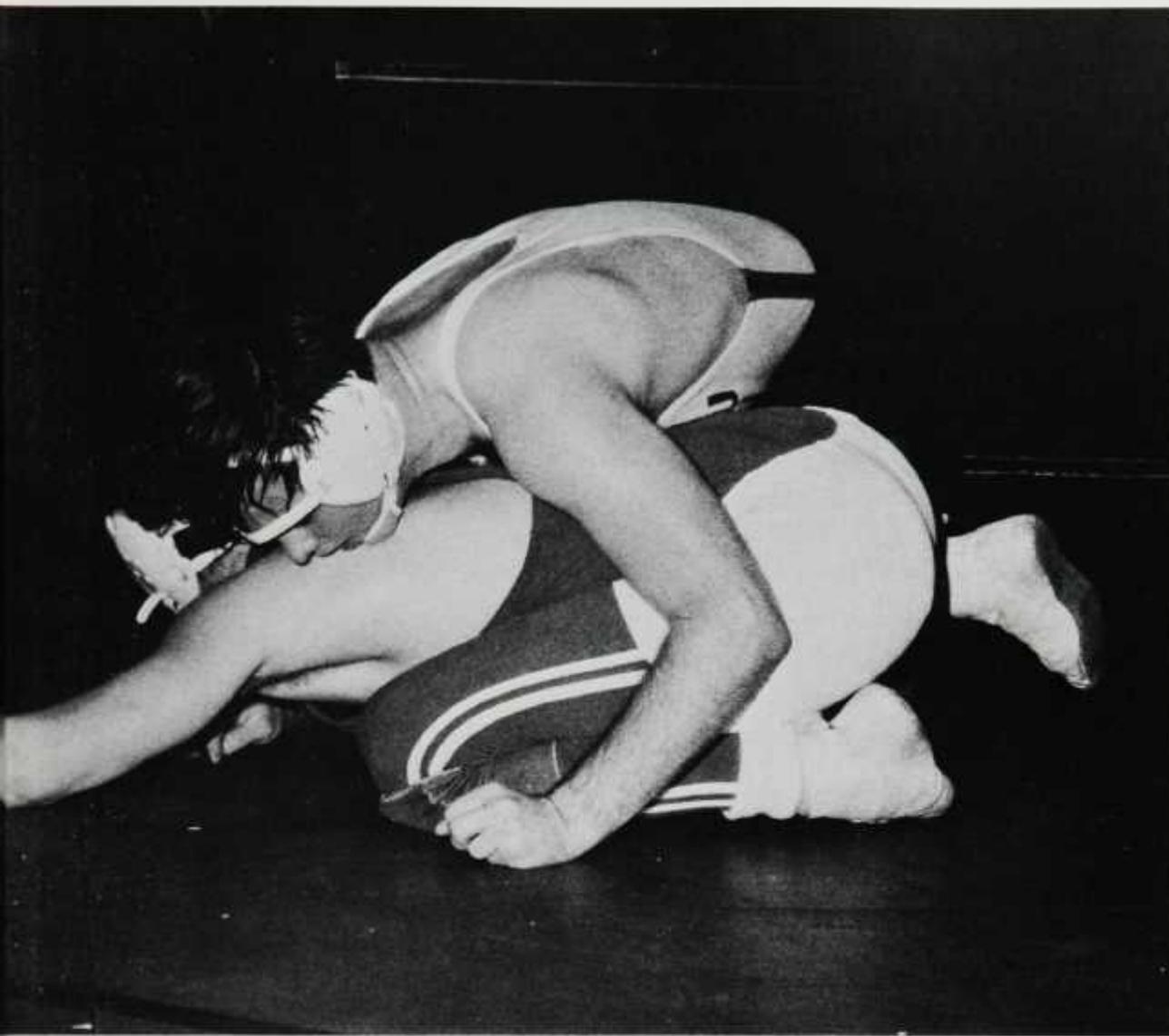


ONE week. The match that will make or break the season is only seven days away. Seven days—so long. Will next Saturday ever come?

You've wrestled him before: won once, lost once. Coach keeps saying that you are the better wrestler, that he just got lucky. But you know that he has won 34 straight matches and you wonder if you are really as good as he is. No! Can't let yourself do that! Must always have confidence. Helps you be aggressive. Keeps you from giving up—even when someone catches you off guard, slips a half-nelson on you, and you start to go over on your back.

Need to work extra hard this week. Work out two or three times a day and stay late after practice. You know his style, so you practice counters to the moves you know he will use. But he also knows your style, and you worry that the moves that worked last





time will be stopped this time. You are dead tired from practicing, but you keep thinking that one more sprint or one more drill will make the difference on Saturday. So you work even harder, and try to ignore the injuries that seem so bad that you wonder how long you'll last . . .

It's Saturday and the coach tells you that it is the team and not any individual that wins a match. It takes a team effort to win. But suddenly it's just a couple of minutes before your match and nothing else in the world matters.

You hate the last few minutes before your match. You want to win so badly that the pressure is almost unbearable. You wonder how everyone else can be sitting calmly when your insides are going crazy. You look across the mat and he is staring at you.

After seven years of wrestling you do your moves by instinct. But your mind still registers the trivia. You don't remember shooting for the single leg takedown you got, but you can remember the look in his eyes when the second period started and you were ahead. You can't recall how he got his reverse, but you can still feel the pain.

Everyone else wrestles for eight minutes; you wrestle for eight forevers. Then finally, it's over. You hurt all over and can't clear your mind. But it's over and you should have won—but you lost. You ache almost too much to care. But there are tears in your eyes because it was so close and because you nearly had him. You nearly had him. And you rewrestle the match at least a thousand times in your mind.

THE All-American ghetto game, to which males are drafted at their earliest walking age, also reaches suburb driveways;

any pavement surface, unobstructed and capable of constantly withstanding the foot-padding of tennis shoes and the staccato-controlled contact of a hand-pummelled weathered ball;

any pavement with pole attached or a steady end wall to mount the game trophy—the net, combat flag and efficient symbol of conflict;

a ballet of rubber soles, punctuated by leaps; a fluttered net is the only sign that their fight has been extended; game balls have limited mileage.

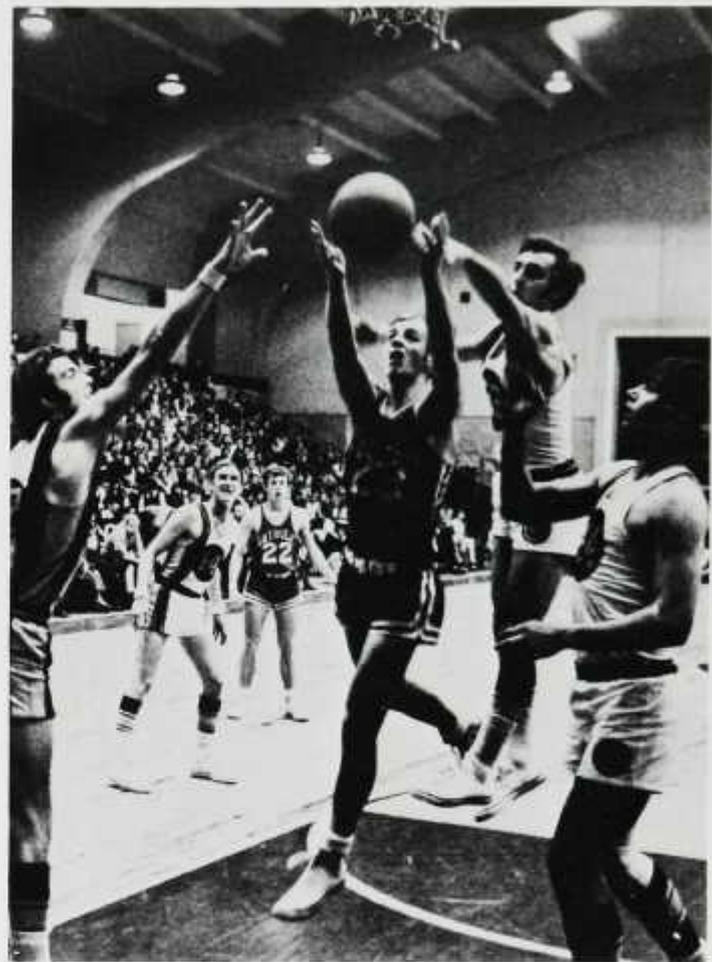
The players make gymnastics, closing but still avoiding, threaten his advance and force him to the side to pass; reach and touch the ball, touch not the bouncer.

Some moved it indoors with sides fixed at five, kneepads and numbered tunics rippling with color, sweat soakers a cloth difference of two.

Bouncing the audience in expectation, dribbling life away carefully but with a practiced casualness, time ends the score of attrition; one more fluttered net adds a flush to tall bodies, when sweat-limp clothes are exchanged to walk the street, perhaps seeking the pavement with a pole or wall attached.

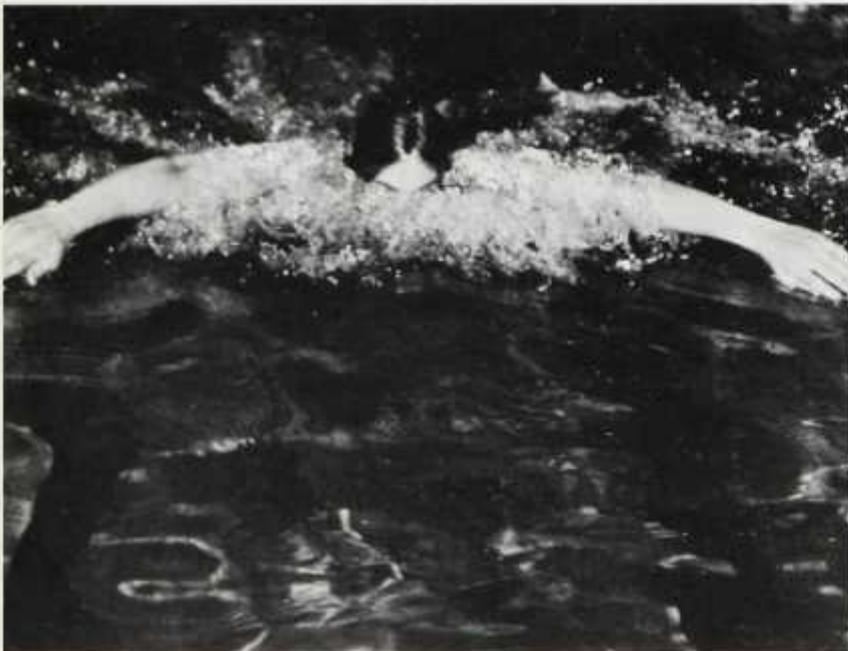


Basketball



Swimming

IS it you, Gregor Samson,
once changed to hateful insect,
whose body descended the steps of
decay
dusting the neglected room of your demise
until all that mingled dirt flowed
from house to street to sewer water



when new boarders in a once-over cleaning
swept the remains of metamorphosis?

Did your brittle fragments surge
snagged in a fetid whirlpool
where all the pipelines of a city
ran to a final pre-collecting point;
once caught, did you change again
(it would seem easier to believe,
since initial wonders are hardest).
Armor plate dropped for scale flakes?
Fins for your mindless multi-legs?
A unit body construction, unsegmented
and not stiff neck to increase torment?
Were you there, fish without family,
thus to spawn teams of swimmers?
But no,
we have read Greeks swam the Hellespont,
Lepanto had its survivors,
and the Armada had its grand stallions
washed upon the Isles.

* * * * *

What drives them, scarce clad,
to a watery coffin lidded by air
with a final clamp ceilinged over
as if oblong limits were not sufficient.
Along the length they race;
it confines them
as graceful insects scramble frantic,
prodded by pins in a child's shoe box.

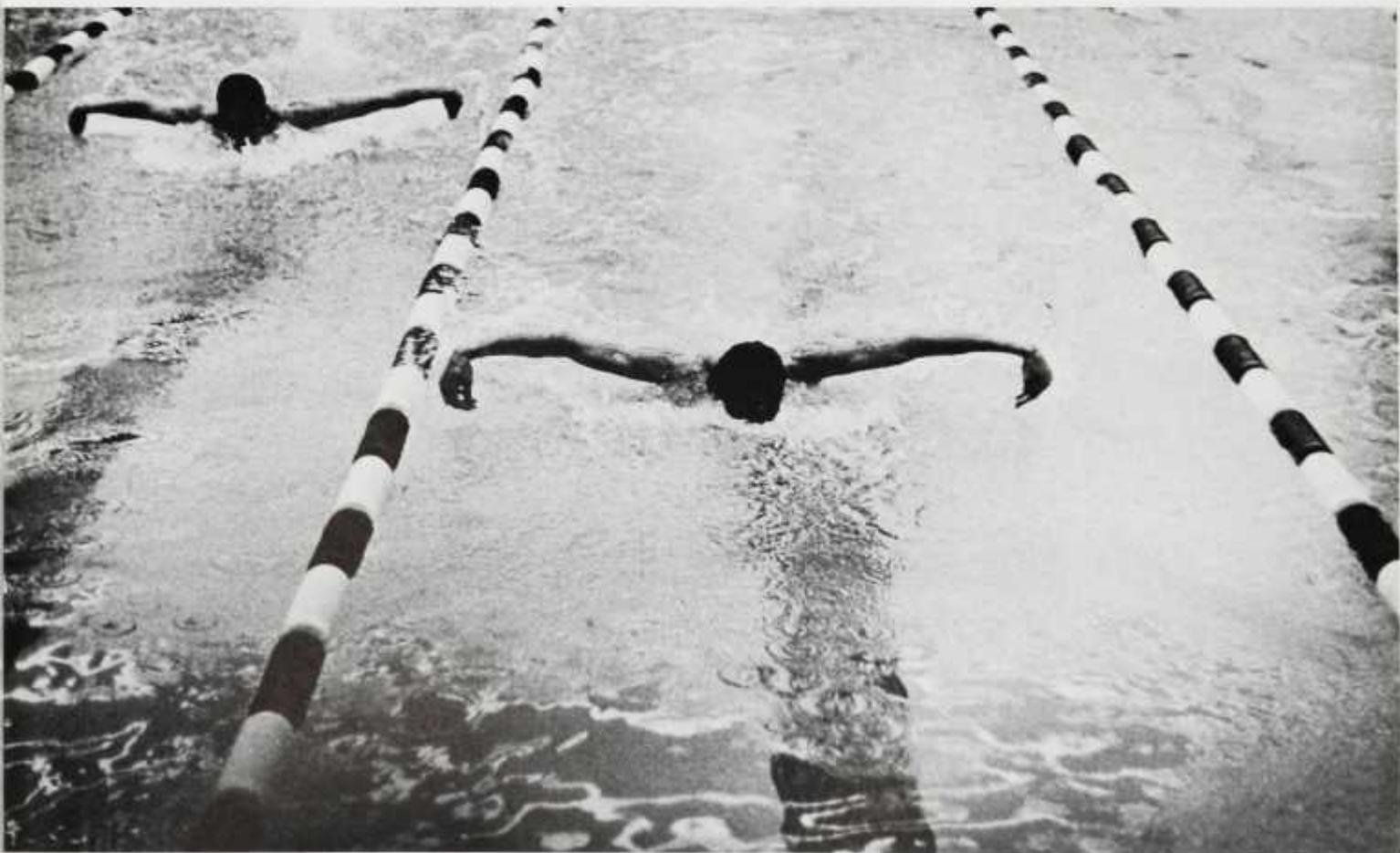
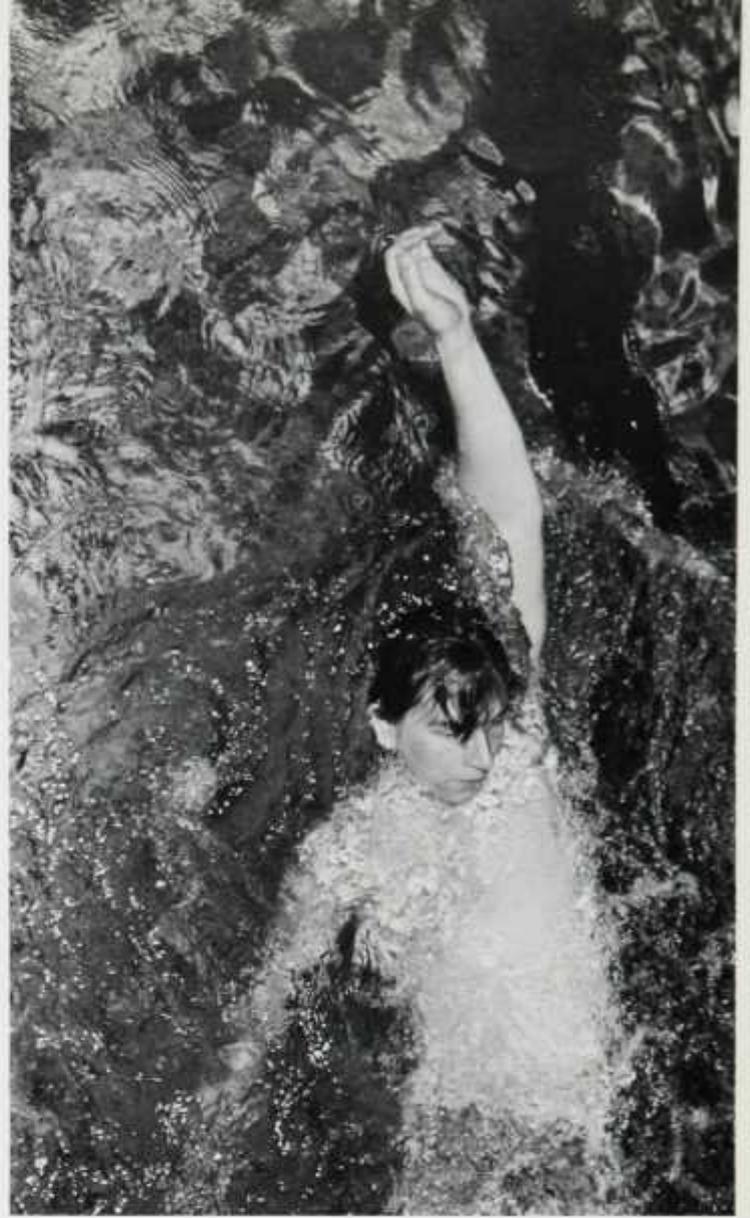
A splash and a thrash of limbs,
these yearning creatures
suspended brief, then dropped;
their initial momentum noses them to the
finish

in one form or another to be first
where they twist a complex turn
closely watched by a scrutinizer
who would scratch their effort,
their trying to better times
ran through the barrier of barriers—
a piped filtered surrogate
of the grand womb, chlorinated.

Their ancestors emerged from it,
their forefathers sailed upon it,
but they are the masters now;
they have contained it
to battle opponents breathless—
bring linear distance to their grasp
all to be first before the other.

Time is of the essence
after the person is beaten,
and individual accounts
give a team totalled victory;
there is no awe of the element
competition has plummed it.

One portion of the contest
is spiteful beyond the rest;
one by one they spring above her,
contort graces in the air,
before smashing her surface,
spraying a tiled seashore,
with sprayd chemicald fragments.



Track

FROM the heights and on the
plane
we watch the oval-staged
ceremony,
graded and chalked for movement.
This is no foreign experience:
all of us are runners on this
ground.

A competition of life
(who is first upon the earth?):
stripped to a flim tunic,
shorn of all distinction
except our group identity,
shoed to grip ground in spikes,
to rip off surer and faster,
spewing the clods behind.

We are all out to beat time,
our side acquaintance goads us
to win time; we win him first
and we contact the earth.
These are the professional actors
set aside for our applause,
since we all run each a race.

Trackmen have a physical pain
gulping the cinder ribbon down—
lungs cannot expand further,
must be grated full of dust
(which is where they began,
where they ultimately end,
as we run our own oval
to meet the starting line,
finished);

yet, the mental and emotional
anguish is at one with his
opponent
who is a threat to his aheadness,
yet he cannot beat him down—
these are no space-takers
contending for the same ground.



Limits are non-confining
as a means to their accomplishment:
a triumph over set distance,
snapping the tape with a cutting
chest
(our slender thread of life?).

Some race in short lines,
dashing a burst
through the space of thumbbed time
while brother teammates
circle once or several times
the mimicked circumference.



There are obstacles
as we move upon the earth.
Some events
amplify, exemplify barriers
to instruct and give example;
they haste, leap straight,
stretching legs nimbly
and do not turn aside.
Some framed obstacles may tumble
to their mad-lined onslaught.
Thus they spurn
what prevents our movement
gaming it insignificant.

Do we aspire beyond us
to mar a blue upground
with our straddling figures
standing out for all to see
and thus gain recognition.
They pole aloft competitively,
arch free in a moment,
land unbroken from their flight.
Like us they need a crutch
to break the grass and cinder
manacle;
though theirs is bent and dropped,
ours may be hazardous in taking.

Some traverse a narrow path
without touching ground between
until the sawdust pit end.
Run and jump grasping
reach for one more inch.
That is our commercial way.

Like nations
one side wins a meet.
There are the invincibles
who dominate in a transitory way;
they are never more secure
in maintaining their position
as when they had not started.



Baseball

IT happened, fortunately, by coincidence: a solitary forest dweller chanced upon a festive party of field dwellers at target practice, perfecting their casting. He watched intently, too intently, because a field boy noticed him and roused an alarm. The entire party selected him as a target and immediately made a contest of him, offering prizes for the first one to knock off the intruder's arm, hit him in the head, etc.

Pressed to preserve his life, the woodsman frantically struck at their hurled missiles. Much to his surprise, he escaped, knocking away all the flying rocks aimed at his body with his companion tree branch. Returning to his own tribe, he at once began a crash program of instructing his friends and family in the new art of self-defense. Hence, well-prepared, but fearful of their untried method, the forest dwellers again took to meandering the countryside, and they endured, prevailing against the ruthless field people.

Thus their conflict came to a standstill: both sides fought at a distance, the one tossing rocks and the other courageously batting the deadly weapons aside. Both sides forsook permanent settlements and traversed their natural bounds; they were all in mass transit, constantly foraging into each other's territory. Everyone had to guard against surprise attack. Frustrated in their attempts to conquer anybody, both sides began employing fire to diminish the odds. Great tracks of forest burned out, and the fields dusted ash-grey. The entire area smoked out, and there was no distinction between forest and field dweller.

They comingled and much time passed.

Finally, they took to celebrating the advances they had made in civilization; they staged performances of their past brutality. One side assumed the part of the forest dwellers, while the rock throwing field side threw at them.

And there were constant refinements.





Scoreboard

CLUB FOOTBALL

C.U.	Opponent	
40	St. Francis	0
24	Scranton	6
0	Federal City	22
26	Georgetown	44
47	Fairleigh-Dickinson	0
14	St. Vincent	14

TENNIS

C.U.	Opponent	
6	Bridgewater	3
2	Towson	7
6	Western Maryland	0
1	Hampden-Sydney	7
0	Loyola (Balt.)	9
3	Mt. St. Mary	5
0	American	9
9	Gallaudet	0
8	Johns Hopkins	1

SOCCER

C.U.	Opponent	
0	Navy	4
4	Gallaudet	0
1	Towson	1
1	Maryland	4
1	Western Maryland	0
1	Baltimore	2
0	Howard	2
3	Mt. St. Mary	2
4	American	2
0	Roanoke	3
1	Loyola (Balt.)	1
2	Georgetown	0

CROSS COUNTRY

C.U.	Opponent	
17	American U.	45
17	Gallaudet	50
17	Towson	48
15	Johns Hopkins	50
19	Roanoke	42
29	Mt. St. Mary	27
15	Loyola	50

BASEBALL

C.U.	Opponent	
0	Scranton	4
10	Loyola (Balt.)	5
1	Baltimore	6
2	Towson	4
3	Western Maryland	5
0	Bridgewater	1
8	Frostburg	10
2	Mt. St. Mary	3
7	American	8
7	Towson	10
13	Johns Hopkins	4
8	Hampden-Sydney	10

SWIMMING

C.U.	Opponent	
58	Old Dominion	46
34	Villanova	62
52	Virginia	52
46	Washington & Lee	58
62	Howard	41
61	V.M.I.	43
61	Loyola (Balt.)	42
66	West Virginia	38
63	Manhattan	39
62	Central Connecticut	42
38	East Carolina	66
65	Georgetown	31

BASKETBALL

C.U.	Opponent	
81	Towson State	55
77	Delaware	93
76	Washington	62
55	Loyola (Balt.)	63
66	Johns Hopkins	49
70	Canisius	80
51	Massachusetts	70
78	Lehigh	58
66	Holy Cross	78
80	Louisiana State	82
95	Loyola (New Orleans)	84
65	Baltimore	83
59	Villanova	91
77	Roanoke	94
49	Central Connecticut	47
74	Mt. St. Mary	89
65	American	77
74	Old Dominion	85
65	Fairleigh-Dickinson	66
60	Boston U.	61
61	St. Anselm	65
61	Mt. St. Mary	76
58	Georgetown U.	90
59	Rider College	64

WRESTLING

C.U.	Opponent	
14	Hampden-Sydney	26
5	Howard	31
5	Towson	41
25	George Washington	19
8	Washington	33
15	Baltimore	15
18	Loyola (Balt.)	26
6	Western Maryland	36
8	Johns Hopkins	32
15	Va. Commonwealth	29
8	American	32
31	Gallaudet	15

FROSH BASKETBALL

C.U.	Opponent	
78	Towson	64
70	Delaware	65
70	George Washington	78
84	Andrews Air Base	49
56	Johns Hopkins	60
77	Baltimore	61
93	Strayer	71
62	American	76
68	Andrews Air Base	71
67	West Point Prep	60
67	American	78
81	Georgetown	78
74	Bullis Prep	68
64	West Point Prep	57
86	Georgetown	110

Drama



MEASURE FOR MEASURE

C. Creative Communication



MEASURE FOR MEASURE



MEASURE FOR MEASURE





THE HOUSE OF ATREUS STONE

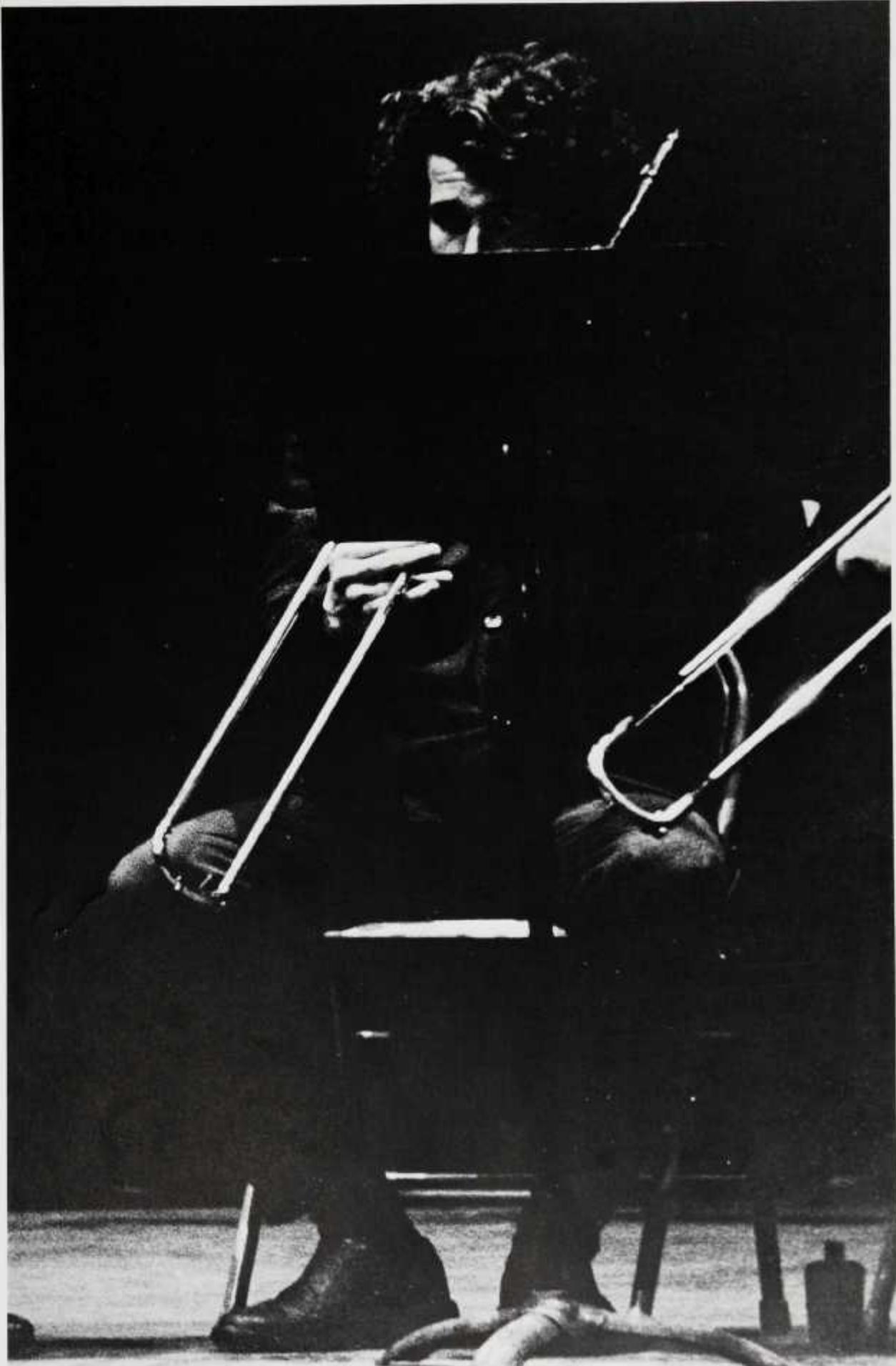


THE BACCHAE

THE TRIAL



Musicians







"When I sing," says Richiê Havens, "my mind is busy looking at the pictures the writer created. My body has something to do, which is play the guitar. And my spirit is feeling the song's sensations all over again. It's like this. I sing from what I see. It goes out and then it comes back to me."

"What I want to do," he explains, "is communicate with people on a basic level, to help bring them together. Every man can tell you about his story, you know. But I'm finding out the story is the same, that everybody has gone through practically the same experiences that everyone else has gone through at one time or another in their life. Everybody I've ever

sung to has sort of picked it up. If it's not the words, it's the music they recognize. I call it recognizing it again 'cause somehow it's inside of you anyway. Music is really just a symbol of something larger."

Havens, at his C.U. performance in early April, augmented his reputation as an 'ecstatic singer.' "I found out," he says, "there are just two places to be. Happy and unhappy. Everything I do is looking at that one big question—what are we doing, why and how? That's part of what I have to say in my music. I want everybody to discover it 'cause this is the time for finding out. And it's gonna be great. It's gonna be beautiful!"





Concerts



Ten Years After presented a concert of sharp, polished rock that was projected with such earnestness that it could have sliced through the audience like a sword. The lead singer took on the traditional virile role with as much vigor as Morrison or Hendrix ever had. The hot, white aura that blasted from their amps cried with the same euphoric intensity encountered at the free concerts at the Fillmore East. Their melange of rhythmic bass and sensuous, yet loose, variations were of such a thought-deafening quality that the audience could have easily sat mesmerized throughout the session. Yet the audience seemed at a loss as to how to react to the music.

At the end of the show there was standing applause and an encore, as it were, for the sake of etiquette. The reason behind this unexpected momentary enthusiasm was non-existent or too well-concealed to be related. The audience had sat stiffly throughout the music, their faces gazing dumbly at the stage, suspended in self-conscious inhibition. Then, at the generally accepted moment they rose in ludicrous unison and chanted the generally accepted phrase for an encore. Evidently, most of the audience had neither

experienced the spiritual awakening necessary for an osmosis of themselves into the music, nor had they experienced the mundane trials of their society which often leads to a desire for serious music.

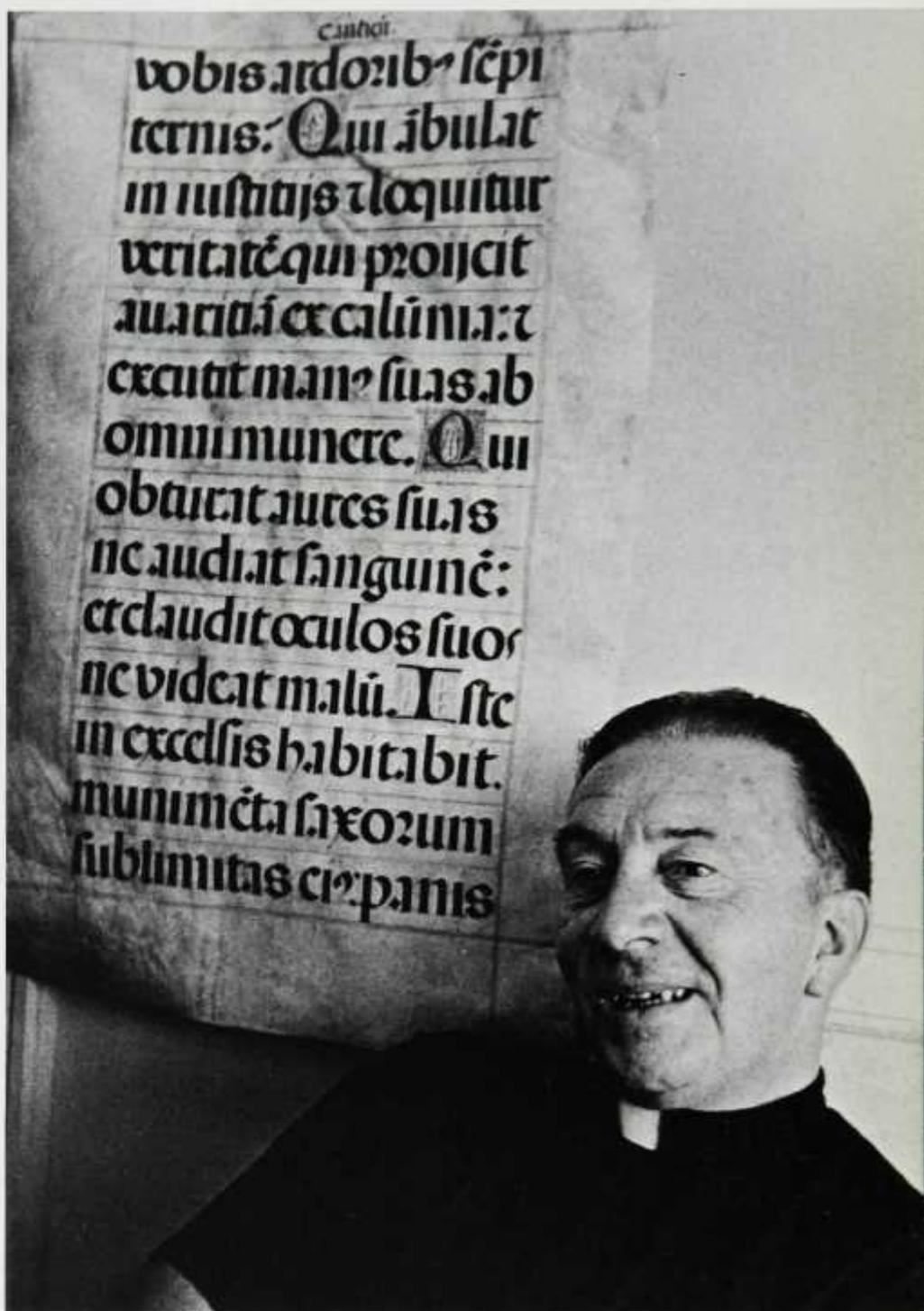


Forum

Msgr. Joseph Moody, Ph.D., History: "Man's dignity is under extraordinary stress today. His very success in dominating nature through the machine has created a civilization which can survive only if each individual subordinates himself to the smooth operation of a complex mechanism. Yet we cannot sweep away industrial development and start anew since the very existence of the world's increasing billions depends on the extension of machine civilization. The problem is to preserve the humane without destroying the material base on which life itself depends.

Faculty-student tension must be seen in this wider perspective of the fragile history of man's freedom. Relationships on campus reflect the broader crisis. Yet if faculty and students cannot recognize each other's value in the microcosm of the university, there is little hope in the world beyond. The first precondition for academic life and civilized society is for the faculty to accept the dignity of the students, and for the students to do the same for the faculty. Perhaps student rights will be on a firmer base when a student militant delivers a passionate declamation on the rights of the faculty."

Catherine Dunn, Ph.D., English: "I think that the faculty-student relationships on campus are, on the whole,



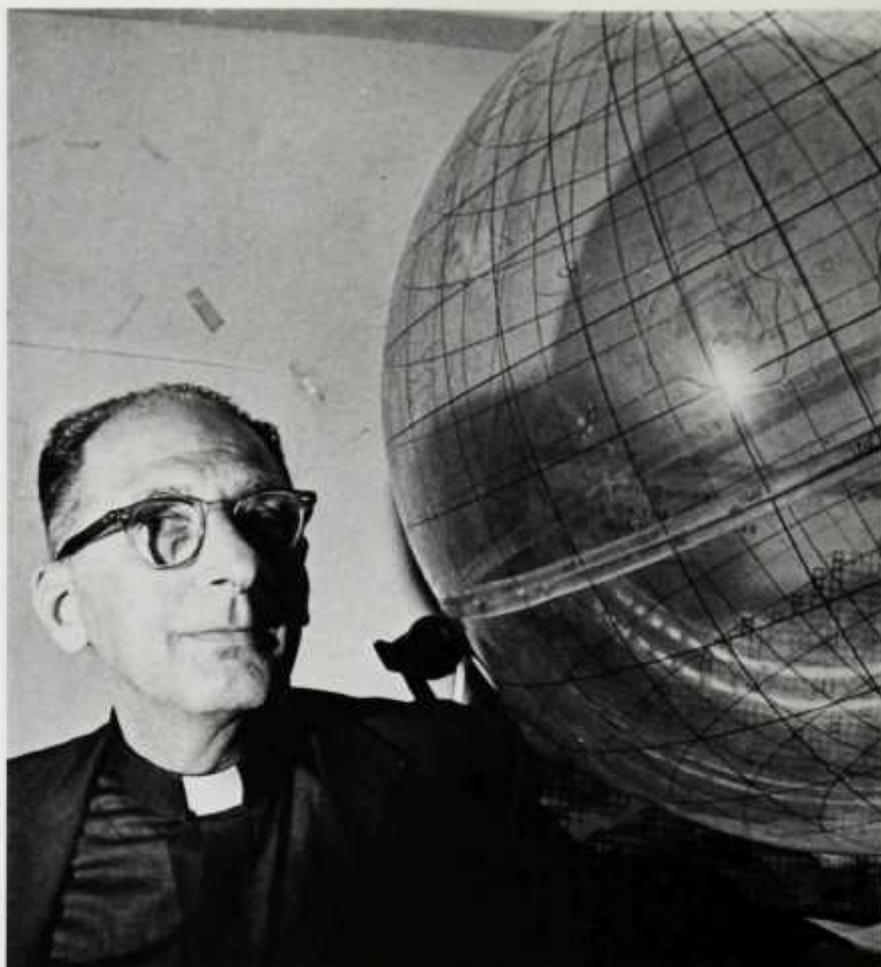
REV. JOSEPH MOODY

very good. I admire the way in which the entire University community responded to the two challenges of the October and November Moratorium activities without friction and apparent difficulty. There could be more exchanges of views in informal social contexts, such as coffee hours and small round-table discussions. Both students and faculty in America today are puzzled by problems and situations never before encountered

by them, and both have much to learn from each other and to gain from each other's psychological support."

Paul Peachey, Ph.D., Sociology: "In the end, we deceive everybody if we ignore the vocation and structure of the university to educate, by way of transmission, the new members of the society and, in the process, to sort out and improve the 'substance transmitted.' Professor and student each have indispensable and non-exchangeable roles in this. The process is variously impeded, but role confusion is no solution."

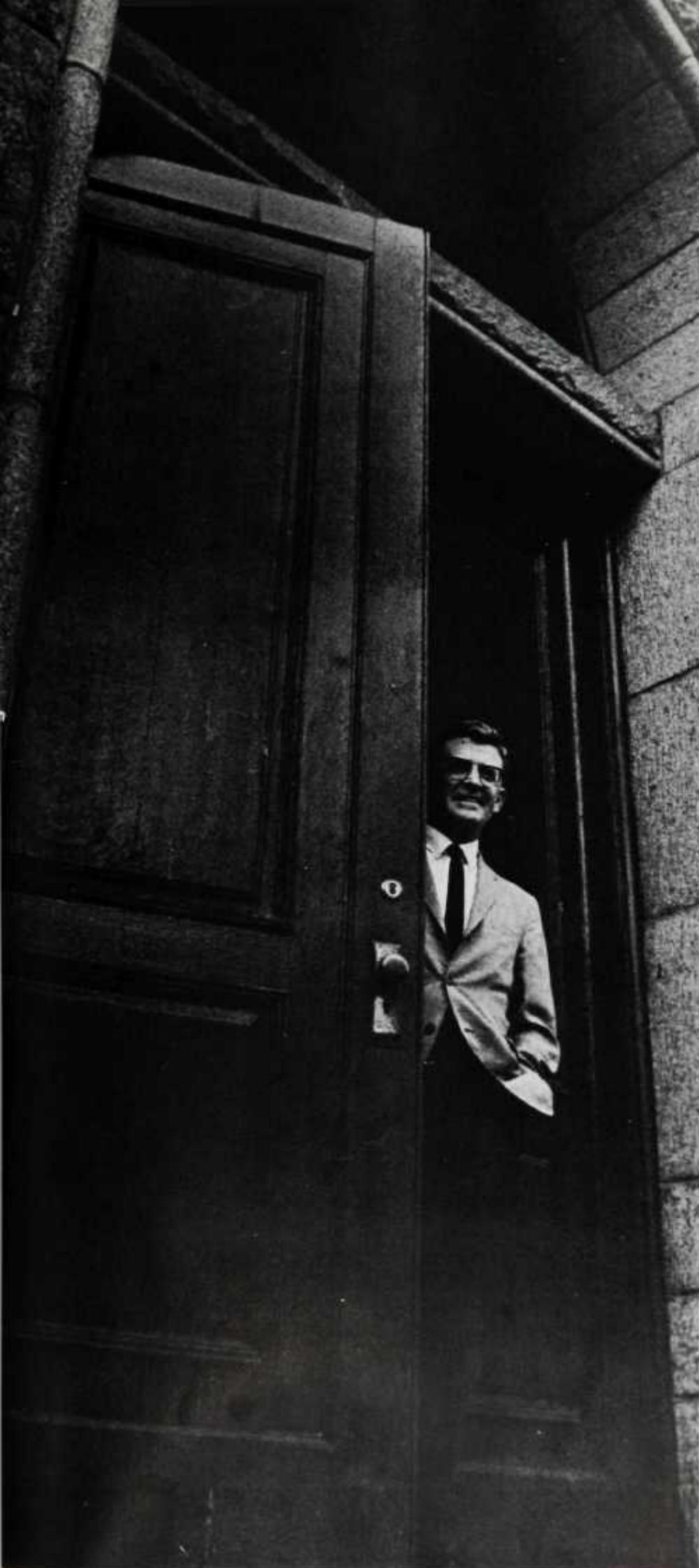
Rev. Edward Schnaus, M.S., Physics: "A faculty member must strive first to be a good man, a truly human and a humbly Christian person, recognizing, as a teacher, the inexperience of the people he works with and his



CATHERINE DUNN

own limitations and inadequacies; working to the full extent of his abilities in his chosen field, but realizing at the same time that it is not the whole of life for himself or for anyone else. There is certainly a similar duty on the part of the student to grow in understanding his obligations as a person. Too many students fail to see that education is a privilege that brings responsibilities with it. If one wishes to belong to an elite group, he must have something to make him stand out, and the advantages he has as a member of such a group require him to make some account for them to the society in which he lives. The move toward free higher education for all is taking us away from much that was higher in education and fostering false ideas of human leadership."

Leonard Cain, Ph.D., Economics, Dean of College of Arts and Sciences: "The role of administration is largely one of service in a rather broad sense. As



LEONARD CAIN



PAUL PEACHEY

in all other organizations, the administration should never undertake to perform functions that lower bodies can effectively perform for themselves. Yet the higher body must govern, i.e. coordinate, adjudicate, administer existing policy, and propose policy for consideration by the appropriate units of the total organization. Thus, in academic matters, administration may propose but the faculty will ultimately dispose; it is for this reason that deans and other academic administrators are almost invariably chosen from, if not by, the faculty. Unless such administrators have the confidence of the faculty, they cannot lead their colleagues in new directions or in any direction if such should seem necessary or desirable to improve the quality of the education being offered to students. A dean, for example, is a leader of the faculty, interpreter of its thinking to the higher administration, and simultaneously a member of the administration and communicator of its ideas to the faculty. He plays a similar role in student-faculty and student-administration relationships, though perhaps less directly. In short, an administrator should do for faculty and students what they cannot do for themselves, in order that they in turn can carry on their own activities with greater ease and effectiveness."



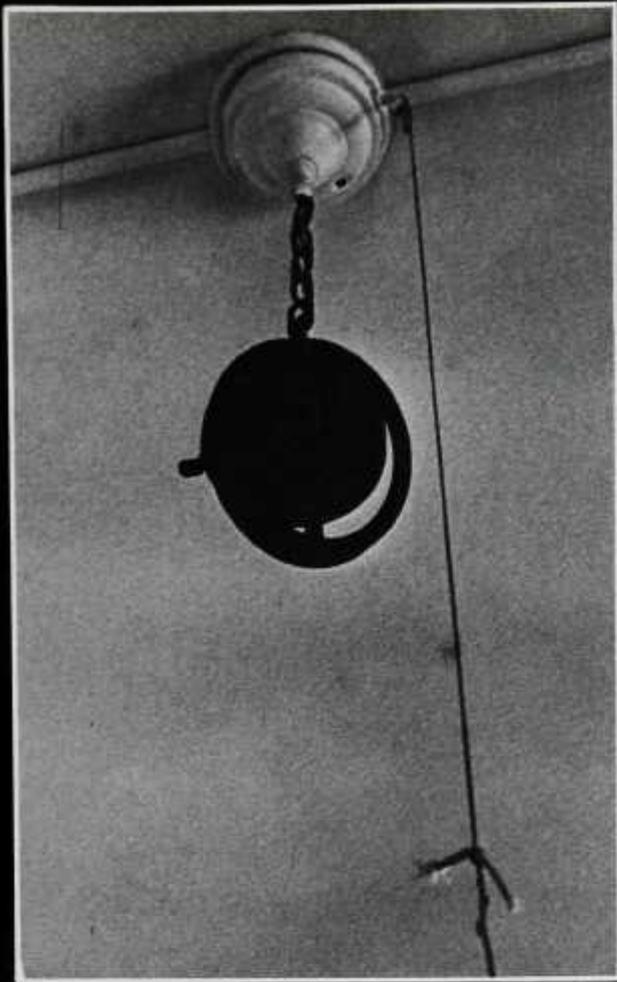


Good-Bye
Albert Hall
1896—1970



45 MILES
FROM
FOOD -
45 MILES
FROM
WATER -
GOD BLES?
R NO
YDPAH
EMOHT





CARDINAL YEARBOOK

Shirley Barbers
Ronnie Bierbaum
Jerry Bohlander
Bob Castellano
James Cataldi
Kathy Corcoran
Diane Diaz
Tod Herbers
Mike Malison
Barbara McGowan
Nancy Miller
Anne Parker
Jim Peter
Robert Poly

FINE ARTS COUNCIL

Candy Domscheit
John Hamilton
Ceci Hathway
Mike Kaufer
Leo Klarer
Gary Mirabelle
John Millard
Chris Nushawg
Jim O'Brien
Joseph Prucnal
Philip Raidt
Hank Zangara



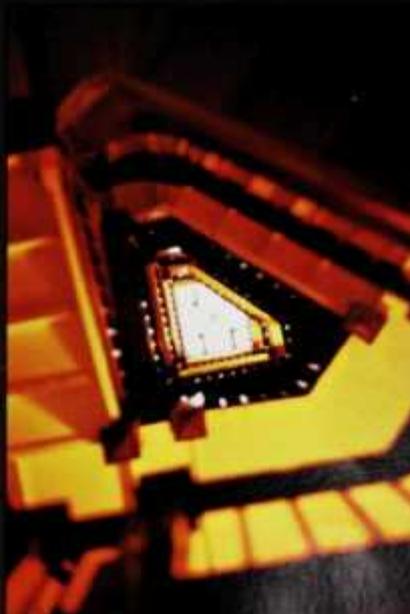


Flip Flopping





Creations







The Evolving Experience

a time of confusion

an age of crisis

multi-intensified complexities

variations—experimentation

different dreams and strange visions

the

matrix of reality is evolving/

shifting

lines of stress converge to force

this hereandnow world

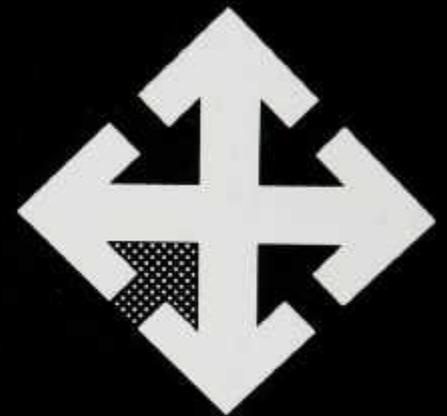
into waiting OPENness

and

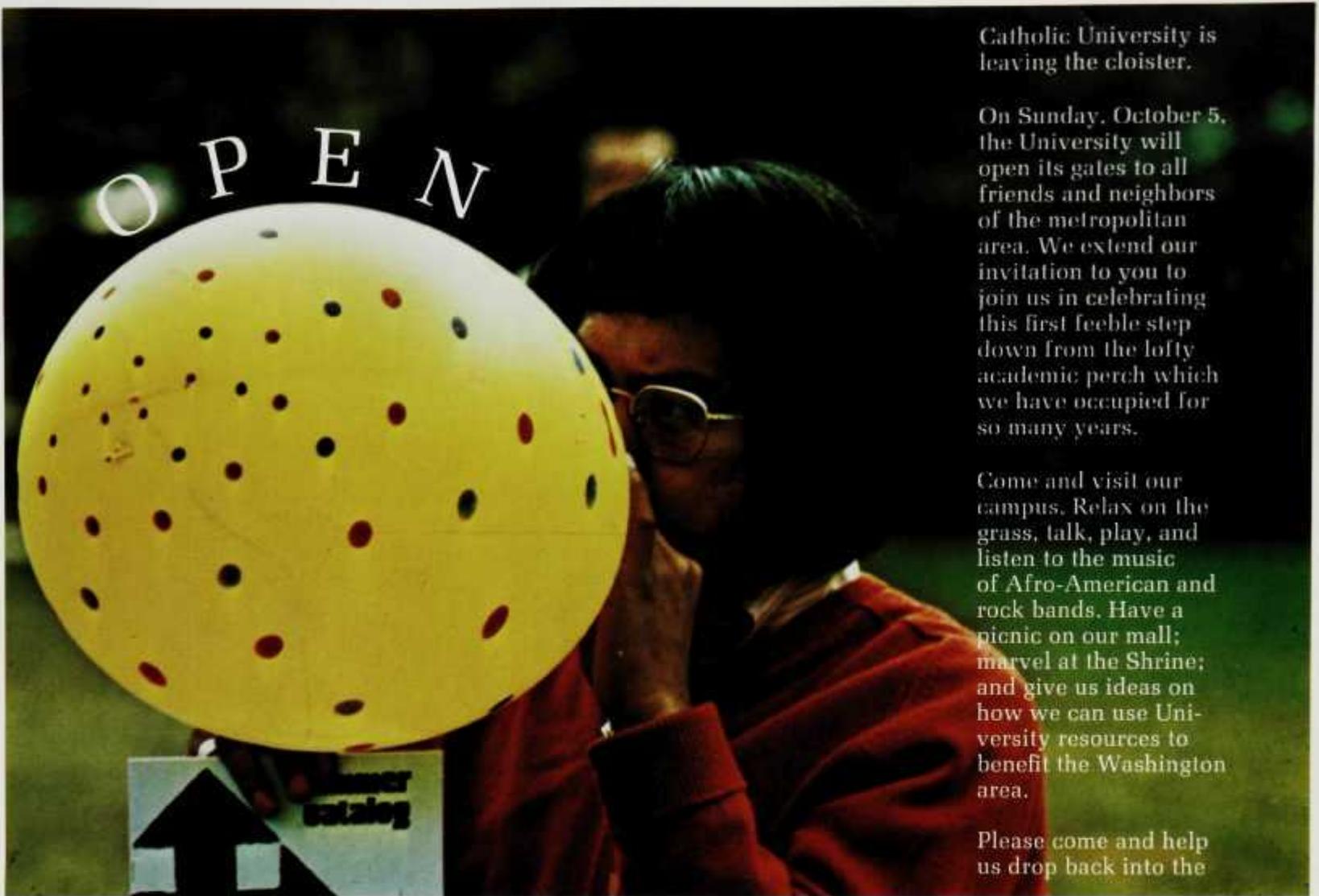
in this openness

is

HOPE . . .







Catholic University is leaving the cloister.

On Sunday, October 5, the University will open its gates to all friends and neighbors of the metropolitan area. We extend our invitation to you to join us in celebrating this first feeble step down from the lofty academic perch which we have occupied for so many years.

Come and visit our campus. Relax on the grass, talk, play, and listen to the music of Afro-American and rock bands. Have a picnic on our mall; marvel at the Shrine; and give us ideas on how we can use University resources to benefit the Washington area.

Please come and help us drop back into the



D.C. community. We guarantee that it will be the most unusual coming-out party you've ever seen.

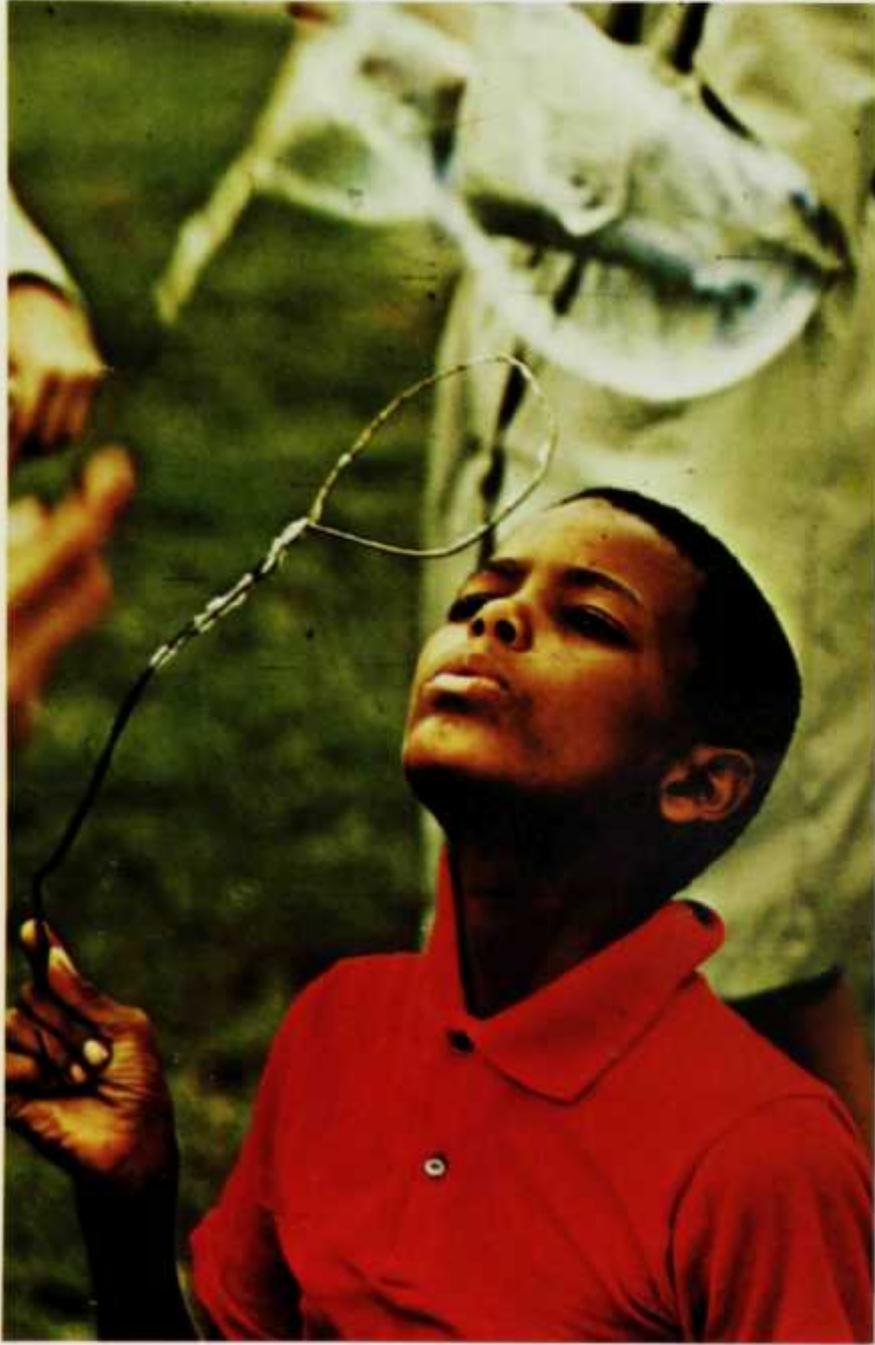
Sincerely yours,

Kenneth J. Filarski

Kenneth J. Filarski,
President, Undergraduate Student Government





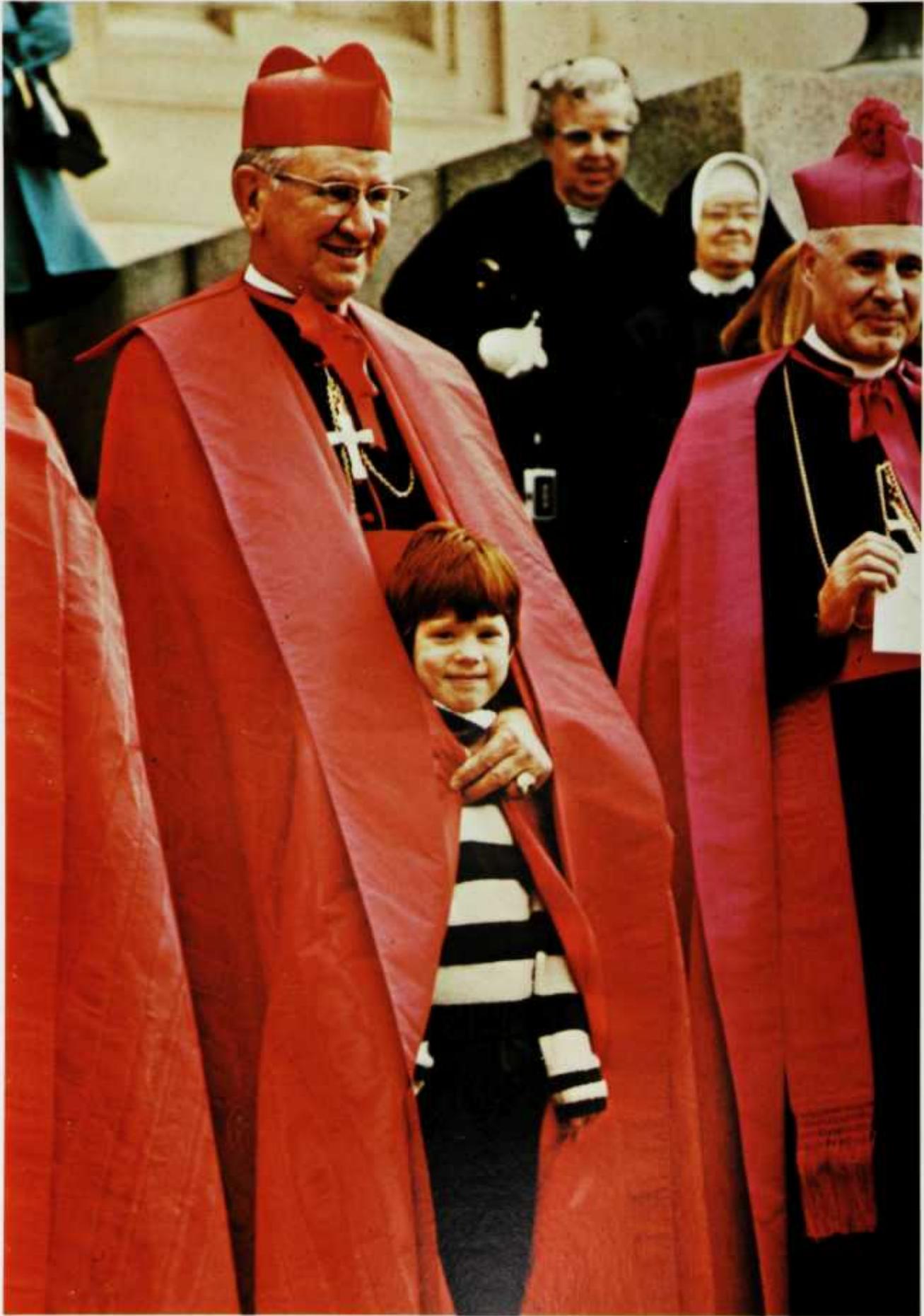








Girls
In
R.O.T.C.



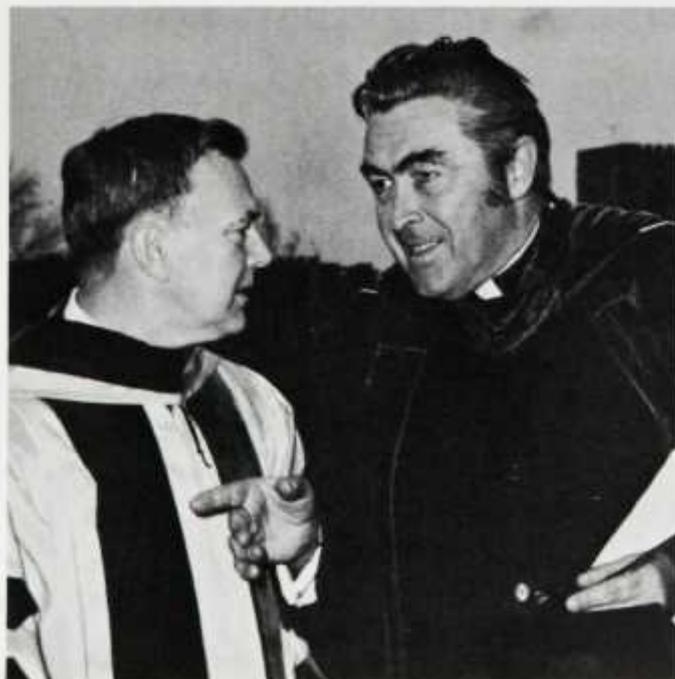


Inauguration

■ "This institution, by commitment and design, deals not simply with man the worker and producer, though our professional schools are of quality; not simply with man the creator, though our fine arts schools are among the best in the world; not simply with man the thinker, though we give great attention in a specific school of philosophy. Catholic University deals intellectually with the dimension of man-to-man, and man-to-God relationships where a School of Theology in our context holds a special place . . . This institution will long into the future provide a home for lines of inquiry which deal with man and his wholeness."

■ "The young opt for ultimate ends, which is literally the Sermon on the Mount. They spurn the ethic of organizational responsibility with its willingness to compromise."

■ "The young are crucial. They are rediscovering a higher law to positive law; they have launched us on a perilous venture which could reduce politics to a frightening either/or: justice or anarchy."



■ "The poor of the world go silently and painfully to bed under a cross of poverty. And sad to note, even as we concentrate all attention on an encyclical related to birth control, we conveniently ignore an encyclical which calls for substantial sacrifices to help the poor."

■ "The province of responsibility is the province of Everyman: old and young, tall and small, white and black, liberal and conservative. The assignment of the university is to take the explosion of youthful discontent and channel it into an explosion of mature adult enthusiasm."

(Editor's Note: These remarks are taken from the text of President Walton's Inaugural Address.)



Moratorium: A Mass in October

SITTING at a dorm desk consuming academics, the phone rang. A simple telephone ring reverberates. Almost too eager to grasp an excusable break, he snatched the phone off the hook.

Who the hell is this who does not sound campus-familiar, but still strikes a note of remembrance?

Directions to C.U.? Like left at mediocrity and right towards struggling? No, seriously, try street signs, very direct and conclusive.

After the interim, back to studious attempts.

* * * *

Thursday night the vocal minority began to make an appearance. At first nothing seemed particularly out of order; there were just a few more faded faces floating in the campus atmosphere. The campus took on these outsiders with no apparent difference, just visitors if one bothered to really note that these student-types were not usually here.

* * * *

Two years ago, high school and all its absurdities, people even competed ruthlessly, dishonestly, and completely to gain recognition there. Some of us took the academic route; few of this genre survive today. Some took the athletic route, and when they hit real competition, folded back upon former glory; some took the social route, and those studs once jumping in their green glory hobble in the rest of the herd, which somewhere caught up with them; some of us asked questions, some of us laughed then, some of us never really bothered. The time was then; this is now.

I recognized him.

"Hi."

"Hi."

This is sincerity and honesty decked out in a VW two weeks overdue with a load of sleeping bags, cameras, and road-weary people?

"This is my first time in Washington. I hear there's a lot to see here."

"Right. Bring your stuff and we'll see what we can do about the girl."

"You mean we can't all stay together?"

Try the Holiday Inn; I hear they are rather accommodating.

"Not really. You see, this is an all-boys' dorm, and this is an all-girls' dorm; this is a new thing here, Spalding and Conaty different. I mean, try and imagine a statue of St. Joseph at one end of campus and a statue of the Blessed Mother at the other, and . . ."

"What do you expect from a place called



the Catholic University? I mean you don't really expect them to allow this sort of thing."

Excuse me.

* * * *

Spalding Hall (the one which had voted to maintain its chastity and straightness) went to bed with a desk manned in the lobby. Lists were at hand; the aiders and comforters of the lawless and disorderly were all marked according to room number and amount of guilt they were prepared to participate in.

Albert, the headquarters, was prepared to do its share. The usual campus activists were present and accounting for. Everyone had their very own new plastic badge, a gift souvenir of a very worried administration.

Demonstrators crossing every man-made boundary imaginable began to converge upon the campus. They were welcomed.



TO

SEEK

O

NEWER

TO





Guests in November





scattered splatterings, a steadfast drizzle,
then they poured in from the silent
masses,
neatly sorted and deposited into our hol-
low halls.
we labled them "the moratorium kids"
(being careful to draw lines clearly
around the edges).
we counted and weighed their words against
the rain;
from arlington to the capital was ample
eloquence.

that night we came together
and celebrated our songs; joining in anthem
we exchanged offerings and accepted.
we felt their gentle power and became a
people.
the message was not bannered on beards or
placards;
the medium was peace en masse.



Oct.: Administration loses on "Security Scoreboard."



START
HERE



Nov.: Administration re-
lents on housing for Mora-
torium visitors.

Jan.: "Brilliant Dream"
billed as #1 comedy of the
year.



March: Students charge
Whalen with conflict of in-
terest.



April: Henderson resigns.



Feb.: Squabble over theology deanship.

March: Students condemn administration's neutral stand on D.C. freeway.



Dec.: Students protest tuition hike.

June: Brother Nivard takes on 4th post in as many years.

March: Administration overreacts to joyriding students.



March: Students demand parietals.



Changing Religious

SEMINARIANS, too, have changed at National Pontifical U. No longer identified by such traditional garb as habit, collar, or cheap guitars, the "sems" have taken footholds in such C.U. undergraduate traditions as club football and beer-drinking-girl-lusting-Rathskelling.

Maintaining that lay undergraduates have a brand of liberalism which never crosses the boundaries of Holywaterland, the C.U. student is smug in his ability to weed out these perpetrators of prayer, by simply garnering an opinion on a current issue. If, for instance, premarital sex is out of the question or drugs are an escape, you know you've spotted an infiltrating "sem".

A recent CARDINAL survey contradicts even this last investigative technique. We spoke to several seminarians about numerous issues and then questioned typically effete C.U. students and typically typical ex-seminarians how they thought the "sems" would respond. These were the results:

ON WAR:

Student: "He'd probably think it was terrible that the war has to take all our young men away from us."

Ex-sem: "I think it's a good reason to stay in."

Sem: "What the hell do I care; I don't have to fight it!"

ON SEX:

Student: "I'm sure he wouldn't care."

Ex-sem: "Oh, I dunno, I think they catch on pretty quick!"

Sem: "Been down so long, looks like up to me!"

ON THE POPE:

Student: "Since the Holy Father has managed to stay so far away, the sem would probably want O'Boyle to follow suit."

Ex-sem: "Everybody needs a father figure."

Sem: "I need a father figure, don't I?"

ON LONG HAIR:

Student: "He'd probably want all those long-

haired boys to go over to T.C. and get a haircut."

Ex-sem: "I'd have to look at the long and short of it."

Sem: "Hair like Jesus wore it, Hallelujah, I adore it!"

ON DRUGS:

Student: "He'd probably wonder why the heads are trying to escape from reality."

Ex-sem: "He'd probably prefer altar wine."

Sem: "God's my biggest high!"

ON HIPPIE COMMUNES:

Student: "That's not what a seminary is."

Ex-sem: "That's not what my seminary was."

Sem: "What do you think a seminary is?"

ON C.U.:

Student: "I'm sure they love it."

Ex-sem: "They probably want to teach here someday."

Sem: "If it weren't for the half-tuition, I'd transfer to Berkeley."

ON C.U. GIRLS:

Student: "They probably try to avoid them."

Ex-sem: "What do you think lured me out?"

Sem: "They're making me paranoid! They're all after me!"

ON FRATERNITIES:

Student: "He'd say that they're elitish, snobbish and doomed."

Ex-sem: "I think they're religious orders without the religion."

Sem: "What do you think a seminary is?"

ON SORORITIES:

Student: "Same as for frats."

Ex-sem: "Father Foley sets a smashing example of the seminarian's outlook!"

Sem: "They may be elitish, but they've got their good points."

ON THE RATHSKELLER:

Student: "They're taking the damn thing over!"

Ex-sem: "They're taking the damn thing over!"

Sem: "We're taking the damn thing over!"





To Strike!

"The Undergraduate Student Government voted unanimously to call a strike tomorrow. The National Strike Committee asked that all universities go on strike for three areas of concern:

1. The release of political prisoners in the U.S.

2. Withdrawal of U.S. troops from Southeast Asia.

3. To free the universities from the war machine.

"It was felt by the USG that no longer can the University refuse to take a stand on issues such as this.

"Support of a strike doesn't necessarily mean that you've already formed opinions that coincide with these statements. That's not what the strike is about. It's really about stopping the normal thing, getting out of that system, and breaking away from it so you can look at it and evaluate it with a different perspective. Now we're trying to cut the regular classes, stop that system, and all come together as a University community to discuss the issues here, discuss their relevance, discuss their factual aspects, discuss whether you believe in them or not, and why.

"How long can we let ourselves see people suffer in Vietnam? How far can we allow the government to control to any degree the kind of research and the kind of knowledge that is being discussed in universities?

"Students are free. They don't have the political or economic hang-ups that politicians have, that the University structure has. Stopping the system right now, we can discuss what's going on in this school for us. And also add momentum and force to what's going on around the nation. Unless this thing has force, it's going to die out, and I can't see, if people don't agree with these things, why they would be afraid to discuss them."



Or Not To Strike?

In May, after a special late night meeting, the Undergraduate Student Government surprised its constituency with a call to strike. But what began as a plea for solidarity soon developed into an ominous split. The gulf between the two sides was never more apparent than in the heated exchange following Senior Class President Mike Kaufer's opening remarks at an open meeting of juniors and seniors on the eve of the strike:

Student: "Do you think the only way we can accomplish this thing is by striking?"

Kaufer: "I think that, in order to give it the importance that it should be given, you can't play two roles at one time and give yourself to either of them. We've been playing the school thing, doing it for four years. And it's time to say wait, stop for a minute, and strike."

Student: "Don't you think it would be better to wait and plan a strike after you know how the administration feels about it?"

Kaufer: "No, because I feel that sometimes you have to force people to make decisions which normally wouldn't be made without some sort of pressure. Just like the Moratorium, you go in there and say: 'Look, this is really important; we're not out for a good time; we're really concerned about the situation.' And down to the last minute we were still doing that. I don't think that we're going to be able to get from them complete license for whatever we do."

Student: "I'm just curious: how many people are in accord with the three issues, rather than just one or maybe two? You can't ask people to agree on all of those three."

Kaufer: "The strike can be construed as many things. It does not necessarily mean, as I said before, that you are in complete accord with all of these issues. Obviously, they are brought into the strike to discuss

them."

Student: "I think you're asking a lot—academic suicide—for something we don't really believe in. Are we going to call off the strike if we find out we can't graduate?"

Kaufer: "I won't call off my own strike!"

Student: "I would like to ask whether this was done primarily as your own personal opinion, which might be a valid action, or if you made any organized attempts at all to find out if we were opposed to your positions."

Kaufer: "When I made my decision at the meeting the other night, we're talking about myself on the Student Government in a position to which I was elected. If I were dealing in a representative position, I would have felt an obligation to seek out a number of seniors to find out what I should do. But I wasn't doing that. Now I'll admit that right here. I was trying to supply a little leadership, as little as I might have over you."

Student: "Don't try to give that poor-boy attitude."

Kaufer: "I'm not trying to. I'm saying that I was acting the way I felt was



best, not only for myself, but for the people here."

Student: "Isn't that the same reason that they went into Cambodia?"

Student: "Could we have less attack and defense and a little more relevance?"

Student: "The Panther Movement is a controversial movement. I doubt if people will want to commit themselves on that because you'll find a lot of divided opinion. We're going to be out in the public, out in the open. If you people want to strike, that's up to you. Some of us are obviously against the Black Panthers."

Kaufer: "The thing is, you have to make that known."

Student: "I think the biggest problem is that people don't want to be accused of supporting something like intimidating a trial. Now I'd be interested if the purpose of this strike is really just to focus public opinion on the issues of today. We don't want to be publicized to believe something that we really do not."

Kaufer: "All right, we can make a statement. We can say anything you want us to say. We can make this known to the press. But there is no reason why, if you don't agree with one issue, you should throw the other two out and not discuss them."

Student: "I think we're confusing instances with the central issue. I'm beginning to understand the point of the strike. It's not for the Black Panthers; the point is that the U.S. is in a very serious situation. These three are instances."

Kaufer: "I'm sorry this has to get so petty. Things in the U.S. are really messed up. We're going to strike, o.k.? But people are always going to say, 'But why?' This is our attempt to pick out things that are happening now. These are symptoms of a sickness that is invading our society. It doesn't matter necessarily if you agree with all of them or not."

Student: "Why hasn't Howard [University] done anything about any of these issues since the black people are so much more concerned than we are?"

Kaufer: "I have no idea."

Student: "You never hear of a union having a strike without taking a vote of all of its members. I object to the way this strike is run. I also object to what you want to make the university, and that is to make the university work as a whole to get political action."

Kaufer: "But we have to meet the times, and I think that the time is right for the University to stand up and say something."

Student: "Then we're completely at the

"You never hear of a union having a strike without taking a vote of all its members."



mercy of whatever the Student Government's going to do, and to me that's anarchy."

Student: "You're doing the same thing to us that Nixon has done with Cambodia by not consulting the Senate. You call it a strike. What is it?"

Kaufer: "The USG called for a strike. That's like saying that we'd like you people to strike, and we think it's the right thing to do. You people don't do anything that we say anyway."

Student: "When you call for a strike, you've got to expect people to go out. Is it going to be a meaningless gesture?"

Kaufer: "Hopefully not."



Student: "But it will be."

Student: "We have to look at C.U. for what it is. It is a conservative Catholic university. It's not a liberal leader, and it's not going to be. We must realize that we're part of an American university system, that reacting against the government is extremely arrogant. We're dealing with a lot of different universities and not with just what we say. The papers aren't going to sit down and say C.U. said this. They're going to say American universities are doing this and, as a conservative university, if we didn't support what the mainstream of American universities are doing, we'd turn radical in another sense."

Student: "What so totally blows my mind is that a few hours ago four fellow students were murdered. They were shot dead. There are people in Maryland that have been shot with buckshot. They're being gassed, hounded by National Guards. What the fuck are we doing? Maybe the reason they called this strike is because they're a little bit more in touch with reality than the students here. These people have really been jolted by seeing people get killed. It's time that people get uncomfortable; it's time that you get shaken, get confronted, that we all get angry at each other. Maybe it's time to stop business as usual. Maybe people at C.U. ought to wake up. This school should be a leader."

Student: "One thing I think is pretty sick is that it takes us another two days to even start reading and thinking about these things. If you haven't come to this meeting without putting some thought into it, if you haven't gone through the past few months without thinking about some of these things that are in the news, I don't know what you've been doing. We're talking about a strike which means closing down classes. You can't repair a machine by just sticking your hand in it as it moves around. You

"The time is right for the University to stand up and say something."

turn it off, you take a look at it, and then you see what's wrong, and then you fix it. That means closing down this university and every university in the country. Otherwise, Nixon's going to go into Cambodia and to any place he wants. Look at Hitler—how long did it take him to move into the countries of Western Europe? Not two days."

Student: "This isn't World War II."

Student: "The reason for being here today is for the Student Government to appeal to us to go on strike. We're all perfectly willing to go on strike tomorrow to discuss. All of us ask that we do just that, go on strike to discuss, and not the way you stated it. I'm perfectly willing to go along with you. But just refrain..."

Kaufert: "Why are you so worried about impressions? You're not giving anybody the

wrong impression about this university. By joining in a strike, all you're saying is that this university is no longer going to remain a 'stick in the mud.'"

Student: "The fact that we're not for a strike doesn't mean that we're not concerned. I think people can be extremely concerned about what's happening and yet still think that the university as an institution should retain its integrity. People who want to uphold the university should not go out on strike because it's not the university that's messing up things. It's political."

Student: "If I really felt that we were going to spend all this time discussing and being as busy as we would be at school, I might be able to buy it. But I remember too clearly a few months ago when we had the grievance rally and then the whole thing was dropped. I really wonder about our sincerity."

Student: "We've got to respond to our brothers. We could have been in Vietnam, or we could have been in Cambodia. Or we could have been those four students at Kent."

Kaufert: "I'd like to make a motion, putting it as I believe the consensus exists. At least if we take a middle position, we won't tear apart. Consider the state of this country. The very dangerous, serious situation. And we can support the call to consider the situation. Let the motion, then, be this: that we strike classes in support of dialogue looking into the state of the country. I would say that these things that have been brought up are instances of the symptoms of a very sick society."

Student: "Do you have any idea how long the strike is going to last? You can't just say we're going to strike indefinitely."

Kaufert: "The strike is going to go on until it stops."





"You're asking a lot—academic suicide
—for something we don't really believe
in."

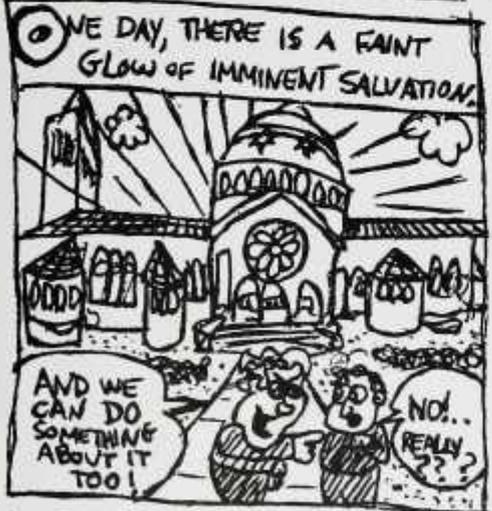
Christmas Party

Youngsters from Boys Village received friendship and presents to brighten their Christmas at this U.S.G. event in December.



CWA CONSPIRACY COMIX

NO. 1



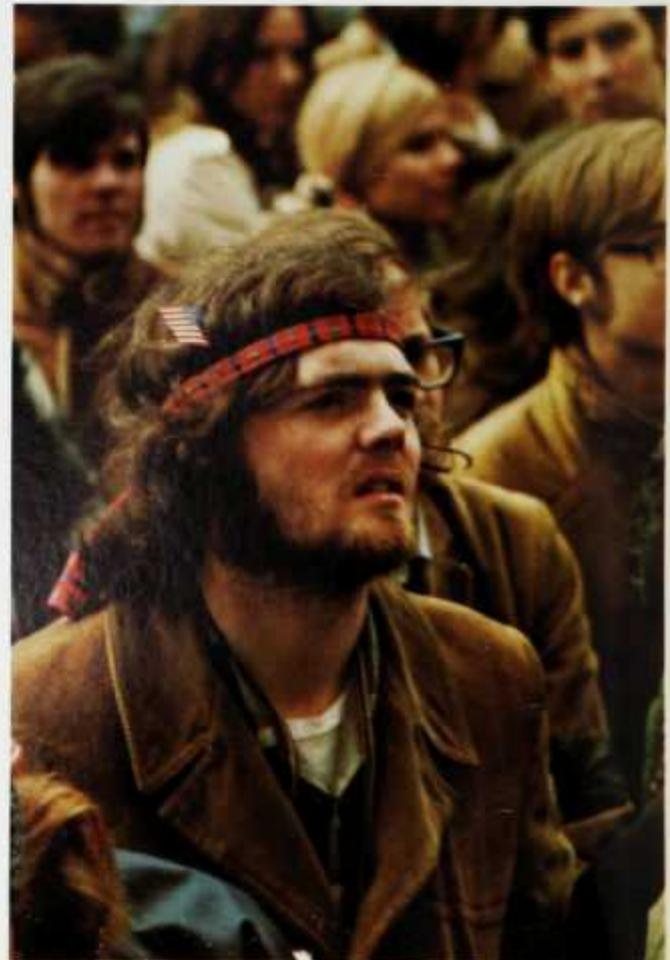
WHAT HAVE STUDENTS TO BE ANGRY ABOUT ??? THE UNIVERSITY IS FOR THE EXPLOITATION OF THE STUDENT'S MONEY, THEREBY ENRICHING THE TRUSTEES, IS IT NOT?? WHAT HAPPENS NEXT, FOLKS?? TUNE IN FRIDAY THE 15TH ON THE MALL AT NOON!



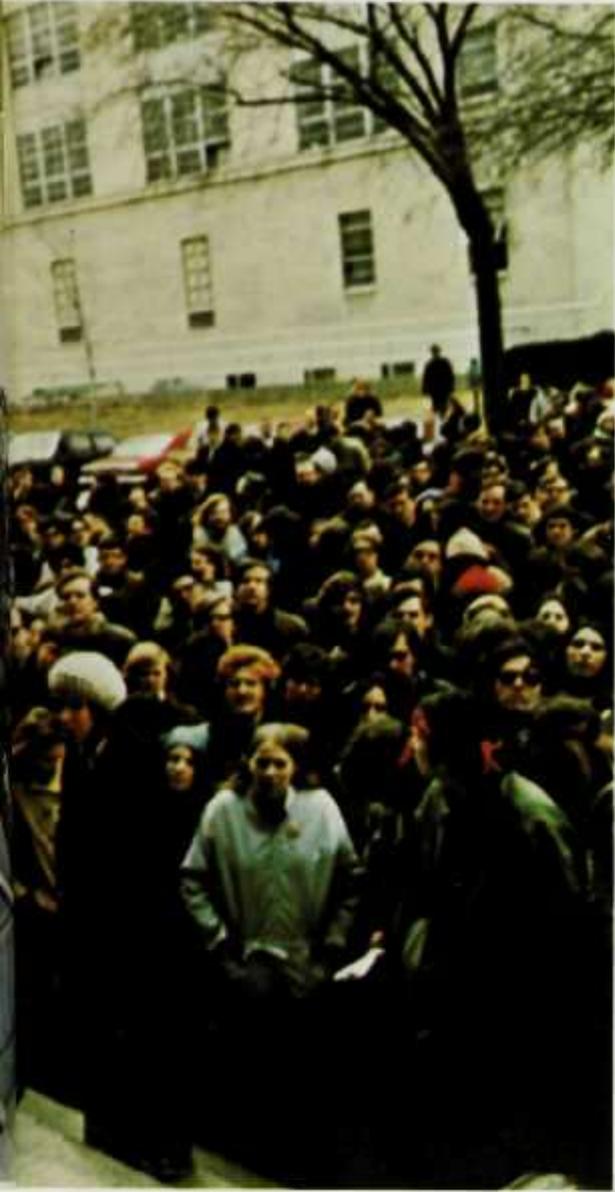
the rally . . .



the grievances . . .

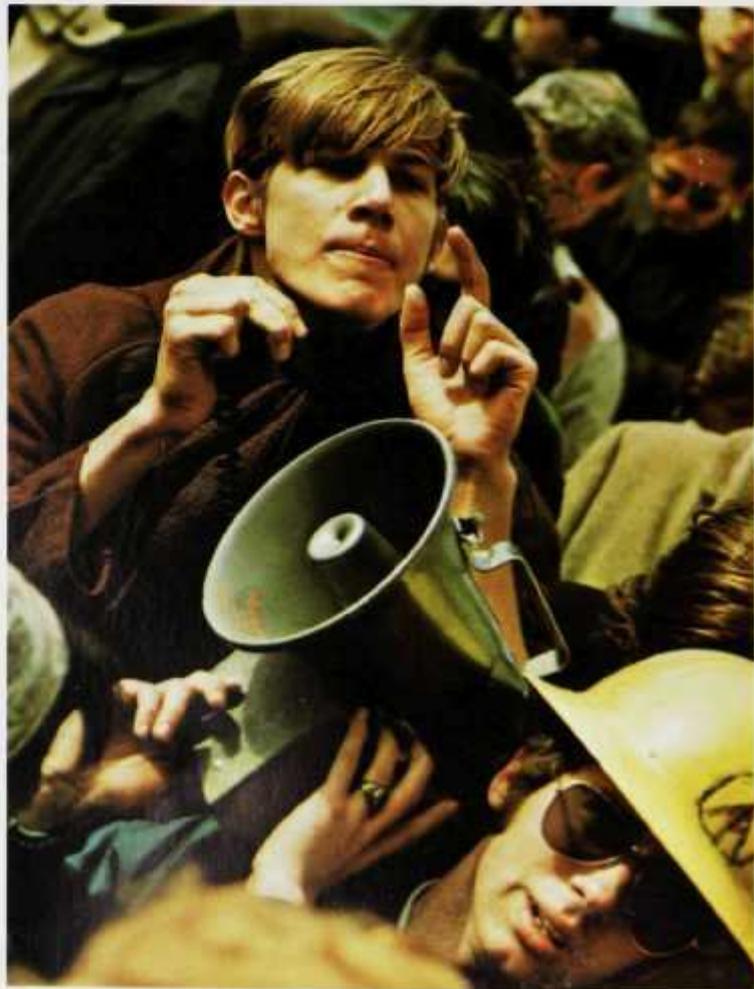


Grievance Rally



"When are we going to realize our Christian commitment to people as individuals? There are structures here that are killing individuals. When is Christian love going to mean something?"

"What part did Leo Daly play in the University's stand on the freeway? Isn't it a conflict of interest for Leo Daly's firm to have the architecture contract for the new dorm since he is a member of the Board of Trustees?"



"If we are sensitive to our neighbors, as the University statement says, how can we take a neutral stand on a freeway that's going to destroy 5,000 of their homes?"



"This month, I approached the English Department in regard to a black literature course. I met all types of resistance and I quote, 'a black literature course has no place in our English department.' What are you going to do about that?"

comment



response and . . .

"Like every community, we have our diversities. But I am absolutely convinced that there is a basic unity of commitment. In the implementation of any commitment, there will always be a gap between the ideal and the reality . . . A president cannot dictate to a faculty the content of a curriculum . . . We have not developed the plans that would allow us to be the kind of neighbor that our community would want of us . . . If, indeed, we are to behave, both with understanding and with compassion for one another, we've got to be very careful that we are not carried away by a rhetoric only."

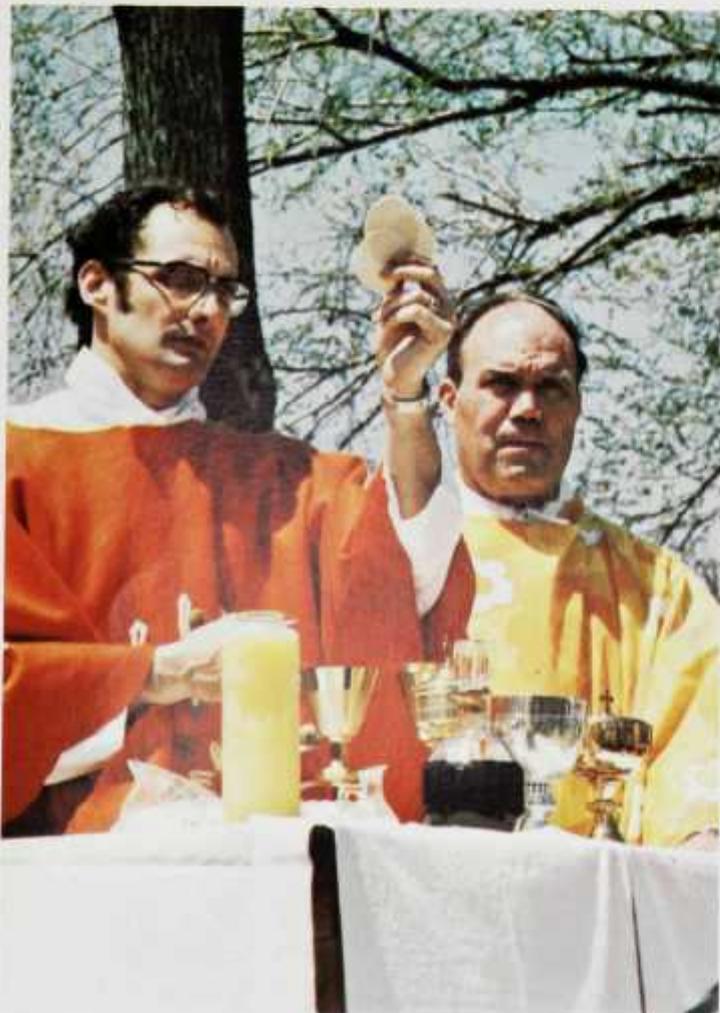






Earth Day

In conjunction with the nationwide Earth Day activities on April 22, an Environmental Teach-In was prepared for the purpose of "decreasing the pollution rate in the area by every possible means, legal and educational." At noon, rites were held for the "dead earth".





GIVE
PEACE

Zanqara

The Expanding Experience

... BUT—the world the world
 there's so much of
 wonder there:
just reach out and touch it
 or
stand there flung open
 to all of creation
 and
let it touch you

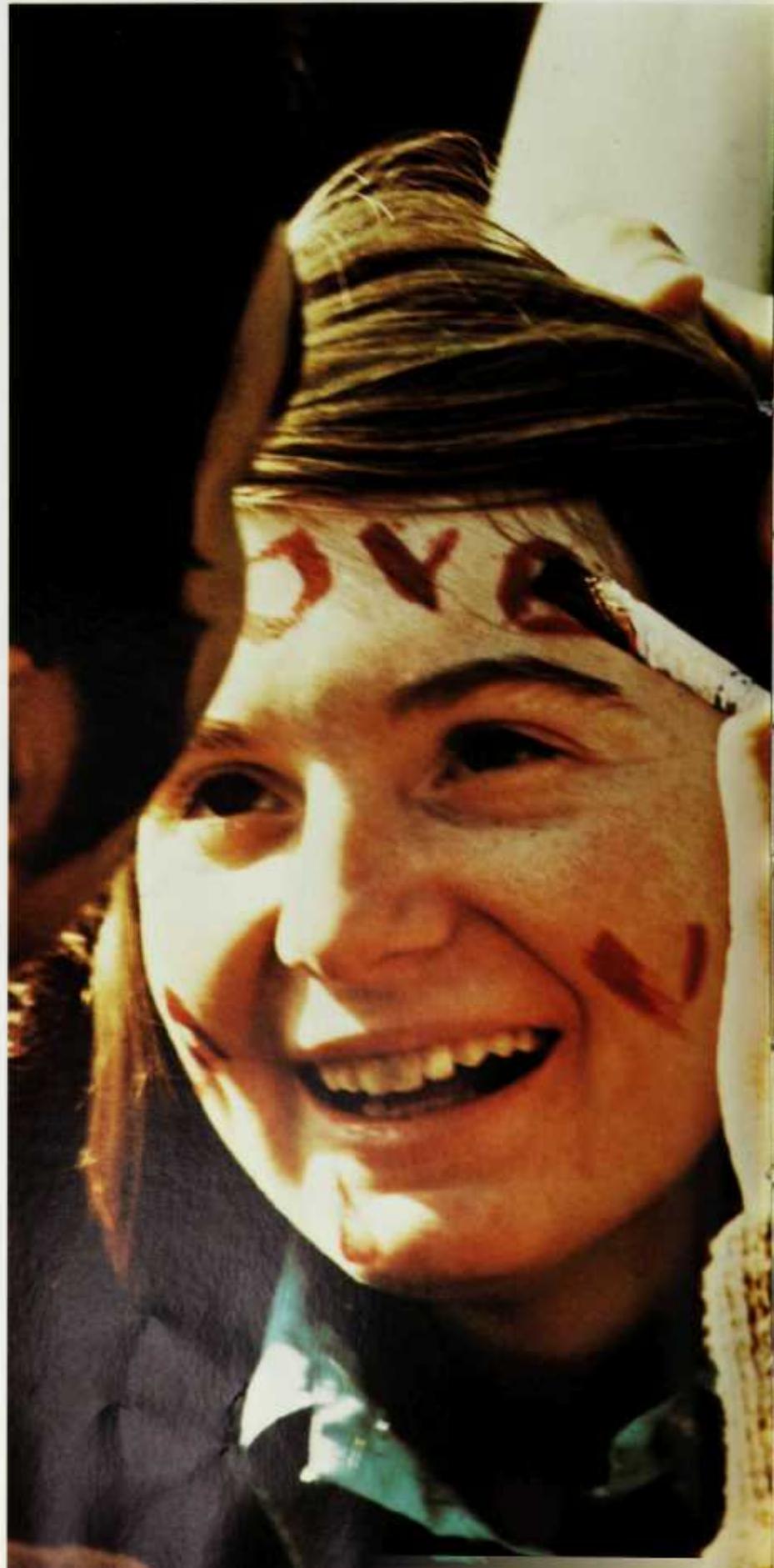


Our outspoken Vice-President was often critical of demonstrators this year. The unabridged Agnew's colorful rhetoric might have made Webster blush. Had he spent less time thumbing through his dictionary and more at rallies, such as November's anti-war gathering of 250,000, we wonder whether Spiro would have continued labeling protesters as . . .

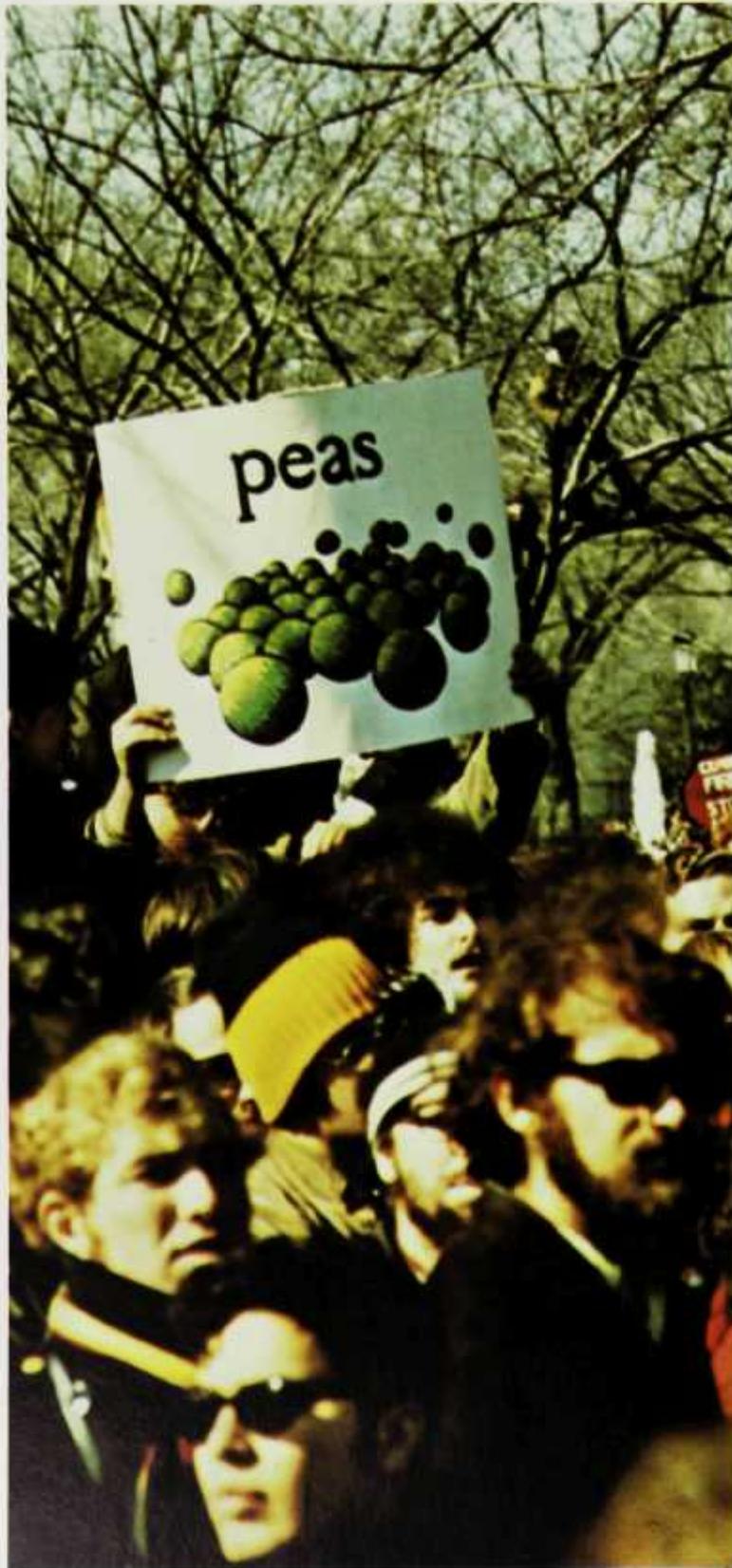
Unabridged Agnew: Game of the Name



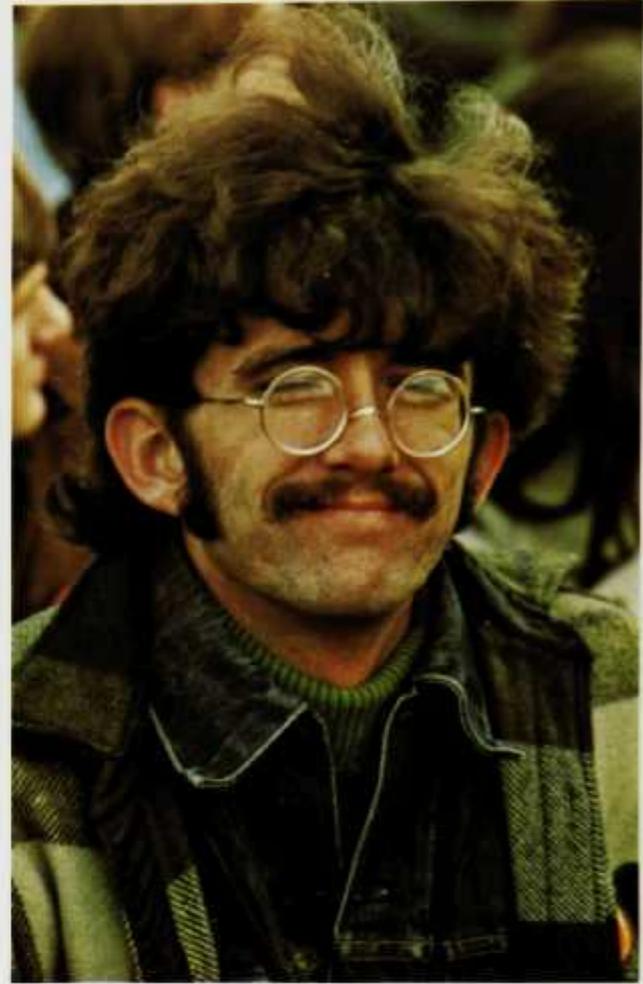
"Impudent Snobs"



"Hard Core Dissidents"



"Demagogues"



"Rotten Apples"

"Glib Activist Elements"



“Political Hustlers”



“Ideological Eunuchs”



Ed. Note: The CARDINAL wishes to make clear that there is no purposeful attempt to slander contained in these pages.



"Professional Anarchists"

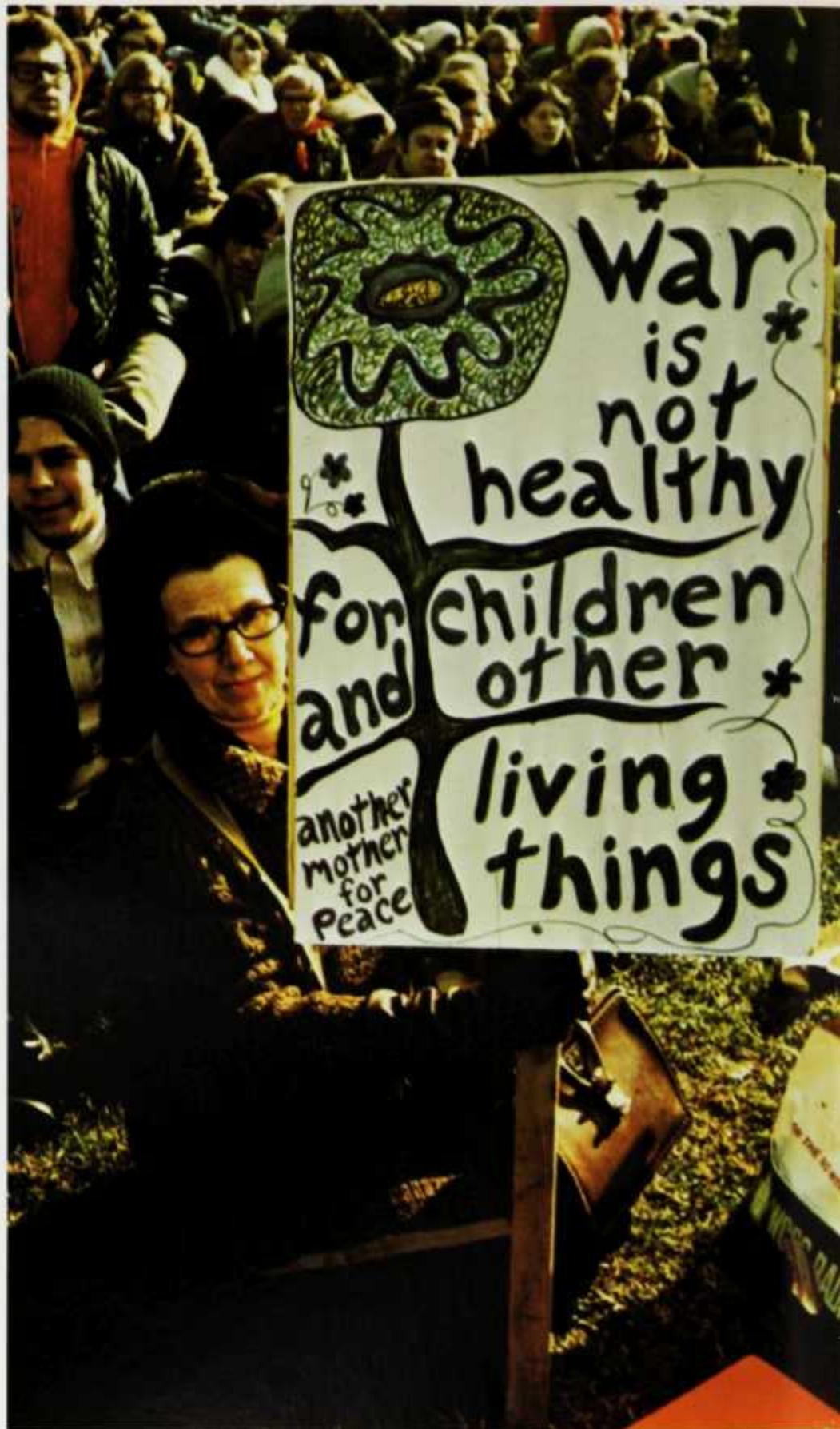
"Middle-Age Malcontents"



"Bizarre Extremists"



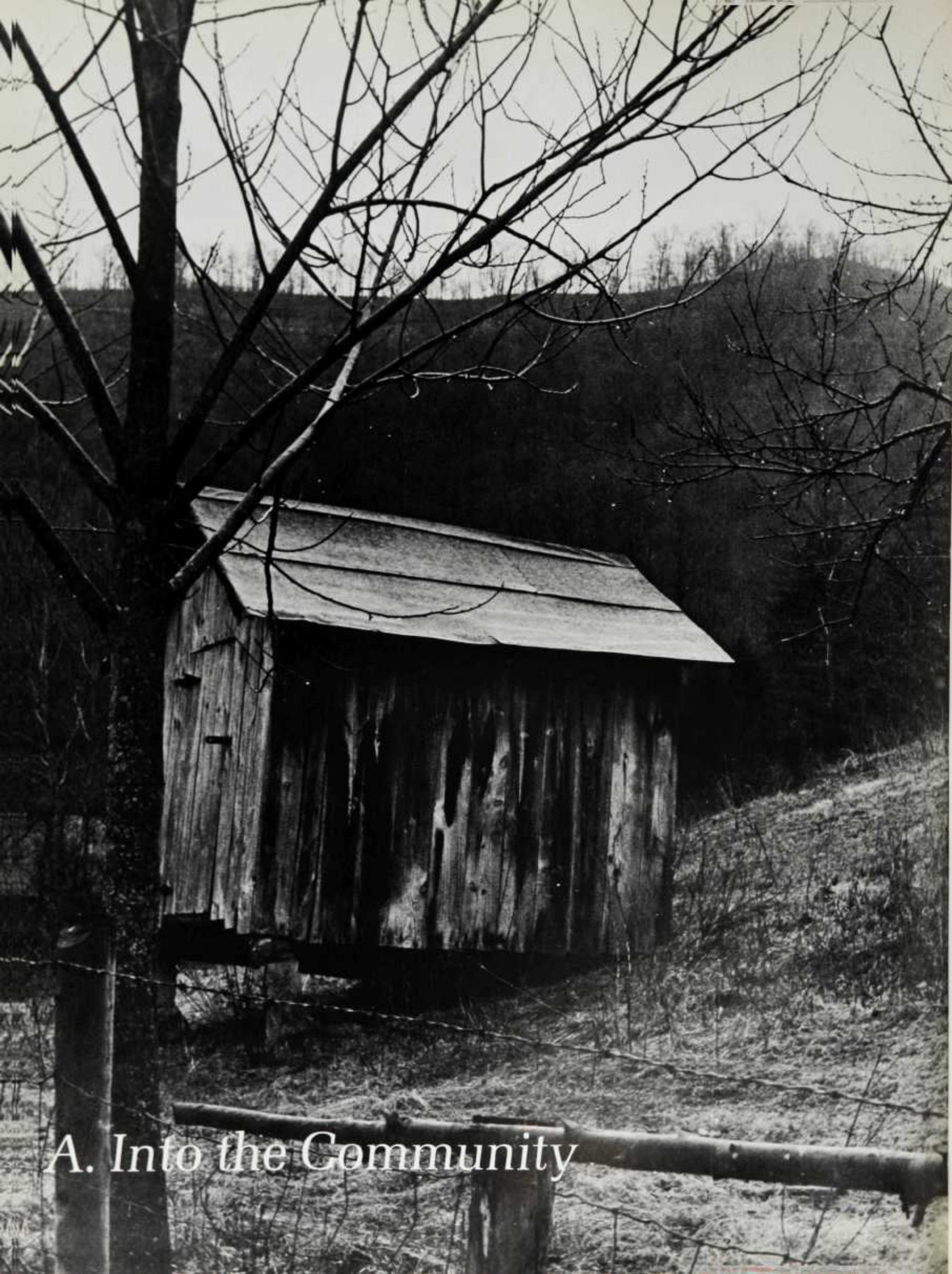
"Clever Young Radicals"



"Merchants of Hate"

"Societal Misfits"





A. Into the Community

The Hills Are Not Always Mountains

Not all C.U. students follow the Easter sun to Florida's vacation mecca. For many, Easter means Appalachian Project. Senior Diane Diaz repaired, painted, taught, and learned to milk cows in Floyd County, Kentucky.

The hills are just high enough to be considered mountains. They are covered with maples, birch, and pine, and at Easter are speckled with daffodils. Too many of the mountains, however, are being bared for the strip mines. For after the supply of coal has been exhausted, the mining company abandons the mountains to the elements. Without the trees, the earth erodes down the mountainside, engulfing the hollow below in mud. During the spring rains, the roads are often impassable. When the bridges wash out, even transportation by foot is impossible.

The hollows between the mountains house the communities, each one united enough to make you feel you are a stranger, but each with hospitality genuine enough to make you glad you accepted the invitation to "come set a spell." A visitor is given the chair closest to the coal stove, and offered a huge cup of strong black coffee. Water comes from a well or a stream. The food staples are beans and cornbread spread with preserves or butter, all homemade. Most families keep some chickens, a pig, and a cow.

Prominent in each shack is a photograph of John F. Kennedy, a Bible, and a picture of Jesus. Kennedy won the people of Floyd by visiting the county during his 1959 campaign. They tell of a man who gave Kennedy a puppy after his speech: Kennedy took the dog with him on the rest of his tour, and the man became a local celebrity. "Nobody could be uppity who did that," a miner explains. Some folks hold the Kennedys' money against them, but we don't here in Floyd."



The Bible and the picture of Jesus indicate the importance of religion to the people, most of them Baptist or Methodist, and their conversation is peppered with Biblical quotations. Their sincerity manifests itself at an Easter revival, as the individuals publicly confess their sins and cry for forgiveness. The preachers rise spontaneously from the congregation, moved by the Spirit to teach God's message: those who keep Jesus in their hearts will find eternal happiness; those who do not will be pitched into the fires of Hell.

The independence of the people causes them to loathe taking help, and they feel that as long as they have something to eat, they do not need any help. A pipe-smoking old widow lives there alone on a hill, with no electricity, well, or even outhouse, and supports herself by sewing bonnets, aprons, and quilts by



hand. An octogenarian earns money by making rocking chairs from sticks he whittles. If a family needs some help, their kin or neighbors will unobtrusively leave some food or a chicken to tide them over.

Children are educated in a one or two-room schoolhouse from the first to the eighth grade. The teachers seem dedicated, but funds for learning materials are lacking. The children miss school whenever the roads are impassable or when their help is needed at home. To attend high school, the children must walk down to the main road and ride a bus into the closest town. Most do not bother, since jobs requiring an education are scarce. By lying about his age, a boy can get a job in a mine and add to his family's income. The mines, however, pay the children even less than they do the adults.

The friendliness of each community means doors are never locked, and one is safe to walk alone at night. Everyone is at the same socio-economic level, with little opportunity







for advancement; so competition is kept at a minimum. Life is slow, and many people spend their entire lives within the mountains of Floyd County.



Forum

Paul Weiss, Ph.D., Philosophy: "The students here are (a) more conservative, (b) better listeners, (c) more conscientious, (d) more timid about expressing their ideas, (e) better mannered, (f) more friendly, (g) more brain-washed, (h) less courageous about expressing their rights, (i) more intimidated by the administration, (j) less critical of authority, (k) less independent as individuals, in attitude, judgment, and work, than those I have encountered in other universities. But I like them."



PAUL WEISS

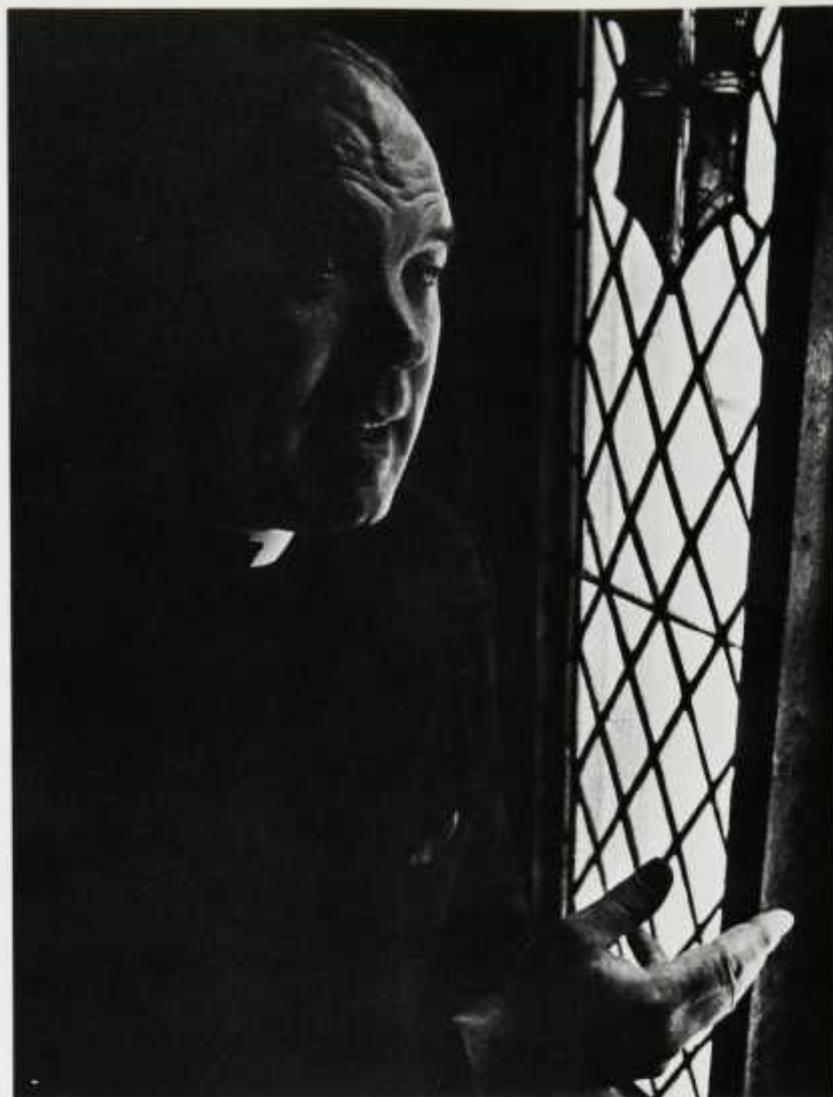
Vernon Miller, J.S.D., Law: "The Catholic University was a monstrous institution before 1967, although no one planned it that way. It is less monstrous now. Nevertheless, the recent changes are not the result of a dynamic movement toward maturity. They are, rather, a response to the faculty's demand for part of the action."

I think we must set our sights to what we can reach with modest resources. They will be modest for many years to come. There is a place for a community of scholars who are not activists. I think we must be that kind of community."

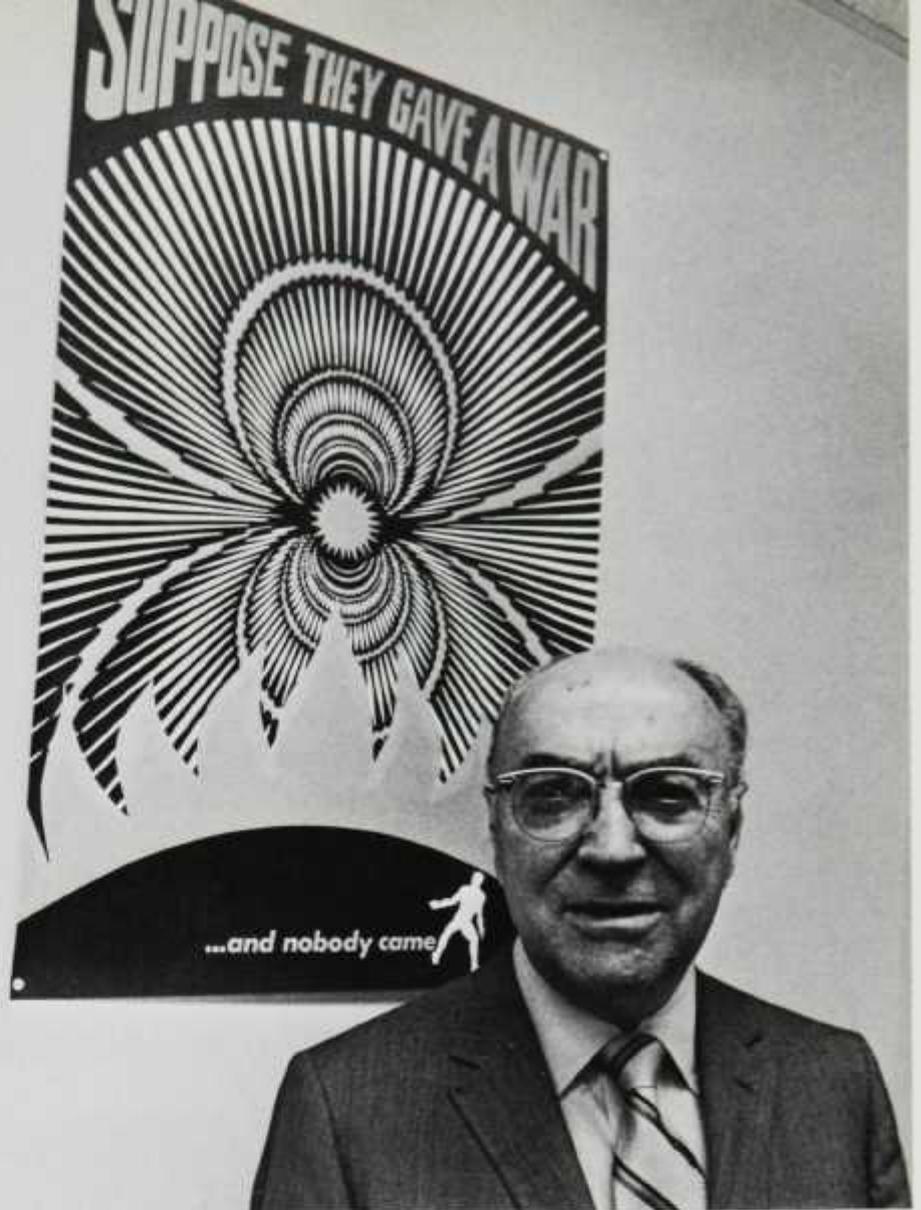
August Bolino, Ph.D., Economics: "I see three important events in our changing University. The new Board of Trustees put control of the University in the hands of those who know better how to administer a university. Standards, as set up by the American Association of University Professors, were adopted. The Moratorium opened up C.U. to other students and, more important, to itself. I suppose that these events all point to an increasing secularization of C.U., but this is not necessarily bad. I prefer secularized Christianity to hypocritical Catholicism, as I guess Christ did."

Rev. J. Raymond Favret, S.T.D., University Chaplain: "The first significant event of change in the University's last ten years was the crisis when Hans Kung, Karl Rahner, and Father Gustav Weigel were denied permission to speak on campus, and the following negotiations and policy of allowing outside speakers was worked out. Each of those men returned to campus to speak. This was significant because it established the idea of freedom of inquiry, particularly in the field of theology. Second, the Curran crisis established academic freedom as an unquestionable tenet of the University. And third, the appointment of a layman as president made definite that there would not be clerical domination, except for what comes from the fact that the bishops support us in such large measure."

Paul Rispin, Ph.D., Space Science: "Though I have been here a relatively short time, quite a number of changes



PAUL RISPIN



VERNON MILLER



are evident. My experiences are confined mainly to engineering students, and I feel that in the students I have known ideals are still relatively hidden. Goals appear less clear-cut than they once did, but this may reflect more a disillusionment with the way the outside world is going than any change in ideals. Ideals exist and are strong, but they are not easily articulated. To some extent students are cast adrift at a university. Some respond well to this; others find it difficult to get their bearings and in a field like engineering they cannot easily relate what they are doing with what they thought they wanted to do when they first came. I don't think that a university is particularly well set up to answer questions like this."

Roy Foresti, Ph.D., Chemical Engineering: "Anyone who feels that grading can be eliminated is naive and im-

mature. Grading is a phenomena that occurs in all walks of life and in all societies. The female moose gives an A to the bull that has the strongest horns and neck and an F to the one that is subdued in battle or chased off by the stronger one. You choose or reject friends by the color of their hair, their body dimensions, their wealth, or their influence.

However, the greatest source of academic frustration today is the students' apparent constant search for some exotic activity. The modern-day student spends so much time attempting to slay innumerable dragons that he never derives the satisfaction from even a minor accomplishment. Even an amateur psychologist recognizes that chasing unattainable objectives produces the highest form of frustration. Small wonder that the modern-day student is probably the most un-

happy student that I have ever worked with."

Marjorie Perloff, Ph.D., English: "It's one thing to be overly grade-conscious and to work only for grades, but quite another thing to ignore grading completely. It's an unfortunate truth that human beings don't generally achieve unless they get some praise or reward. This is especially true of Americans. Why are millions of housewives enrolled in extension courses in, say, the modern novel when they could just as easily read novels at home in their living rooms? Partly, they want guidance and company, but they also want CREDIT. At Columbia, the students even wanted CREDIT for the "free College" courses in revolution. I think grading is extremely important in evaluation of a student's performance. I am very much opposed to the new pass/fail

JOAN URBAN





system because I have noticed that the minute a student elects the pass/fail option he never reads the books, rarely comes to class, and just squeaks through. Why bother? There's no magic about a course. You don't get more out of it than you put into it.

I prefer the student who studies. The outstanding students at C.U. are those who aren't great crusaders, but those who read, write, and think. It's all lots of fun to scream about free-ways and Vietnam—many people go along just for the joyride—but it's something else again to GROW intellectually. The four or five outstanding English majors this year are not on many committees. They do not demonstrate. They spend their time thinking, discussing, reading, learning. That's what college should be."

Joan Urban, Ph.D., Politics: "Young men may be drafted at 18, young women may marry at 18, and all will soon be able to vote at 18. It therefore seems presumptuous for the University to try to dictate standards of moral conduct for 18-year-old students through campus rules and regulations. The University should provide freedom of choice with regard to such questions as parietals (dormitory space should be set aside for those students who don't want them). At the same time, it is incumbent upon faculty members to communicate to students their personal values as well as their academic knowledge."



BEHIND the door to room 214 were new faces—bright, concerned, informed, fresh, smiling and happy. These people were doing, moving, living; and it was my job to change them.

Change. The ultimate goal of education.

The clock on the wall and the sleep in the kids' eyes said it was early. They were faced front, rowed and seated, quiet, when their teacher began his introduction.

"This is your new student-teacher,"



he said, and continued on with the necessary bullshit about conduct and respect.

Then it was my move, to take control of the situation so we could begin to learn together. Fooled with my tie, pulled up my socks, opened a book, bit my lip. That was all I said.

Then we laughed, together, and together we began our move toward change.

In the course of the next three

months I listened to them, 11 year-old fifth-graders, the middle-young. They asked me questions. They tried to teach me what they thought I never knew, or had forgotten. Important things. Kid things. Make-believe real things.

"Make people care. If people don't care, then soon we'll all be dead. We'll die before we get a chance to make things good again," said a 10-year-old.

Jimmie is 11. "If I was a teacher, I'd make my students wear green ties, green shirts, green pants and brown shoes, or whatever they wanted to wear. They could call me Jimmie, and I'd never give homework on Thursdays or weekends or Mondays. We'd go outside a lot and do things."

"It seems to me that one of the biggest problems of earagashun is dry land. Another problem is bugs and crows." Answer to question #4 on Geography Test #2.

"Salt makes the Great Salt Lake salty. And God makes canyons." Answer to #7, same test.

We talked together during class about America, the beautiful, the just, the proud, the different. Beauty in differences. Flat Midwest farms. Snow-topped Rocky Mountains. Gold and green Southern California. The wild in Maine, the Florida beaches. We discovered ugly things in talking too. But ugly real things. Problems of the city—racism, drug addiction, pollution, slums, lack of city-community spirit, law enforcement, transportation, education, recreation, crime in the streets, unemployment.

The air was full of questions, fifth-grader questions that were answered, some with a smile.

"Is California falling off the United States into the Atlantic Ocean?" (No, the Pacific Ocean, just to set the record straight.)

"How come you don't wear your hair in a bush to look groovy?"

"Do you like us?"

"Can a girl have a baby if she's not married?"

The Generation in Room 214

Education majors receive on-the-job training in area schools. Tim McGinn taught and learned at St. Anthony's in Brookland.





"Why don't you look like a teacher?"

"Are you a hippy after you leave here?"

"Can I go to the bathroom?" (That depends on how bad you have to go.)

"Why do we send men to the moon when there are people starving on earth?" "What size shoes do you wear?" "Why can't I?" "Says who?" "Can I take your picture and sell it to the class for 50¢ apiece?" "How many girlfriends do you have?"

These fifth graders know what they want and what they don't want. They don't want evasive answers; homework on weekends or ever; bullshit seatwork; pollution in their air, water, city; hard tests to be overlooked; detention; a losing baseball season; frowns.

They need and want peace and baseball parks; to be touched; to laugh; to create things to call their own; open dialogue, if you have something to say, to listen; murder ball on

the playground during recess; to call you by your first name; to touch you; answers to all their questions.

To Mike his city is a rush of cool air from the department stores on a summer day; the exhaust and horns from bumper-to-bumper traffic; the click of a lady's high heels on pavement; people who don't see the other people walk by.

Richard says no, there's not too much violence on television. Except maybe on the news.

Cassandra knows why the U.S. sends men to the moon instead of helping earth-people. We want to be there first so we can be proud of ourselves and smile.

We better take care of our world, says Bruce, and clean it up, or in 50 years we'll all be dead.

Marilee thinks Tricia Nixon should get with it or she'll never get a man.

Three months after beginning my exchange with the grade-school generation, consider what they have taught



me. Too much emphasis is placed on grade point achievement. Creative energy shouldn't be translated into a letter symbol; that's far too impersonal a way to deal with individuality, talent, energy, and curiosity. The four school walls need to be knocked out, and the sunshine and smoke and bugs



and smells and life outside let in. The world must be made a home, a place to live, love, learn, and create in. The generation in room 214, with all its problems, hopes, insight, games and questions—can they survive in the world beyond the walls? Or will things embitter them? amaze them? confuse? stop?

No.

Anger them. This I got from listening and talking to every one of the middle-graders in their classroom situation. If the job to be done isn't finished in time, they will do it. They know where things are at. Change? They'll carry on, right on.



One Day In May



... it was our country and our capital city; speakers spoke our thoughts and people were persons of love.

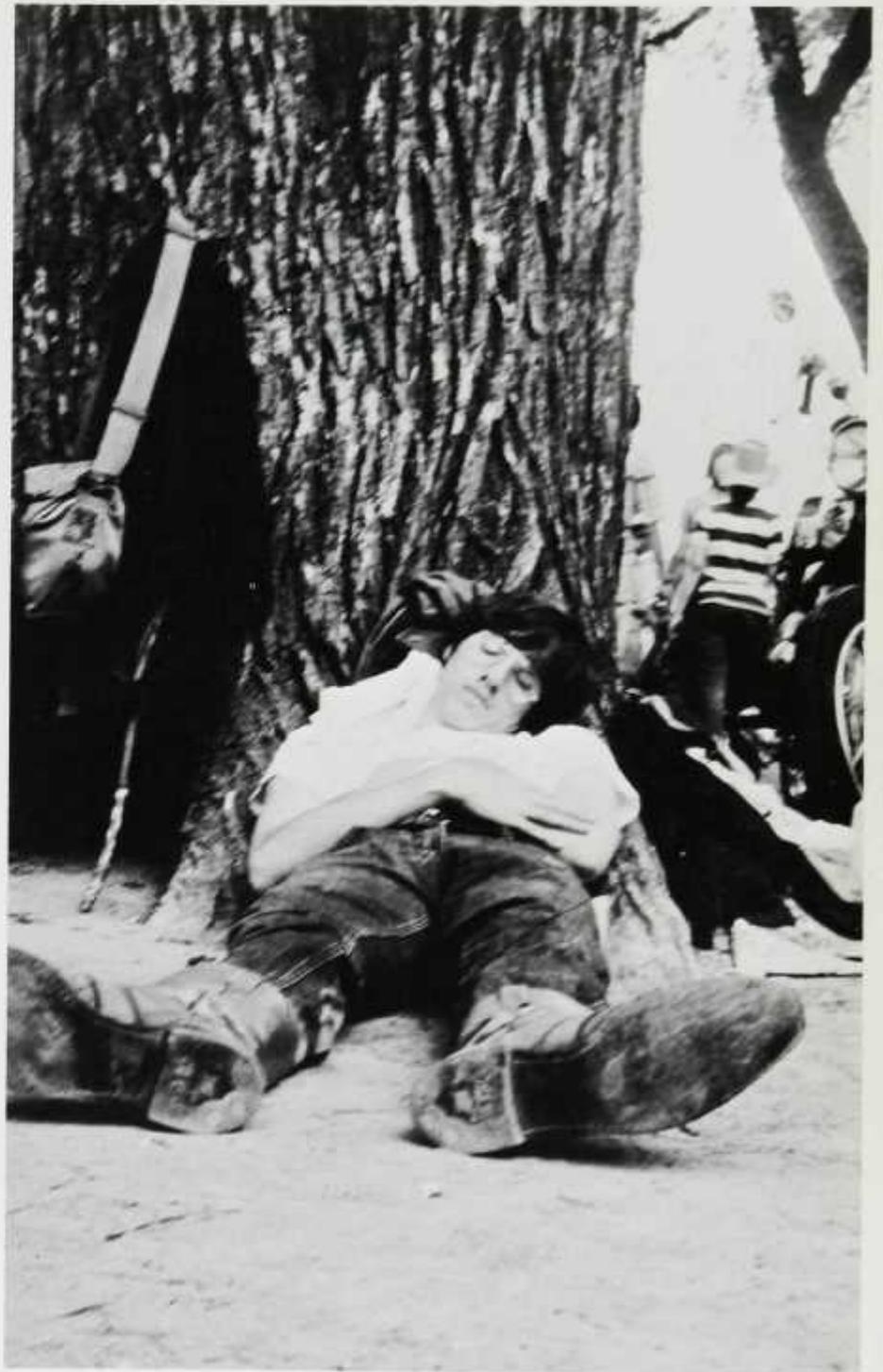


Striking, we came together at the Ellipse and, other-moved, we worked for peace.





... it was hot and some took off their clothes. Eight thousand people watching splashed them as they danced in the Reflecting Pool at the Lincoln Memorial and laughed on the grass. Peace now!



Verna Dozier, Ed.D., Education:

"Since the average product of American schools is not a person who is committed to obtaining for every other human being the same opportunities he enjoys, since he is not one who values other people ahead of his property, it seems fair to say that the American educational system has failed to produce in any great numbers the kind of people who will make this world a better place to live in for all people.

It seems to me that schools of education should take that fact as their highest priority because that's what education is all about. It's not about statistics, systems, or structures: these things are simply its tools. It's about people—calling forth from people their high potential.

The School of Education at C.U. took a giant step forward when it aligned itself with the Urban Teacher Corps of the District of Columbia, but the week-by-week deliberations of the faculty reflect little or no awareness of the relationship."

James Fletcher, M.A., Philosophy:

"There is a tendency among today's students to view all educational experiences in terms of the magic word "relevance." No one has yet been able to define relevance in education for me; yet everyone appeals to it as the final arbiter of what is to be taught



WOLFGANG RIEDEL

Forum

VERNA DOZIER



JAMES FLETCHER



FRANK ANDREWS



and how it is to be taught. Too often my experience has been that this magic work has been a cover-up for laziness. It is very difficult to have an educational experience when the teacher has to spend half of the semester trying to convince the students that the course would be worthwhile if they would only let him get into it. This does not mean that students should sacrifice their idealism or their social consciousness. Rather it means that the student should be willing to work harder for a genuine education which includes things that he doesn't like to hear as well as things that he likes to hear and things which currently do not interest him as well as things that do interest him. It also means that the student has to be mature enough to realize that not everything that goes into making him an educated person will be immediately applicable to what he considers the most pressing current issue of the day. A problem arises only when everything that is taught militates against an awareness of current prob-



PAUL GOETTELMMANN

lems; and this does not seem to be the case at C.U."

Wolfgang Riedel, Ph.D., Psychology:

"I fear that there is an increasing tendency on the part of faculty (not necessarily at this university) to over-identify with the students' position. I am not talking about areas where their values are congruent; I am talking about phony liberalism and conceiving of the teacher's role as "buddy." What the student today should get is personal and intellectual honesty. The teacher needs to hassle, to challenge, to stand for something, to be a model. This may mean, at times, that he will turn off some students and that he won't be universally popular. The latter, however, is not his function. I am apprehensive that some students, while seeking to become more themselves, will adopt an attitude of anti-intellectualism. Not everything in life can exclusively be 'felt'; some things—nearly everything, really—must also be understood and that requires knowledge and some commitment."

Raymond Moller, Ph.D., Mathematics:

"The greatest danger which threatens our universities today is the attempt to enlist them in the support of political aims. While every human being feels compelled at some time to make a commitment to a particular cause, be it political, social, moral, or spiritual, there are agencies for action on behalf of such a commitment, and new ones can be formed if needed. The university, however, is unique in its detachment, and it is because of the freedom of its scholars from constraints other than those imposed by truth itself that it has made, and can continue to make, its invaluable contribution to society.

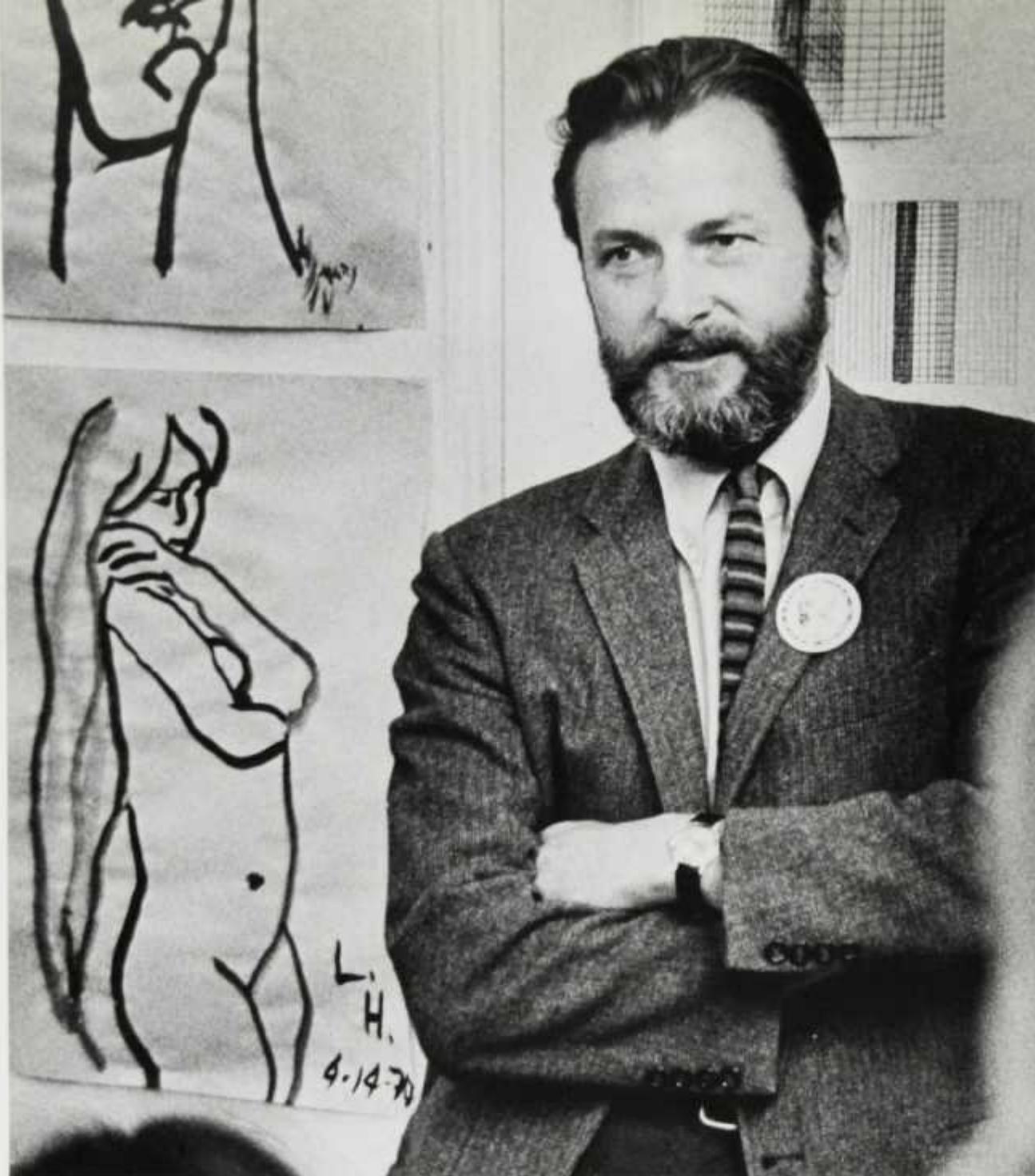
"The question of relevance is one which we often hear raised today. As a mathematician, I naturally see an analogy with questions raised about the relation of pure to applied math-

ematics. Just as it is often the case that the pure mathematics of one generation has laid the foundation for the applications of the next, so I believe that the scholarship of this generation in almost any field will, through the insight and ingenuity of later generations of students who have gained sufficient knowledge, be relevant in ways that we perhaps cannot now foresee. Thus, to put a constraint on scholarship by what we now see as relevant is to deprive our descendants (and even ourselves in future years) of the resources from which the contributions of the future can be fashioned."

Paul Goettelmann, D.Arch., Architect-

RAYMOND MOLLER





ture: "Architects have always pursued the ideal of serving man's needs relative to his environment. In simplest terms, an architect is a thoughtful creator of man's environment. His work is to determine the cultural needs of man and selectively use all the intellectual and technological resources at his command to creatively satisfy those needs."

Frank Andrews, Ph.D., Mechanical Engineering: "The School of Engineering is reorganizing to increase its effectiveness in graduate education, in obtaining research funds, and in making undergrad education more relevant. The civil and mechanical engi-

neering departments have merged, applied physics is offered as a School program, not just by a single department, and an attempt will be made to more clearly coordinate graduate programs. A chairman of undergraduate studies will be appointed to create an undergraduate engineering program that teaches a series of values as well as engineering skills. This program will emphasize how engineering relates to the problems of modern society."

Thomas Rooney, M.F.A., Art: "The University's concern over urban and racial tensions seems to end shortly on the other side of the B & O rail-



RICHARD KAPLOWITZ

way tracks. While the University asks the City Council to protect its property from freeway acquisition, and while hoping, undoubtedly, to take advantage of the very extensive development to accompany the Metro stop's "uptown center" here at Michigan Avenue, and while investigating the use of University "air rights" buildings over this eight or ten lane



freeway, the University claims neutrality and refuses to support the unanimous black and white, rich and poor opposition to these super roads.

The University's concern for the D.C. community seems to focus more on further isolation and security from the community, than concern for it over this denial of "law and order."

Richard Kaplowitz, Ed.D., Education:
"I don't support violence generally. At the same time, I was surprised that in June of 1970, a month after

the Cambodia campaign and the Kent State and Jackson State deaths, a university could award an honorary degree to the second man at the Defense Department and there not be one murmur of protest from the student body. Some called it good manners—but I'm surprised. The students did not, in any way, express their dismay to their University, which purports to stand neutral on things, for its support of the policymakers of the government at a time when they are repressive. All of our training of our students' intellect has fallen down if they can so calmly accept these actions. You are demeaning a man like Piaget when you put him on the same program with the second man at the Defense Department in the spring of 1970. Why weren't the students concerned enough to do something? It's not very far from here to the Pentagon."



ISC-IFC

Barbara Ehret
 Aline Maynard
 Kathy McDonnell
 Jo Ann Nugent
 Janemary Sedlatschek
 Frances Tyluki
 Bill Barker
 Roger Couture
 Pedro Filipowsky
 Bob Martens
 Mike Maybaum
 Chris Offen
 Rick Scanlon
 Joe Tarquinio

PI DELTA EPSILON

Tricia Casey
 Tod Herbers
 Marie Kantra
 Sheila Kast
 Terry Mastrucci
 Barbara McGowan
 Eleanor Mikucki
 Margie O'Connell
 Bob Poly
 Greg Welter
 Frank Wilson



SIGMA XI

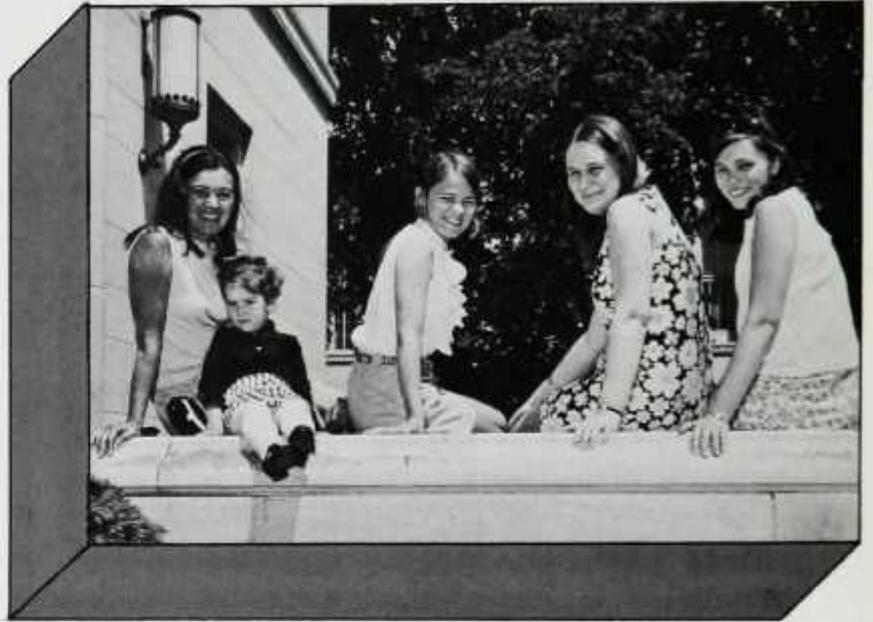
Ronnie Bierbaum
 Mary Bradley
 Mary Ann Milly
 Marianne Patten
 Richard P. Waido





BLUE KEY
 Victor Atiemo-Obeng
 Bill Barker
 Bob Castellano
 James Cataldi
 Tod Herbers
 George Krainak
 Bob Merski
 Fred Pisoni
 Dennis Rowinski
 Frank Wilson
 Jim Wyble

B. Into the Future



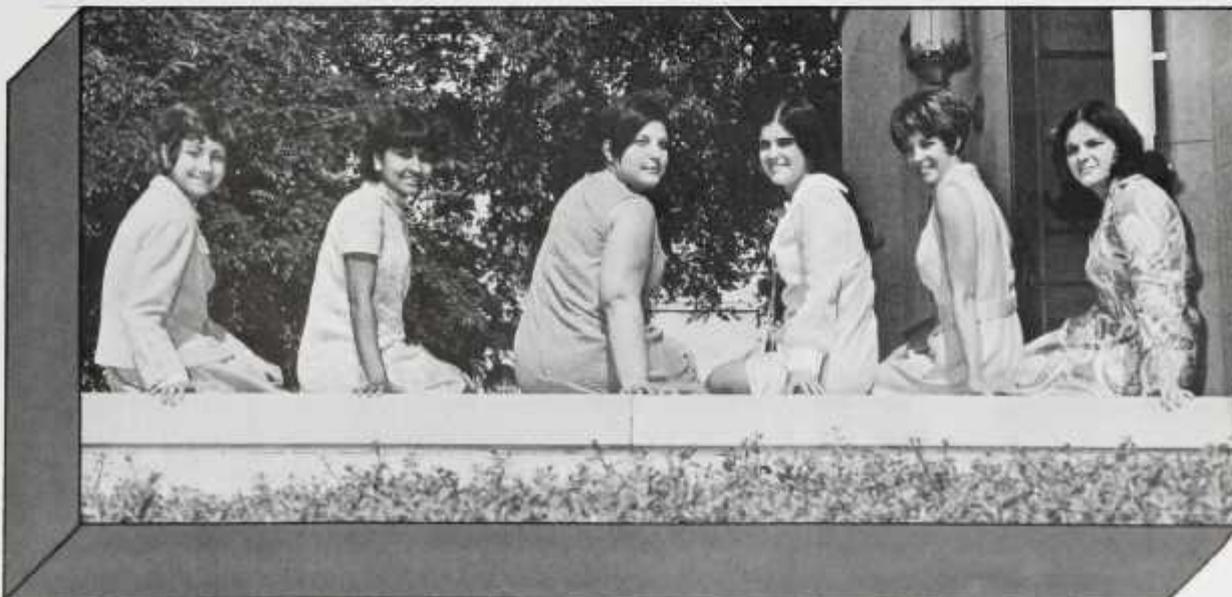
**WOMEN'S
RECREATION
ASSOC.**

Jone Dowd
 Sue Hathway
 Ginny Hemelt
 Joan Mundy



CHEMISTRY CLUB

Andrew Baronauski
 Ronnie Bierbaum
 Paul Bolduc
 Jean Muhlbaier



SIGMA THETA TAU

Barbara Bethke
 Pat Chaffers
 Sue Cicione
 Martha Cingle
 Dodie Johnson
 Dione Mahoney
 Cecilia Parkins
 Barbara Peter
 Claire Quinlan
 Penny Trueb



A.S.M.E.
 Matt Baas
 Bob Castellano
 John Deller
 Michael Gardner
 John Julian
 Jay Ryan
 John Shirtz
 Jim Wyble

PHI ETA SIGMA
 Bill Barker
 Tom Bowers
 John Calabrese
 Bob Castellano
 James Cataldi
 Steve Collins
 Art Coro
 Donny Dubois
 Charles Feeley
 William Ford
 Lee Formwalt
 Dave Harris
 Gerald Hoffman
 Patrick Huggins
 Mike Krajsa
 Bob Merski
 Michael Mierzewski
 Robert Palermo
 Richard Parker
 Kevin Phelan
 Fred Pisoni
 Dennis Rowinski
 John Schuster
 Paul Searles
 Gerard Stief
 Frank Wilson
 Ulmont Wing



LE CERCLE FRANCAIS
 Denis Asselin
 Christine Burke
 Roger Clement
 Bobbi Grosel
 Pedro Lleo
 Robert Nicolich
 (Moderator)
 Margaret O'Hare
 Linda Rogrigues
 Betsey Wisz



TAU BETA PHI
 Victor Atiemo-Obeng
 John Bogus
 Bob Castellano
 Daniel Collins
 Arturo Coro
 Jose Mauno Costa
 John Schuster
 Philip Smith
 Greg Welter
 Frank Wilson



PSI CHI
 James Cataldi
 Tod Herbers
 Michael Kaufer
 Barbara Mergen
 Rich Olsen



I.E.E.E.
 Steve Collins
 Art Coro
 Gregory Howison
 Richard Johnson
 Emil Koennel
 Gonzalo Meneses
 Camilo Pon



CHESS CLUB
 Tom Blow
 Paul Bolduc
 Dennis Carroll
 Anne Parker
 Ray Schupp
 Bob Theis

WHO'S WHO

Ronnie Bierbaum
James Cataldi
Bob Castellano
Pedro Filipowsky
Tod Herbers
Mike Kaufer
George Krainak
Bob Martens
Margie O'Connell
Chris Offen
Bob Poly
Philip Smith
Buzz Stapczynski



PHI BETA KAPPA

Michael Beller
Ronnie Bierbaum
Mary Bradley
James Cataldi
Bonnie Christiano
Mary Conway
Karen Costello
Duncan Farmer
Marie Kantra
Pedro Lleo
Mary Ann Milly
Margie O'Connell
Rich Olsen
Marianne Patten
John Pielmeier
Judy Ritch
Betty Schmidt
Ernest Szechenyi
Richard Waido
Jeannie Whittingham



A.I.A.A.

John Bogus
Harry Ford
Gerard Maynard
Nicholas Santelli



MEXICAN PROJECT

Jesus Alvarado
 Patricia Glover
 Gerard Kiernan
 Shirlie Pinkham
 Suzanne Quenneville
 Glenn Settembrino
 Maureen Shannon



YOUNG REPUBLICANS

Duke Bobolia
 Pat Brejcha
 Charles Carter
 James Clark
 Joe Hallenberg
 Sharon Manzer
 Roland Parenteau
 Guy Rivers
 Ann Wagner

APPALACHIAN PROJECT

Diane Diaz
 Patricia Fogarty
 Suzie Kettner
 Donna Moniz
 Shirlie Pinkham
 Glenn Settembrino
 Maureen Shannon



YOUNG DEMOCRATS

Charlie England
 Michael Gardner
 Ceci Hathway
 William O'Brien
 Philip Smith



BOSACUA

Kosh Akerle
 Harriett Belk
 Patricia Downs
 Francine Malborne
 Jerry Nickens
 Gary Smith
 Elliott Stephen
 Samuel Williams



A.I.Ch.E.

Victor Atiemo-Obeng
 Gerard Bohlander
 Denis Dandeneau
 Pedro Filipowsky
 Pete Frauson
 Jim McIntyre
 Jim Schaefer
 Philip Smith
 Jim Sweeney
 Rick Symuleski

SIGMA EPSILON PHI

Ronnie Bierbaum
 Sue Blaser
 Bonnie Christiano
 Pat DeStephano
 Ronnie Mulhern
 Margie O'Connell
 Anne Parker
 Betty Schmidt



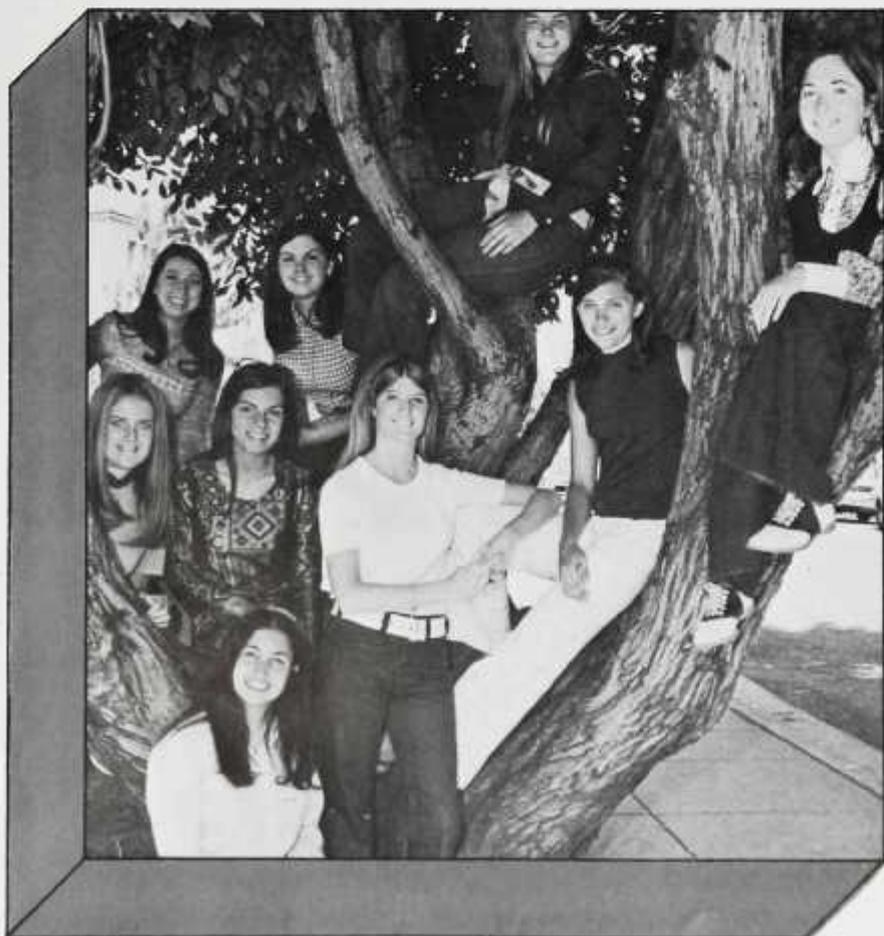


PASCUA

Garrett Cotter
 Jay Jemail
 Pedro Lleo
 Francisco Llyoa
 Fernando Morell
 Camilo Pon
 Albino Roman
 Ivette Rosello
 Jannette Rosello
 Rodrigo Trejos
 Mary Vidal

**INDIAN STUDENTS
 ASSOC.**

Rosemarie Cook
 Surender Das
 Goutam Gupta
 Rosalia Medeira
 Abdul Karim Memon
 Don Reece
 Rajalakshmi Sarangapani
 P. C. Varghese



CHEERLEADERS

Kathy Brandon
 Laura Burns
 Susie Corso
 Joanne Ferme
 Joyce McCarry
 Debbie Senkier
 Mary Strain
 Judy Tierney



INTERNATIONAL CLUB

Mary Amtsfeld
 Mario Aste
 Victor Atiemo-Obeng
 Dot Balbirer
 Joy Cherian
 Goutam Gupta
 John Kelleher
 Alan Leidecker
 Albert MacPherson
 Gulzari Madan
 Deborah Padua-Yopez
 Virgil Provenzano
 Don Reece
 Arnab Sarkar
 Diane Schumacher
 Mohsin Siddique
 Pious C. Thattassery
 Pat Thuerauf



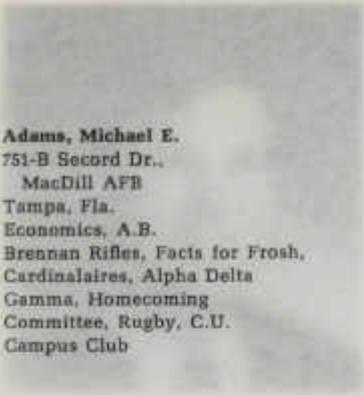
**SIGMA ALPHA IOTA
 PHI MU ALPHA**

Kathleen Berens
 Vickie Brown
 Paula DeFreitas
 Carmen Escude
 Mary Jane Gillespie
 Karen Homco
 Deborah Lazenby
 Rae Allyn Moyer
 Jimille Shorter
 Marlene Tolson
 Sheila Ursic
 Claire Wack
 Mike Beeler
 Roger Clement
 Dan Duggan
 Dick Effler
 Dave Erem
 Bill Frisch
 Scott Mattingly
 John Maxim
 Rick Pasciuto
 John Rudolph
 Vic Russelavage
 Charles Saik
 Ben Stanford

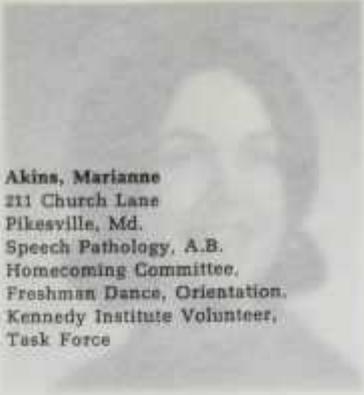
SHAHAN DEBATE SOCIETY

Edna Black
 Bruce Burch
 Eileen Hansen
 Stan Ladner
 Drew Ryberg
 Buzz Stapczynski

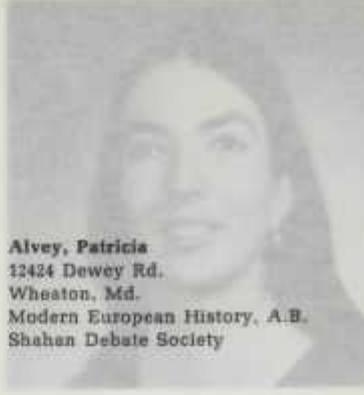




Adams, Michael E.
751-B Secord Dr.,
MacDill AFB
Tampa, Fla.
Economics, A.B.
Brennan Rifles, Facts for Fresh,
Cardinalaires, Alpha Delta
Gamma, Homecoming
Committee, Rugby, C.U.
Campus Club



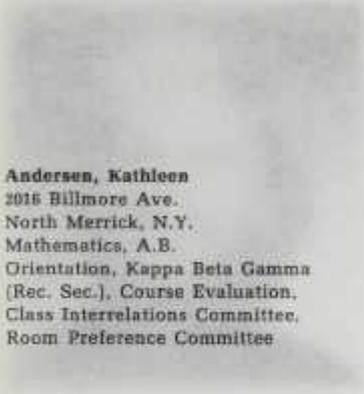
Akins, Marianne
211 Church Lane
Pikesville, Md.
Speech Pathology, A.B.
Homecoming Committee,
Freshman Dance, Orientation,
Kennedy Institute Volunteer,
Task Force



Alvey, Patricia
12424 Dewey Rd.
Wheaton, Md.
Modern European History, A.B.
Shahan Debate Society



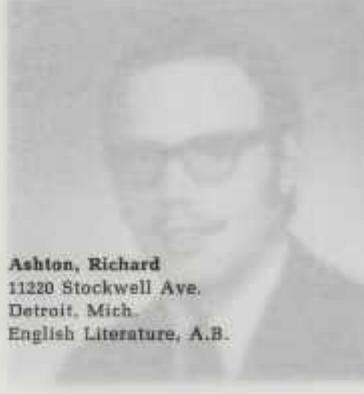
Amrod, Loretta
Box 274
Saugerties, N.Y.
Education, A.B.
Appalachian Project, Tower
Staff, HEP (Tutor), Course
Evaluation



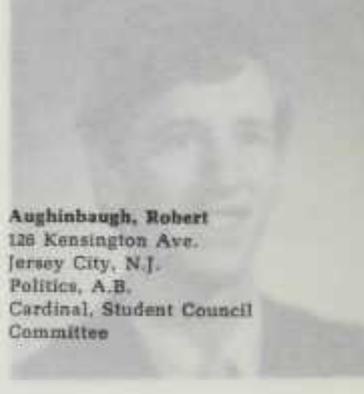
Andersen, Kathleen
2016 Billmore Ave.
North Merrick, N.Y.
Mathematics, A.B.
Orientation, Kappa Beta Gamma
(Rec. Sec.), Course Evaluation,
Class Interrelations Committee,
Room Preference Committee



Arguello, Carlos
Avenida Central
Leon, Nicaragua
Economics, A.B.
PASCUA



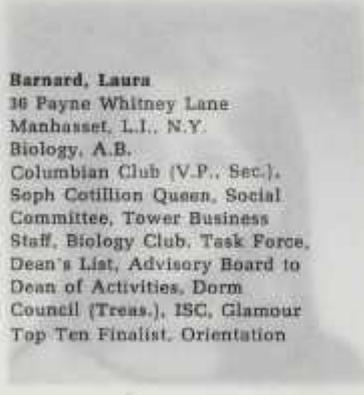
Ashton, Richard
11220 Stockwell Ave.
Detroit, Mich.
English Literature, A.B.



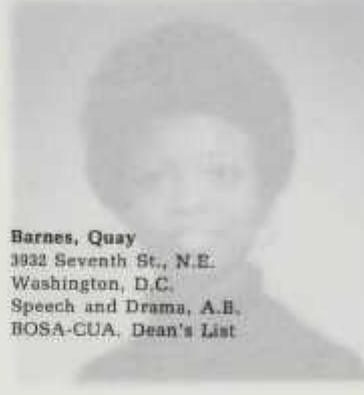
Aughinbaugh, Robert
126 Kensington Ave.
Jersey City, N.J.
Politics, A.B.
Cardinal, Student Council
Committee



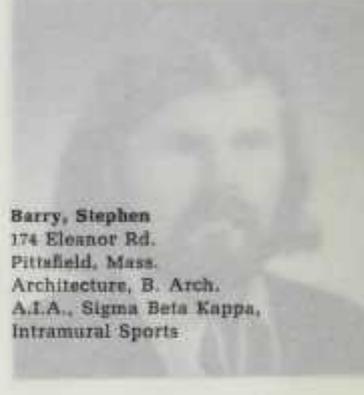
Azevedo, Mario
Vila Gouveia
Beira, Mozambique
History, A.B.
Soccer



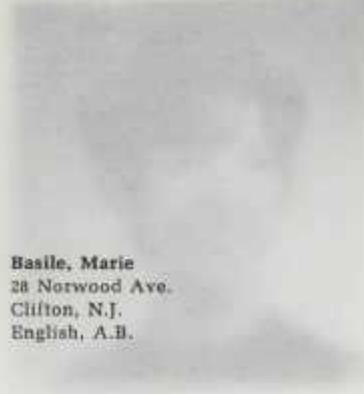
Barnard, Laura
36 Payne Whitney Lane
Manhasset, L.I., N.Y.
Biology, A.B.
Columbian Club (V.P., Sec.),
Soph Cotillion Queen, Social
Committee, Tower Business
Staff, Biology Club, Task Force,
Dean's List, Advisory Board to
Dean of Activities, Dorm
Council (Treas.), ISC, Glamour
Top Ten Finalist, Orientation



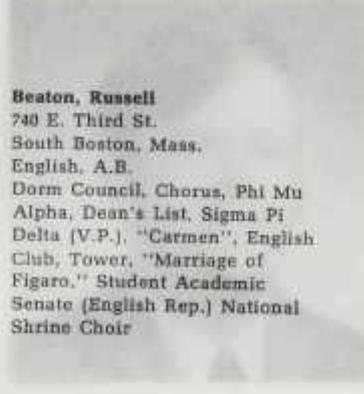
Barnes, Quay
3932 Seventh St., N.E.
Washington, D.C.
Speech and Drama, A.B.
BOSA-CUA, Dean's List



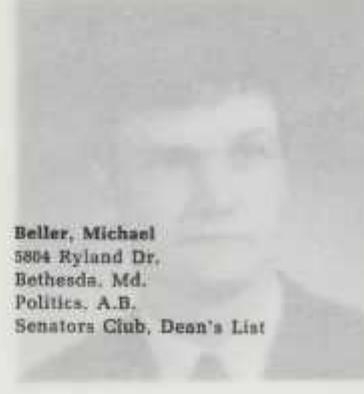
Barry, Stephen
174 Eleanor Rd.
Pittsfield, Mass.
Architecture, B. Arch.
A.I.A., Sigma Beta Kappa,
Intramural Sports



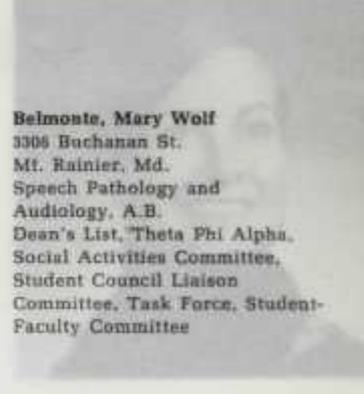
Basile, Marie
28 Norwood Ave.
Clifton, N.J.
English, A.B.



Beaton, Russell
740 E. Third St.
South Boston, Mass.
English, A.B.
Dorm Council, Chorus, Phi Mu
Alpha, Dean's List, Sigma Pi
Delta (V.P.), "Carmen", English
Club, Tower, "Marriage of
Figaro," Student Academic
Senate (English Rep.) National
Shrine Choir



Beller, Michael
5804 Ryland Dr.
Bethesda, Md.
Politics, A.B.
Senators Club, Dean's List



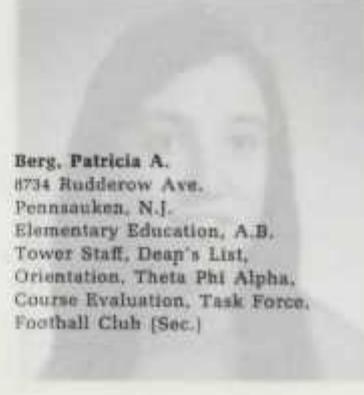
Belmonte, Mary Wolf
3306 Buchanan St.
Mt. Rainier, Md.
Speech Pathology and
Audiology, A.B.
Dean's List, Theta Phi Alpha,
Social Activities Committee,
Student Council Liaison
Committee, Task Force, Student-
Faculty Committee



Belmonte, Rocco W.
3306 Buchanan St.
Mt. Rainier, Md.
Economics, A.B.
Social Activities Committee,
Alpha Delta Gamma, Task
Force, Dean's List, ROTC,
Football Club (Treas.), Arnold
Air Society



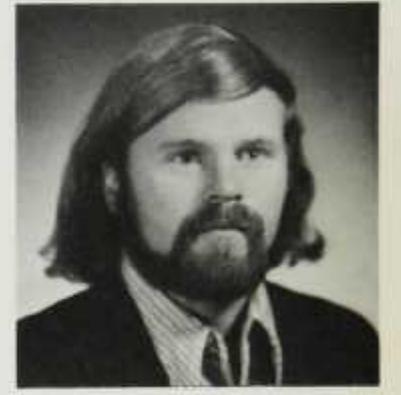
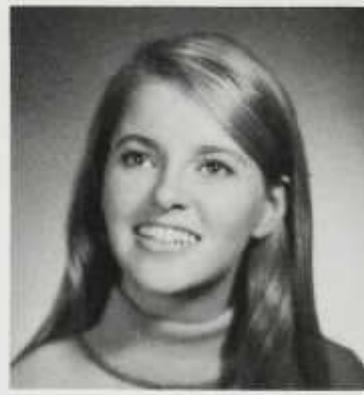
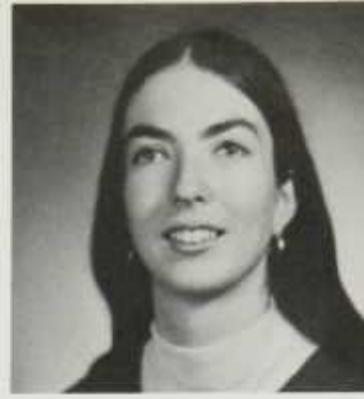
Bennett, Josephine
530 E. Twentieth St.
New York, N.Y.
Nursing, B.S.N.
Orientation, Course Evaluation
Student Council, Dorm Council,
Dean's List, Parent's Weekend,
Nursing Representative,
Elections Committee, Junior
Nursing Representative,
University Symposium



Berg, Patricia A.
4734 Rudderow Ave.
Pennsauken, N.J.
Elementary Education, A.B.
Tower Staff, Dean's List,
Orientation, Theta Phi Alpha,
Course Evaluation, Task Force,
Football Club (Sec.)



Bethke, Barbara
1806 N. James St.
Rome, N.Y.
Nursing, B.S.N.
Float Committee, Student
Council, CUSNA, Varsity
Cheerleading (Co-Capt.),
Orientation, Columbian Club,
Dean's List, ICC Shows,
Undergraduate Curriculum
Studies Committee





Blakeman, Virginia M.
111 E. Fourth St.
Baltimore, Md.
Chemistry, A.B.
Dean's List, Kappa Tau Gamma
(Trust), Omicron (Sec.)
Local Committee, Sigma
Columbia Pi Sigma, Gamma
Western Chemistry Club, Tau
Sigma University Symposium
Hilbert Award, Wm. W. W.
Sigma Xi Honor Roll, College
Scholar, Graduate Co-ordinator
Phi Kappa Gamma, Pi Alpha

Blak, Linda
41 Brookwood Dr.
Longwood, Mass.
International Law and
Political Science
Young Democrats, Tau Gamma
(Sec. Trust), Kappa Tau Gamma
(V.P.), Dean's List, Tau Gamma
Dorm Council, Phi Gamma Club

Blair, Susan
144 Brewster St.
Cleveland, Ohio
Physics, A.B.
Dean's List, Phi Kappa
Phi, Phi Chi
Phi Chi Club (Pres.), Alpha
Phi Chi, Phi Chi
Phi Chi Club (Pres.), Alpha
Phi Chi, Phi Chi

Bogert, John D.
Box 88, RD 21
Cantonment, Va.
Space Science and Technology
Physics, B.S.
A.I.A.A. - Bremen, Bremen, Sigma
Phi Delta, Alpha, Alpha
Dean's List

Bolger, William
Baltimore, Md.
Chemical Engineering, B.S.
Phi Kappa Gamma, Phi Alpha
Phi Kappa Gamma, Phi Alpha

Bolander, David
41 Rose Ave.
Brooklyn, N.Y.
Chemical Engineering, B.S.
A.I.A.A. - Dean's Council
Phi Kappa Gamma, Phi Alpha
Phi Kappa Gamma, Phi Alpha

Bolt, Nancy
114 Monroe St.
Washington, D.C.
Biology, A.B.
International Club, Dean's List
Phi Kappa Gamma

Bonack, Thomas
50 E. Coney Rd.
Baltimore, Md.
English Literature, A.B.
Phi Kappa Gamma

Boswell, Michael
604 Third St.
Harrisville, Md.
Civil Engineering, B.S.
A.I.A.A. A.C.E. (V.P.), Phi
Football, Dean's List

Bradley, Mary
2102 Twenty-third St.
Temple Hill, Md.
Mathematics, A.B.
Dean's List

Brewster, Mary
22 N. State St.
Greenwich, Conn.
History, A.B.
Alpha Chapter

Brennan, Thomas J.
178 Waring Ave.
New York, N.Y.
English Literature, A.B.
Tau Kappa Omega and Inter-
collegiate

Brennan, Thomas P.
400 La Salle St.
Washington, D.C.
English Literature, A.B.

Brett, Margaret
18 Hill Ave.
Bellevue, N.Y.
Nursing, B.S.
CNSA (Trustee, Sec.)
Dean's List, Kappa Tau Gamma
Omega Beta, Tau Gamma
Student Diversity, Young
Women's Scholarship Fund
Committee (Trustee)

Brouer, Ann Marie
175 Lombard St.
Washington, D.C.
Nursing, B.S.
Omicron, Omega Beta
(Pres.), Gamma, Delta
(Pres., Trustee)

Brown, Cheryl
301 Thimble St. N.E.
Washington, D.C.
Sociology, A.B.
Dean's List, Phi Club

Brown, Joseph
144 North Ridge Rd.
Lynch, Md.
Anthropology, A.B.
Dean's List, A.I.A.

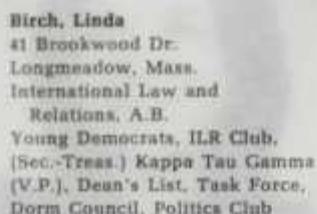
Buckley, Carol
200 North Broadway
Baltimore, Md.
Nursing, B.S.
Kappa Tau Gamma, Dean's
List, Omega Beta, Phi Gamma
Student Activities, Delta

Bull, Dennis
204 Taylor St.
Washington, D.C.
English, A.B.
Dean's List, International Club
Sports Team

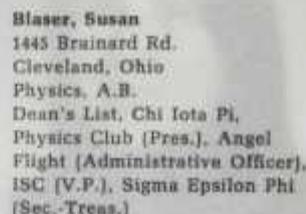
Burke, Raymond
Box 4
Baltimore, Md.
Anthropology, A.B.
Academic Senate
(Undergraduate Student)
Faculty Committee
(Anthropology), Phi Chi
College



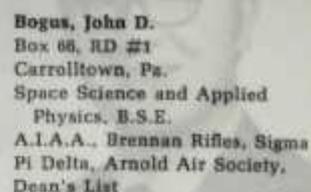
Bierbaum, Veronica M.
712 E. Fourth St.
Bethlehem, Pa.
Chemistry, A.B.
Dean's List, Kappa Tau Gamma
(Treas.), Orientation (Sec.),
Social Committee, Soph
Cotillion Princess, Parents'
Weekend, Chemistry Club, Task
Force, University Symposium,
Hillebrand Award, Who's Who,
Sigma Epsilon Phi, College
Scholar, Cardinal (Co-Senior
Ed.), Kappa Gamma Pi Award



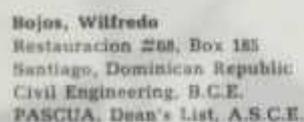
Birch, Linda
41 Brookwood Dr.
Longmeadow, Mass.
International Law and
Relations, A.B.
Young Democrats, ILR Club,
(Sec.-Treas.) Kappa Tau Gamma
(V.P.), Dean's List, Task Force,
Dorm Council, Politics Club



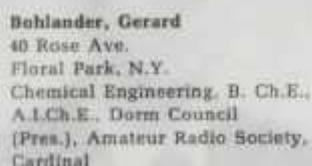
Blaser, Susan
1445 Brainard Rd.
Cleveland, Ohio
Physics, A.B.
Dean's List, Chi Iota Pi,
Physics Club (Pres.), Angel
Flight (Administrative Officer),
ISC (V.P.), Sigma Epsilon Phi
(Sec.-Treas.)



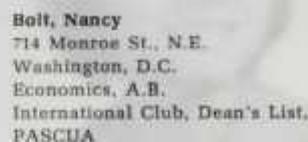
Bogus, John D.
Box 66, RD #1
Carrolltown, Pa.
Space Science and Applied
Physics, B.S.E.
A.I.A.A., Brennan Rifles, Sigma
Pi Delta, Arnold Air Society,
Dean's List



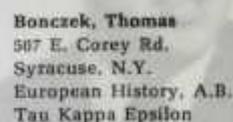
Bojos, Wilfredo
Restauracion #68, Box 185
Santiago, Dominican Republic
Civil Engineering, B.C.E.
PASCUA, Dean's List, A.S.C.E.



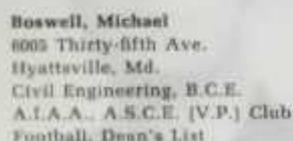
Bohlander, Gerard
40 Rose Ave.
Floral Park, N.Y.
Chemical Engineering, B. Ch.E.,
A.I.Ch.E., Dorm Council
(Pres.), Amateur Radio Society,
Cardinal



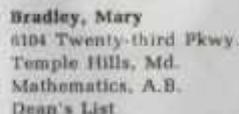
Bolt, Nancy
714 Monroe St., N.E.
Washington, D.C.
Economics, A.B.
International Club, Dean's List,
PASCUA



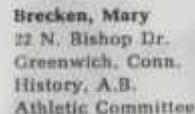
Bonczek, Thomas
567 E. Corey Rd.
Syracuse, N.Y.
European History, A.B.
Tau Kappa Epsilon



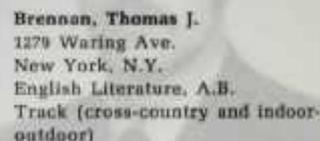
Boswell, Michael
6005 Thirty-fifth Ave.
Hyattsville, Md.
Civil Engineering, B.C.E.
A.I.A.A., A.S.C.E. (V.P.) Club
Football, Dean's List



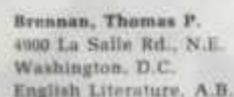
Bradley, Mary
8104 Twenty-third Pkwy.
Temple Hills, Md.
Mathematics, A.B.
Dean's List



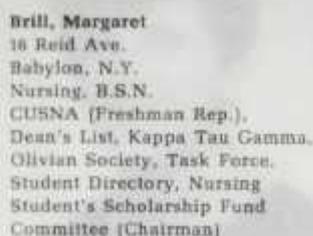
Brecken, Mary
22 N. Bishop Dr.
Greenwich, Conn.
History, A.B.
Athletic Committee



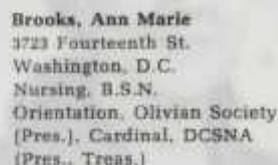
Brennan, Thomas J.
1279 Waring Ave.
New York, N.Y.
English Literature, A.B.
Track (cross-country and indoor-
outdoor)



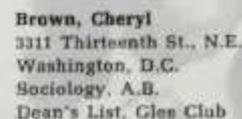
Brennan, Thomas P.
4900 La Salle Rd., N.E.
Washington, D.C.
English Literature, A.B.



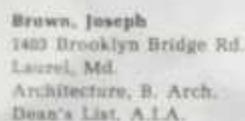
Brill, Margaret
16 Reid Ave.
Babylon, N.Y.
Nursing, B.S.N.
CUSNA (Freshman Rep.),
Dean's List, Kappa Tau Gamma,
Olivian Society, Task Force,
Student Directory, Nursing
Student's Scholarship Fund
Committee (Chairman)



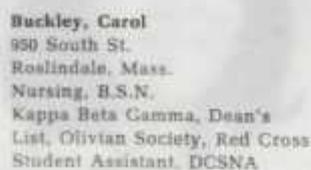
Brooks, Ann Marie
3723 Fourteenth St.
Washington, D.C.
Nursing, B.S.N.
Orientation, Olivian Society
(Pres.), Cardinal, DCSNA
(Pres., Treas.)



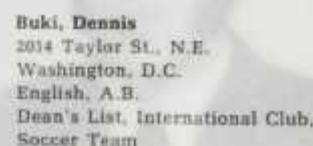
Brown, Cheryl
3311 Thirteenth St., N.E.
Washington, D.C.
Sociology, A.B.
Dean's List, Glee Club



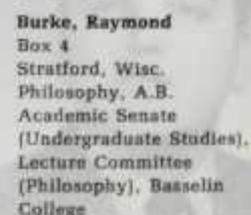
Brown, Joseph
1403 Brooklyn Bridge Rd.
Laurel, Md.
Architecture, B. Arch.
Dean's List, A.I.A.



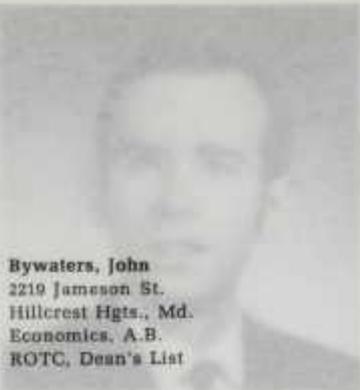
Buckley, Carol
950 South St.
Roslindale, Mass.
Nursing, B.S.N.
Kappa Beta Gamma, Dean's
List, Olivian Society, Red Cross
Student Assistant, DCSNA



Buki, Dennis
2014 Taylor St., N.E.
Washington, D.C.
English, A.B.
Dean's List, International Club,
Soccer Team



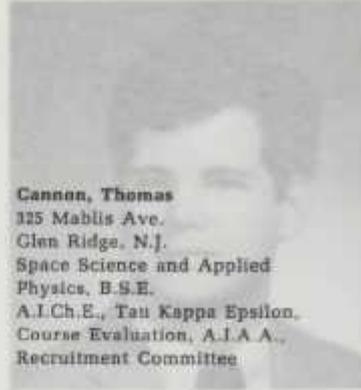
Burke, Raymond
Box 4
Stratford, Wisc.
Philosophy, A.B.
Academic Senate
(Undergraduate Studies),
Lecture Committee
(Philosophy), Basselin
College



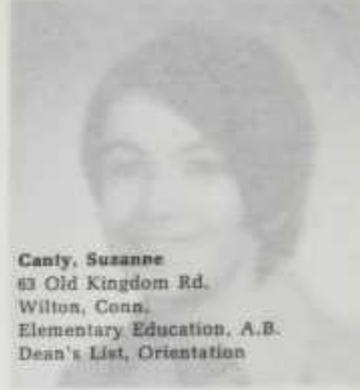
Bywaters, John
2219 Jamason St.
Hillcrest Hgts., Md.
Economics, A.B.
ROTC, Dean's List



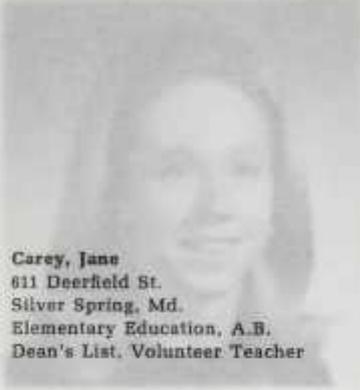
Callan, Catherine
4318 Third St., N.W.
Washington, D.C.
American History, A.B.
Dean's List, Red Cross, History
Club (Sec.), BOSA-CUA, Phi
Alpha Theta, College Scholar



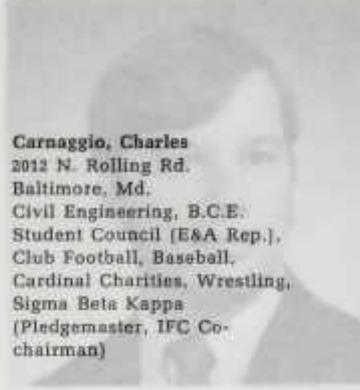
Cannon, Thomas
325 Mablis Ave.
Glen Ridge, N.J.
Space Science and Applied
Physics, B.S.E.
A.I.Ch.E., Tau Kappa Epsilon,
Course Evaluation, A.I.A.A.,
Recruitment Committee



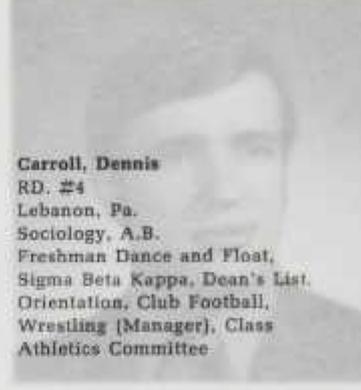
Canty, Suzanne
63 Old Kingdom Rd.
Wilton, Conn.
Elementary Education, A.B.
Dean's List, Orientation



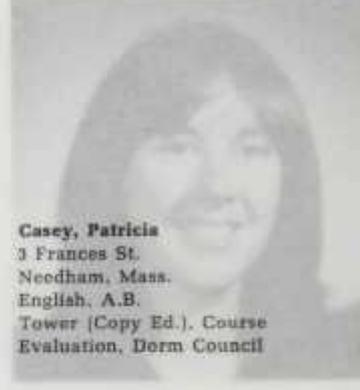
Carey, Jane
611 Deerfield St.
Silver Spring, Md.
Elementary Education, A.B.
Dean's List, Volunteer Teacher



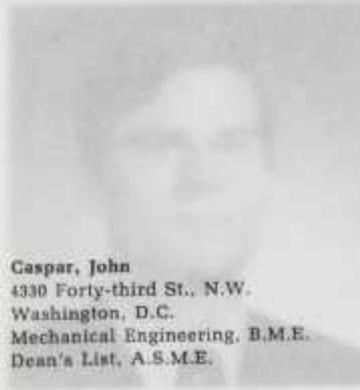
Carnaggio, Charles
2012 N. Rolling Rd.
Baltimore, Md.
Civil Engineering, B.C.E.
Student Council (E&A Rep.),
Club Football, Baseball,
Cardinal Charities, Wrestling,
Sigma Beta Kappa
(Pledgemaster, IFC Co-
chairman)



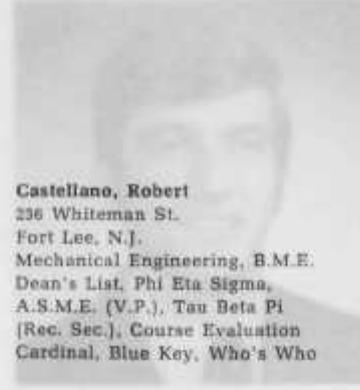
Carroll, Dennis
RD. #4
Lebanon, Pa.
Sociology, A.B.
Freshman Dance and Float,
Sigma Beta Kappa, Dean's List,
Orientation, Club Football,
Wrestling (Manager), Class
Athletics Committee



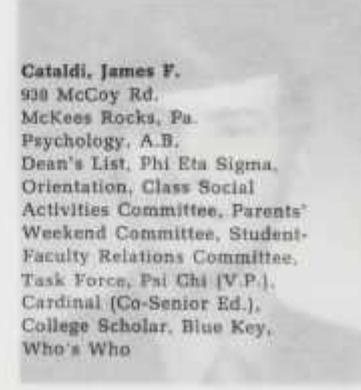
Casey, Patricia
3 Frances St.
Needham, Mass.
English, A.B.
Tower (Copy Ed.), Course
Evaluation, Dorm Council



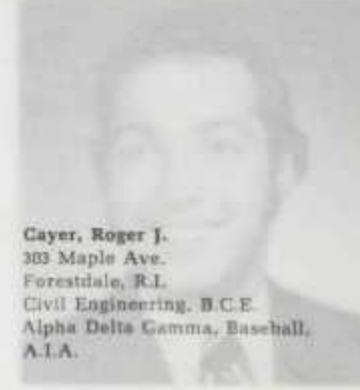
Caspar, John
4330 Forty-third St., N.W.
Washington, D.C.
Mechanical Engineering, B.M.E.
Dean's List, A.S.M.E.



Castellano, Robert
236 Whiteman St.
Fort Lee, N.J.
Mechanical Engineering, B.M.E.
Dean's List, Phi Eta Sigma,
A.S.M.E. (V.P.), Tau Beta Pi
(Rec. Sec.), Course Evaluation
Cardinal, Blue Key, Who's Who



Cataldi, James F.
930 McCoy Rd.
McKees Rocks, Pa.
Psychology, A.B.
Dean's List, Phi Eta Sigma,
Orientation, Class Social
Activities Committee, Parents'
Weekend Committee, Student-
Faculty Relations Committee,
Task Force, Psi Chi (V.P.),
Cardinal (Co-Senior Ed.),
College Scholar, Blue Key,
Who's Who



Cayer, Roger J.
303 Maple Ave.
Forestdale, R.I.
Civil Engineering, B.C.E.
Alpha Delta Gamma, Baseball,
A.I.A.

NOTE: Dean's List
Honors: A.B.
William H. H. H.
1111 James St. S.E.
New York, N.Y.

Alpha Theta College Society
Dean's List: Honors History
American History, A.B.
Washington, D.C.
418 Third St. N.W.

Intercollege Committee
College: A.B.
A.L.C.E. Ten Kings
College: A.B.
College: A.B.

Dean's List
College: A.B.
College: A.B.
College: A.B.

Dean's List
College: A.B.
College: A.B.

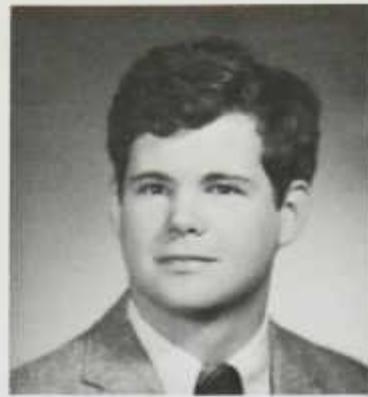
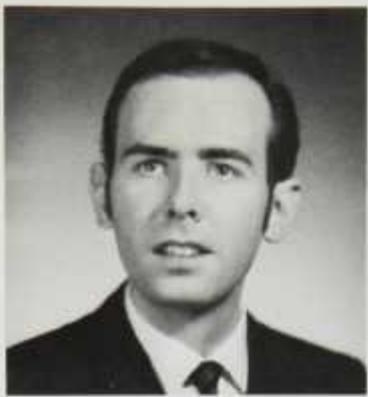
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College: A.B.

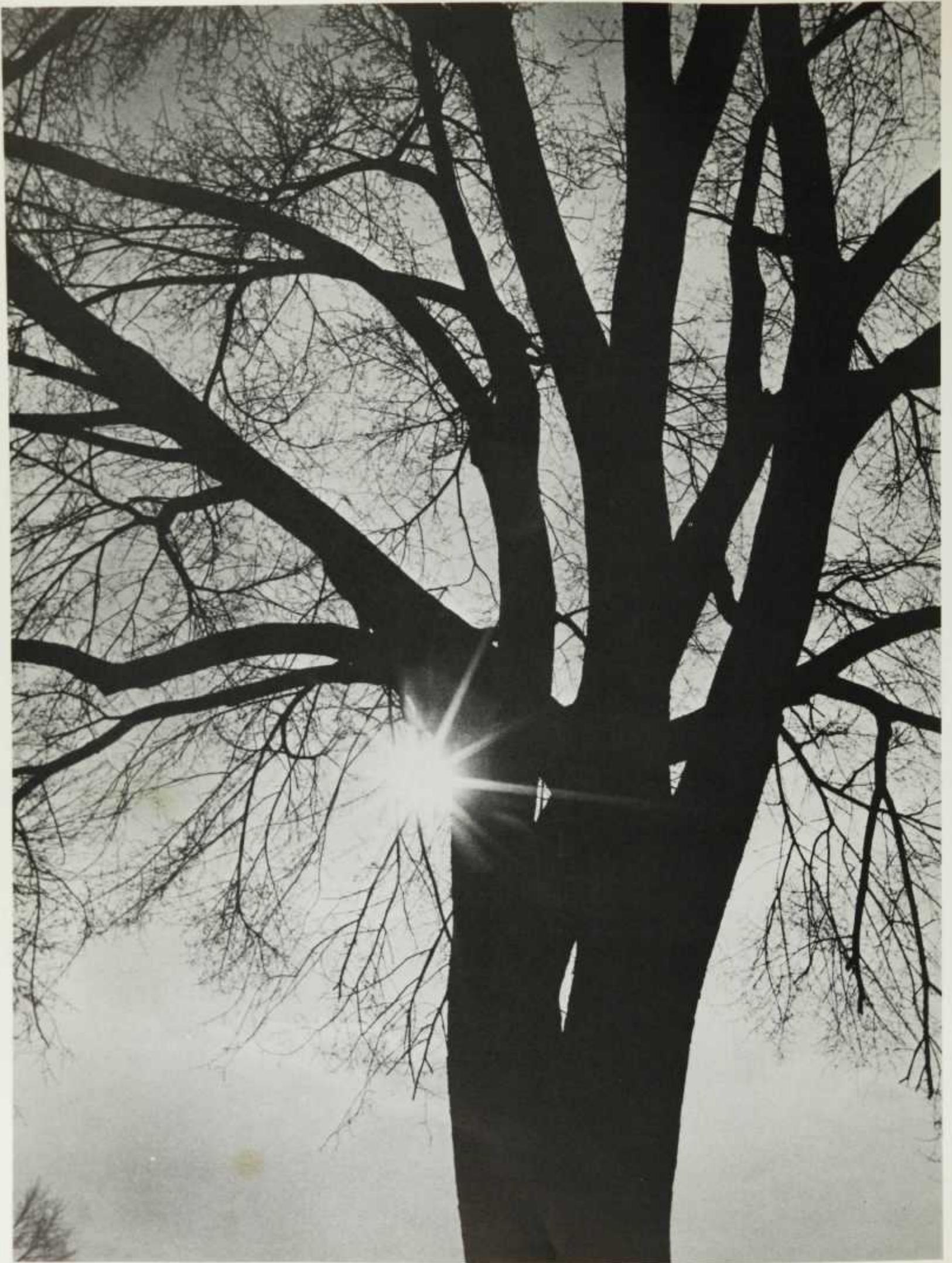
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College: A.B.

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College: A.B.

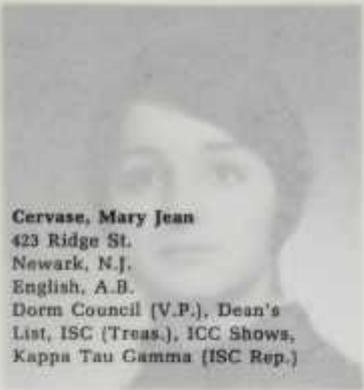
Dean's List
College: A.B.
College: A.B.

College: A.B.
College: A.B.
College: A.B.

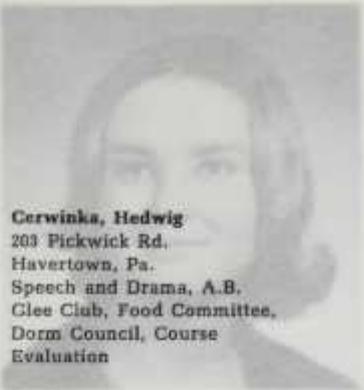








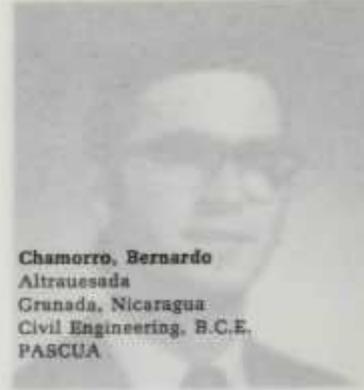
Cervase, Mary Jean
423 Ridge St.
Newark, N.J.
English, A.B.
Dorm Council (V.P.), Dean's List, ISC (Treas.), ICC Shows, Kappa Tau Gamma (ISC Rep.)



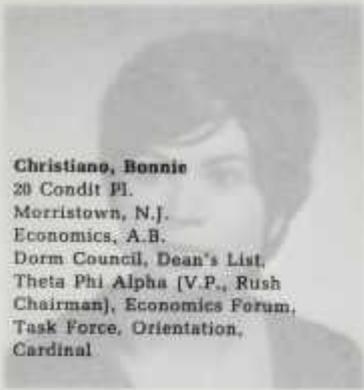
Cerwinka, Hedwig
203 Pickwick Rd.
Havertown, Pa.
Speech and Drama, A.B.
Glee Club, Food Committee, Dorm Council, Course Evaluation



Chaffers, Patricia
808 DeWolf Dr.
Alexandria, Va.
Nursing, B.S.N.
Float Committee, Columbian Club, Dean's List



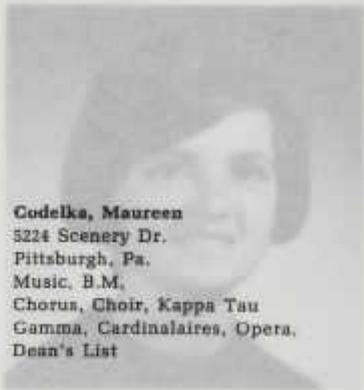
Chamorro, Bernardo
Altrauesada
Granada, Nicaragua
Civil Engineering, B.C.E.
PASCUA



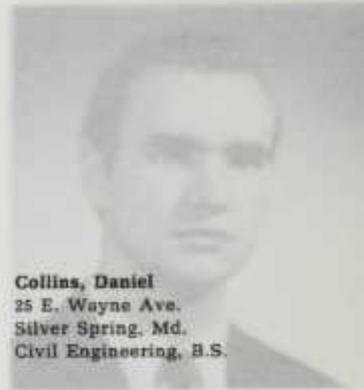
Christiano, Bonnie
20 Condit Pl.
Morristown, N.J.
Economics, A.B.
Dorm Council, Dean's List, Theta Phi Alpha (V.P., Rush Chairman), Economics Forum, Task Force, Orientation, Cardinal



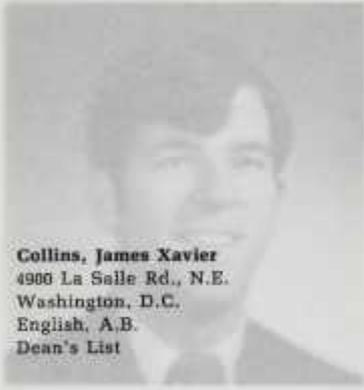
Cicione, Susan M.
1415 Golf Rd.
Cinnaminson, N.J.
Nursing, B.S.N.
CUSNA, Dean's List, Dorm Council, Olivian Society, Faculty Student Committee



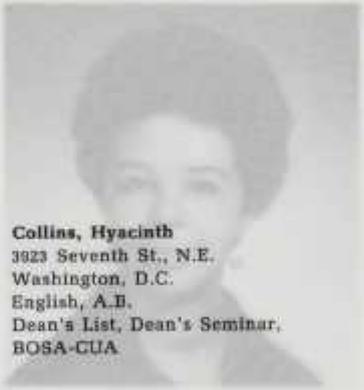
Codelka, Maureen
3224 Scenery Dr.
Pittsburgh, Pa.
Music, B.M.
Chorus, Choir, Kappa Tau Gamma, Cardinalaires, Opera, Dean's List



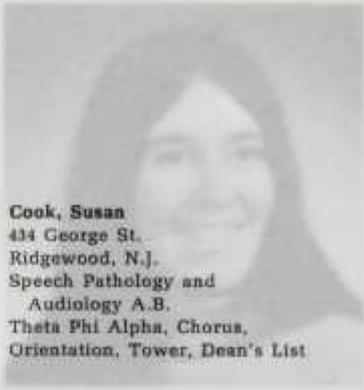
Collins, Daniel
25 E. Wayne Ave.
Silver Spring, Md.
Civil Engineering, B.S.



Collins, James Xavier
4906 La Salle Rd., N.E.
Washington, D.C.
English, A.B.
Dean's List



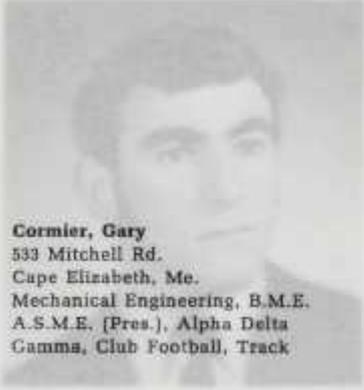
Collins, Hyacinth
3923 Seventh St., N.E.
Washington, D.C.
English, A.B.
Dean's List, Dean's Seminar, BOSA-GUA



Cook, Susan
434 George St.
Ridgewood, N.J.
Speech Pathology and Audiology A.B.
Theta Phi Alpha, Chorus, Orientation, Tower, Dean's List



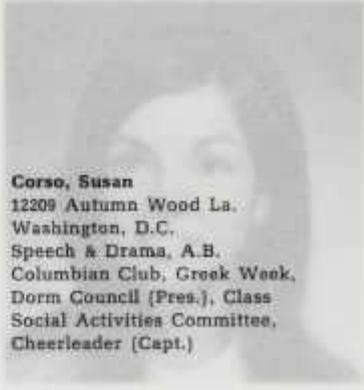
Copete, Fernando
4219 Fiftieth St., N.W.
Washington, D.C.
Economics, A.B.
Soccer, Tau Kappa Epsilon



Cormier, Gary
533 Mitchell Rd.
Cape Elizabeth, Me.
Mechanical Engineering, B.M.E.
A.S.M.E. (Pres.), Alpha Delta Gamma, Club Football, Track



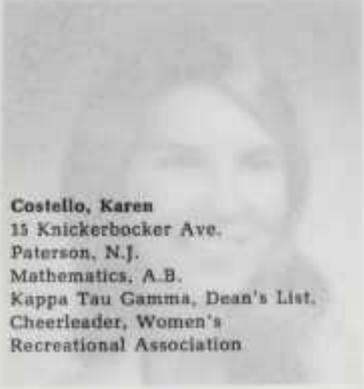
Corrigan, George
1325 E. Broad St.
Hazleton, Pa.
Sociology, A.B.
Tau Kappa Epsilon



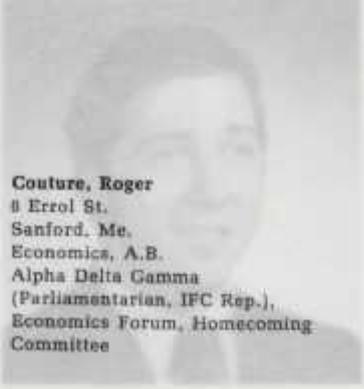
Corso, Susan
12209 Autumn Wood La.
Washington, D.C.
Speech & Drama, A.B.
Columbian Club, Greek Week, Dorm Council (Pres.), Class Social Activities Committee, Cheerleader (Capt.)



Costa, Jose M.L.
Rua General Glicerio
326 Av. 602
Rio De Janeiro, Brazil
Mechanical Engineering, B.M.E.
Tau Beta Pi, A.S.M.E.



Costello, Karen
15 Knickerbocker Ave.
Paterson, N.J.
Mathematics, A.B.
Kappa Tau Gamma, Dean's List, Cheerleader, Women's Recreational Association



Couture, Roger
8 Errol St.
Sanford, Me.
Economics, A.B.
Alpha Delta Gamma (Parliamentarian, IFC Rep.), Economics Forum, Homecoming Committee



Craig, John
3356 Walnut St.
Camp Hill, Pa.
Music Composition, B.M.
Phi Kappa Theta, Student Council (Music Rep.)



Crisalli, Janet
1220 Black Friars Rd.
Baltimore, Md.
Music Education, B.M.
A Capella Choir, Dean's List, Chorus, M.E.N.C., Academic Senate

Gardner, Barbara
Arlington
Gardner, Barbara
Civil Engineering, S.C.E.
VARDIA

Gardner, Patricia
501 DeWitt Dr.
Arlington, Va.
Nighting, B.K.K.
Trust Committee, Columbia
Club, Dean's List

Gardner, Hedwig
101 Johnson St.
Hawthorne, Pa.
Speed and Dumas, A.B.
Dine Club, Trust Committee
Dean Council, Dumas
Hawthorne

Gardner, Mary Jean
423 Ridge St.
Hawthorne, N.J.
English, A.B.
Dean Council (V.M.), Dumas
144, 18C (Trust), HCC House,
Kappa Tau Gamma (HCC Bldg.)

Gardner, David
21 E. Wayne Ave.
River Spring, Md.
Civil Engineering, B.S.

Gardner, Marjorie
214 Kennedy Dr.
Bethesda, Md.
Mason, B.M.
Gardner, Dean's List, Kappa Tau
Gamma, Civil Engineer, Opera
Dean's List

Gardner, Susan M.
1111 Oak St.
Cincinnati, N.J.
Nighting, B.K.K.
CUMM, Dean's List, Dean
Council, Division Society,
Faculty Student Committee

Gardner, Bonnie
20 South St.
Hawthorne, N.J.
Kosman, A.B.
Dean Council, Dean's List
Trust Phi Alpha (V.P., Trust)
CUMM, Division Forum,
Trust, Trust, Orientation,
Gardner

Gardner, Yvonne
418 Little St., N.W.
Washington, D.C.
Kosman, A.B.
Trust, Trust, Division

Gardner, Susan
414 George St.
Baltimore, Md.
Speed, Psychology and
Anthology, A.B.
Trust Phi Alpha, Dean
Orientation, Trust, Dean's List

Gardner, Hyacinth
3011 Seventh St., N.E.
Washington, D.C.
English, A.B.
Dean's List, Dean's Council
ROSA-CUM

Gardner, James Taylor
600 La Salle St., N.E.
Washington, D.C.
English, A.B.
Dean's List

Gardner, Joe M.L.
114 DeWitt Drive
200 Av. Mt.
114 De (Trust, Trust)
Mechanical Engineering, S.M.E.
Trust Phi Alpha, S.M.E.

Gardner, Susan
1188 Astor Wood Dr.
Washington, D.C.
Speed & Dumas, A.B.
Columbia Club, Dean's List
Dean Council (Trust), Dean
Social Activities Committee
Orientation (Trust)

Gardner, George
111 E. Broad St.
Hawthorne, Pa.
Nighting, B.K.K.
Trust, Trust, Division
Trust, Trust, Division

Gardner, Gary
111 Mitchell St.
Cape Elizabeth, Me.
Mechanical Engineering, S.M.E.
A.S.M.E. (Trust), Alpha Delta
Gamma, Club Football, Trust

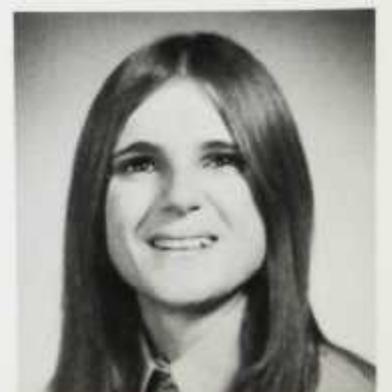
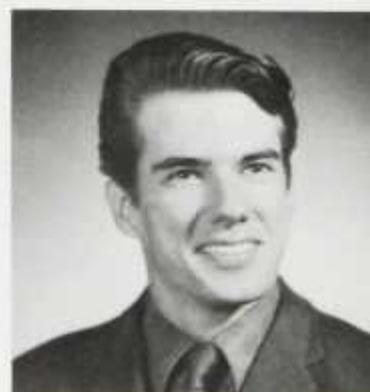
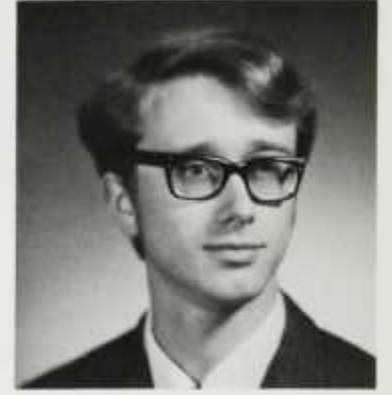
Gardner, Janet
1111 Broad Street St.
Baltimore, Md.
Trust, Division, S.M.E.
A. Capella Dean's List,
Trust, S.M.E., Division

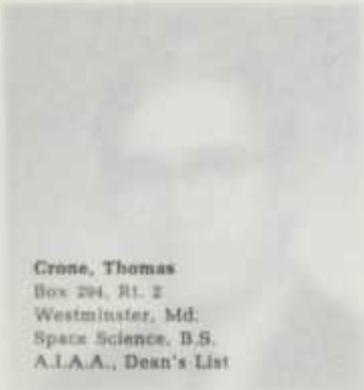
Gardner, John
218 Walnut St.
Camp Hill, Pa.
Trust, Division, S.M.E.
Phi Kappa Trust, Student
Council (Trust, Trust)

Gardner, Roger
2 East St.
Hawthorne, Pa.
Kosman, A.B.
Alpha Delta Gamma
Parliamentarian, Phi Kappa
Trust, Trust, Division

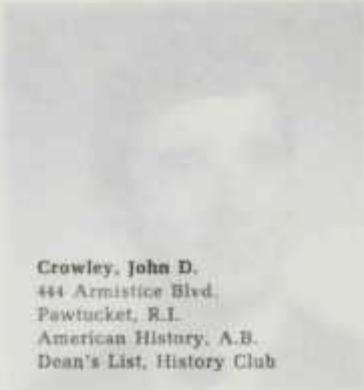
Gardner, Karen
1111 Broad Street Ave.
Paterson, N.J.
Kappa Tau Gamma, Dean's List,
Division, Women's
Divisional Association



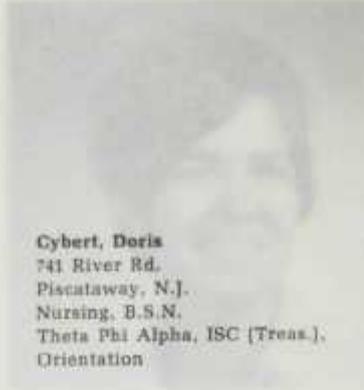




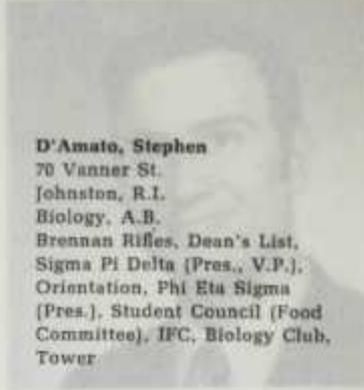
Crone, Thomas
Box 294, Rt. 2
Westminster, Md.
Space Science, B.S.
A.I.A.A., Dean's List



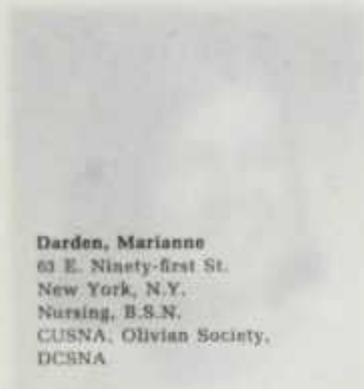
Crowley, John D.
444 Armistice Blvd.
Pawtucket, R.I.
American History, A.B.
Dean's List, History Club



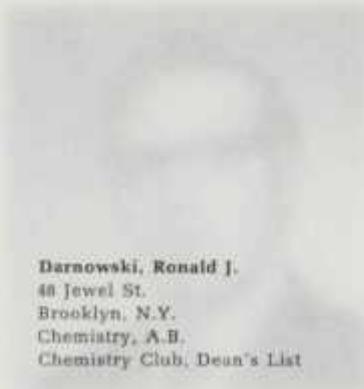
Cybert, Doris
741 River Rd.
Piscataway, N.J.
Nursing, B.S.N.
Theta Phi Alpha, ISC [Treas.],
Orientation



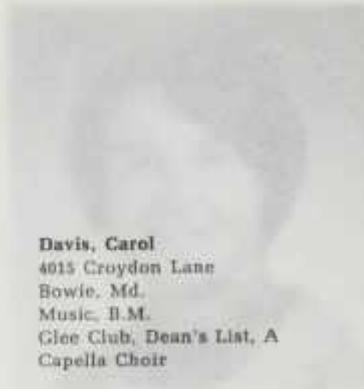
D'Amato, Stephen
70 Vanner St.
Johnston, R.I.
Biology, A.B.
Brennan Rifles, Dean's List,
Sigma Pi Delta (Pres., V.P.),
Orientation, Phi Eta Sigma
(Pres.), Student Council (Food
Committee), IFC, Biology Club,
Tower



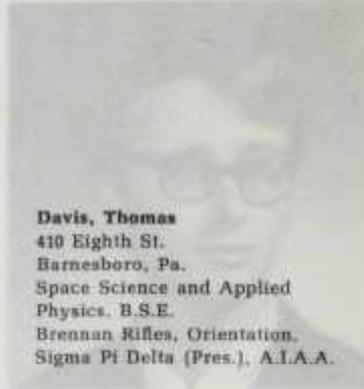
Darden, Marianne
63 E. Ninety-first St.
New York, N.Y.
Nursing, B.S.N.
CUSNA, Olivian Society,
DCSNA



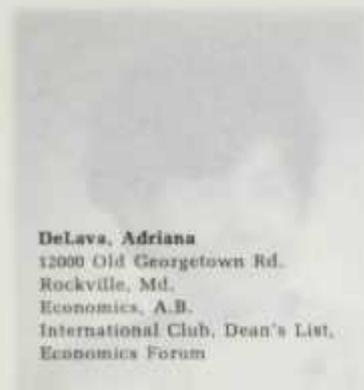
Darnowski, Ronald J.
48 Jewel St.
Brooklyn, N.Y.
Chemistry, A.B.
Chemistry Club, Dean's List



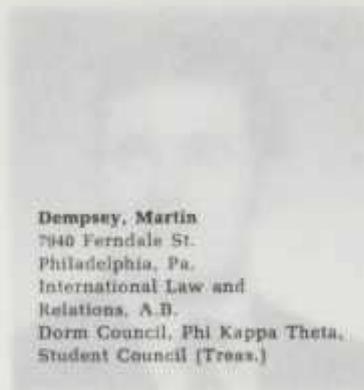
Davis, Carol
4015 Croydon Lane
Bowie, Md.
Music, B.M.
Glee Club, Dean's List, A
Capella Choir



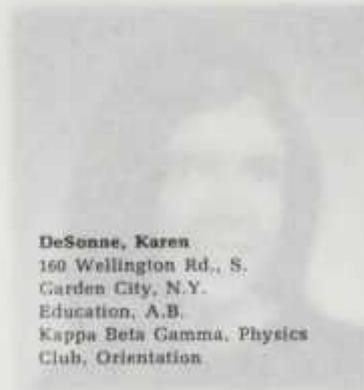
Davis, Thomas
410 Eighth St.
Barnesboro, Pa.
Space Science and Applied
Physics, B.S.E.
Brennan Rifles, Orientation,
Sigma Pi Delta (Pres.), A.I.A.A.



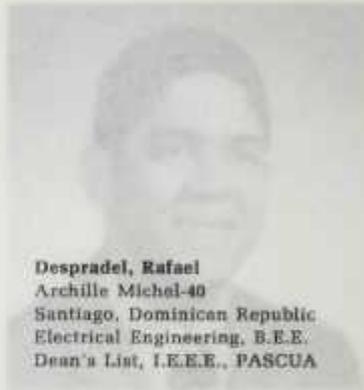
DeLava, Adriana
12000 Old Georgetown Rd.
Rockville, Md.
Economics, A.B.
International Club, Dean's List,
Economics Forum



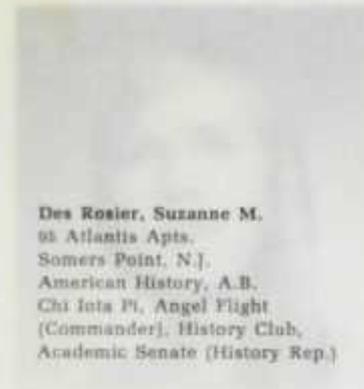
Dempsey, Martin
7940 Ferndale St.
Philadelphia, Pa.
International Law and
Relations, A.B.
Dorm Council, Phi Kappa Theta,
Student Council [Treas.]



DeSonne, Karen
160 Wellington Rd., S.
Garden City, N.Y.
Education, A.B.
Kappa Beta Gamma, Physics
Club, Orientation



Despradel, Rafael
Archille Michel-40
Santiago, Dominican Republic
Electrical Engineering, B.E.E.
Dean's List, I.E.E.E., PASCUA



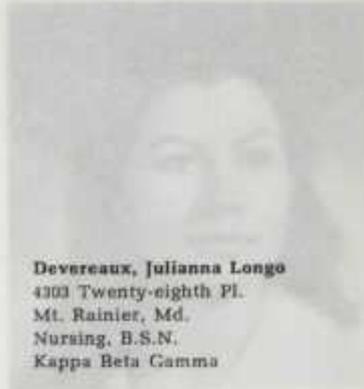
Des Rosier, Suzanne M.
95 Atlantis Apts.
Somers Point, N.J.
American History, A.B.
Chi Iota Pi, Angel Flight
(Commander), History Club,
Academic Senate (History Rep.)



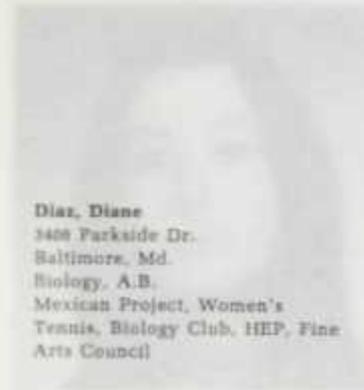
DeStefano, Albert
625 Hamlin St., N.E.
Washington, D.C.
Economics, A.B.
Cardinal Charities, Sigma Beta
Kappa (V.P.), Dorm Council
(Pres.), Student Council
Committee, Orientation Board



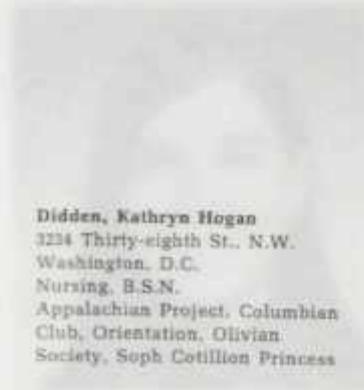
DeStefano, Patricia
625 Hamlin St., N.E.
Washington, D.C.
Nursing, B.S.N.
CUSNA, Theta Phi Alpha
(Pres.), Dean's List, Orientation,
Class Athletic Committee,
Olivian Society, ISC



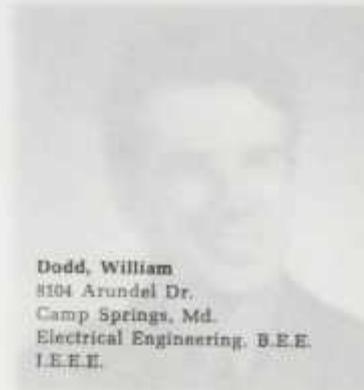
Devereaux, Julianna Longo
4303 Twenty-eighth Pl.
Mt. Rainier, Md.
Nursing, B.S.N.
Kappa Beta Gamma



Diaz, Diane
3408 Parkside Dr.
Baltimore, Md.
Biology, A.B.
Mexican Project, Women's
Tennis, Biology Club, HEP, Fine
Arts Council



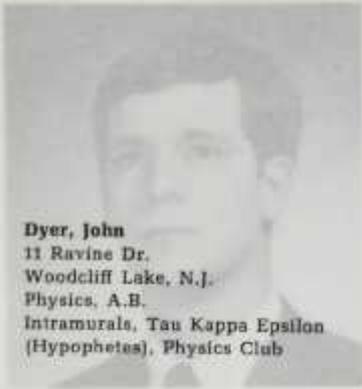
Didden, Kathryn Hogan
3234 Thirty-eighth St., N.W.
Washington, D.C.
Nursing, B.S.N.
Appalachian Project, Columbian
Club, Orientation, Olivian
Society, Soph Cotillion Princess



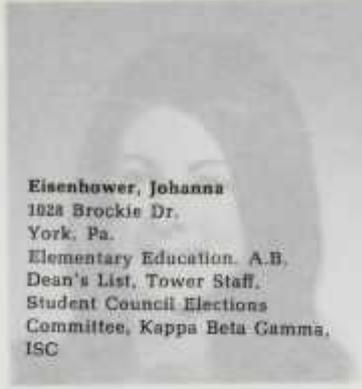
Dodd, William
8104 Arundel Dr.
Camp Springs, Md.
Electrical Engineering, B.E.E.
I.E.E.E.



Dominica, Susan
158 Midland Ave.
Glen Ridge N.J.
Sociology, A.B.
Dean's List, Fine Arts Council



Dyer, John
 11 Ravine Dr.
 Woodcliff Lake, N.J.
 Physics, A.B.
 Intramurals, Tau Kappa Epsilon
 (Hypophetes), Physics Club



Eisenhower, Johanna
 1928 Brockie Dr.
 York, Pa.
 Elementary Education, A.B.
 Dean's List, Tower Staff,
 Student Council Elections
 Committee, Kappa Beta Gamma,
 ISC



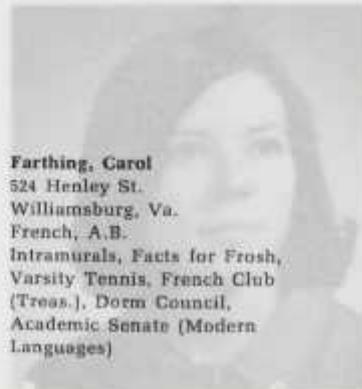
Emmert, Frank
 8933 N. Miami Ave.
 Miami, Fla.
 Politics, A.B.
 Sigma Beta Kappa, Pi Delta
 Epsilon, Tower, Club Football,
 Politics Club, German Club



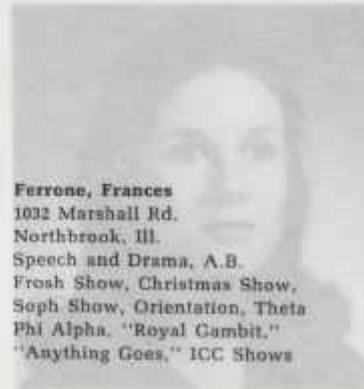
Farage, Nancy
 388 Lakeside Dr., N.E.
 Grand Rapids, Mich.
 Economics, A.B.
 Dean's List, Economics Forum,
 Dorm Council



Farmer, Duncan
 384 Whipple St.
 Brentwood, N.Y.
 English, A.B.
 College Scholar



Farthing, Carol
 524 Henley St.
 Williamsburg, Va.
 French, A.B.
 Intramurals, Facts for Frosh,
 Varsity Tennis, French Club
 (Treas.), Dorm Council,
 Academic Senate (Modern
 Languages)

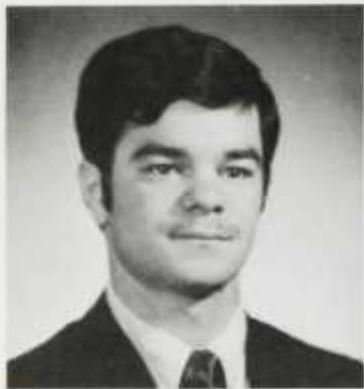
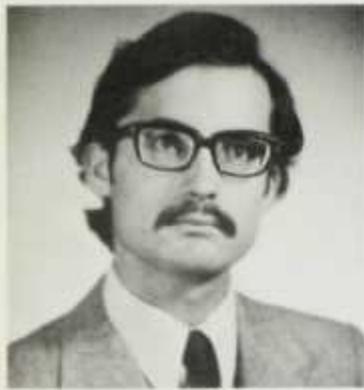


Ferrone, Frances
 1032 Marshall Rd.
 Northbrook, Ill.
 Speech and Drama, A.B.
 Frosh Show, Christmas Show,
 Soph Show, Orientation, Theta
 Phi Alpha, "Royal Gambit,"
 "Anything Goes," ICC Shows



Filardo, Roberta Rowe
 1732 Woodridge Ct.
 Crofton, Md.
 Modern European History, A.B.
 Dean's List, Cheerleader, Choir,
 Orientation, Kappa Tau Gamma,
 Task Force, History Club





Filipowsky, Pedro

11008 Donnetta Dr.
Huntsville, Ala.
Chemical Engineering, B.Ch.E.
Freshman Class Treasurer,
Tower, Brennan Rifles, Tau
Kappa Epsilon (Pres.), Club
Football, ICC Committee,
Chemistry Club (Pres.)

Fingerhut, Jean

125 Gates Ave.
Montclair, N.J.
Nursing, B.S.N.
Fresh Float Committee, Dorm
Council, Orientation, Course
Evaluation, Academic Senate
(Nursing), Class Social
Committee, Food Committee

Finigan, Bette Anne

94 Van Houten Ave.
Chatham, N.J.
Economics, A.B.
Dean's List, Cardinal

Fischer, Mary Elizabeth

7745 Mark Dr.
Verona, Pa.
Biology, A.B.
CUSNA, Class Social
Committee, Course Evaluation,
Biology Club, Dorm Council
(Treas.)

Flachsenhaar, Mary

446 Oncrest Terrace
Cliffside Park, N.J.
English, A.B.
Class Committee, Dean's List,
Dorm Council (Pres.)

Flanagan, Robert

6980 Oregon Ave., N.W.
Washington, D.C.
Mechanical Engineering, B.M.E.
Sigma Pi Delta, A.S.M.E.

Flores, Enrique

Leon, Nicaragua
Economics, A.B.
PASCUA

Ford, Harry

927 N. Highlands St.
Arlington, Va.
Space Science and Applied
Physics, B.S.E.
A.I.A.A., Orientation, Dean's
List

Fredericks, Mary

23 Seventh St.
Garden City, South, N.Y.
Sociology, A.B.
Orientation, Kappa Beta Gamma

Freundel, Joyce

2224 Berryhill St.
Harrisburg, Pa.
Psychology, A.B.
Dean's List, Orientation, Class
Social Committee, Theta Phi
Alpha (Treas.)

Gabel, Michael

26 W. 214 Mohican Dr.
Wheaton, Ill.
Speech and Drama, A.B.
Fine Arts Council, Black Bread,
Dean's List, Course Evaluation,
"Chinese Wall," "Measure for
Measure," "The Trial,"
"Gideon," Aquarius, Tau
Kappa Epsilon

Gaetjens, Robert

5403 Ave. L.
Brooklyn, N.Y.
Biology, A.B.
Dean's List, Biology Club,
Swimming Instructor for Red
Cross

Garcia, Francisco

Csa Bermudez 43
Madrid, Spain
Electrical Engineering, B.E.E.
PASCUA, Dean's List

Gargas, Michael

400 Highland Ave.
Newark, N.J.
Biology, A.B.
Wrestling, Sigma Beta Kappa,
Biology Club, Wrestling Coach
(Good Council High School)

Gast, Philip

355 Chicago St.
Valparaiso, Ind.
Biology, A.B.
Biology Club, Dean's List

Geraets, Gary

1539 West Blvd.
Racine, Wisc.
Politics, A.B.
Sigma Pi Delta (IFC Rep), IFC
(Public Relations Officer),
Course Evaluation

Giambrocca, Roxanne

1242 Main St., Whalom Dist.,
Fitchburg, Mass.
Elementary Education, A.B.
Dean's List, Class Social
Committee, Course Evaluation

Gillespie, Mary Jane

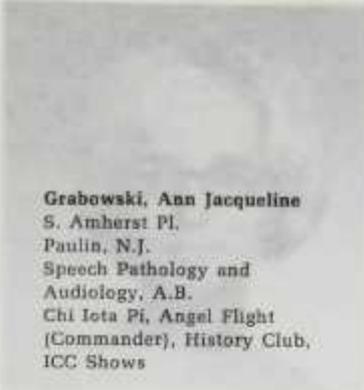
3807 Fall Oak Ct.
Annandale, Va.
Music, B.M.
University Chorus, A Cappella
Choir, Dean's List, Student
Recital, Sigma Alpha Iota

Glover, Patricia

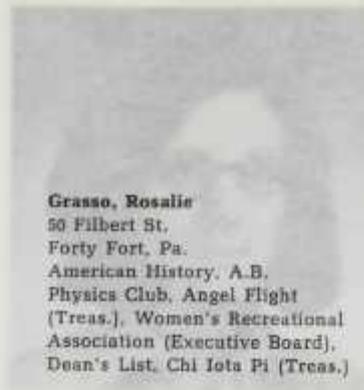
12006 Bluhill Rd.
Wheaton, Md.
Sociology, A.B.
Dean's List, Freshman Party
Committee, Angel Flight
(Treas.), Appalachian Project

Goelke, Robert

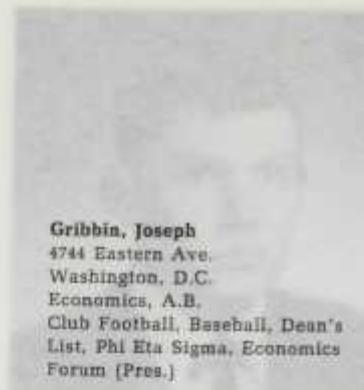
13 Patton Dr.
Trenton, N.J.
Mechanical Engineering, B.M.E.
Basketball, Sigma Beta Kappa,
Task Force, ICC Committee



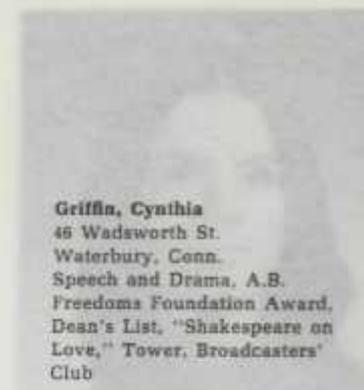
Grabowski, Ann Jacqueline
S. Amherst Pl.
Paulin, N.J.
Speech Pathology and
Audiology, A.B.
Chi Iota Pi, Angel Flight
(Commander), History Club,
ICC Shows



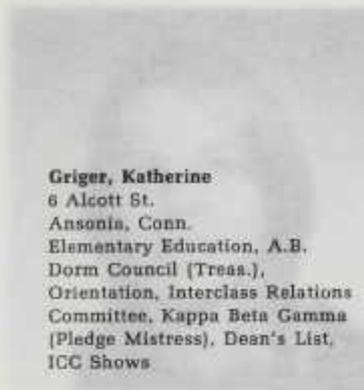
Grasso, Rosalie
50 Filbert St.
Forty Fort, Pa.
American History, A.B.
Physics Club, Angel Flight
(Treas.), Women's Recreational
Association (Executive Board),
Dean's List, Chi Iota Pi (Treas.)



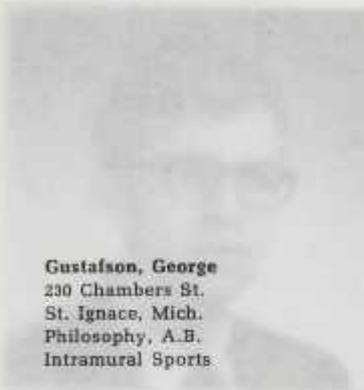
Gribbin, Joseph
4744 Eastern Ave.
Washington, D.C.
Economics, A.B.
Club Football, Baseball, Dean's
List, Phi Eta Sigma, Economics
Forum (Pres.)



Griffin, Cynthia
46 Wadsworth St.
Waterbury, Conn.
Speech and Drama, A.B.
Freedoms Foundation Award,
Dean's List, "Shakespeare on
Love," Tower, Broadcasters'
Club



Griger, Katherine
6 Alcott St.
Ansonia, Conn.
Elementary Education, A.B.
Dorm Council (Treas.),
Orientation, Interclass Relations
Committee, Kappa Beta Gamma
(Pledge Mistress), Dean's List,
ICC Shows



Gustafson, George
230 Chambers St.
St. Ignace, Mich.
Philosophy, A.B.
Intramural Sports



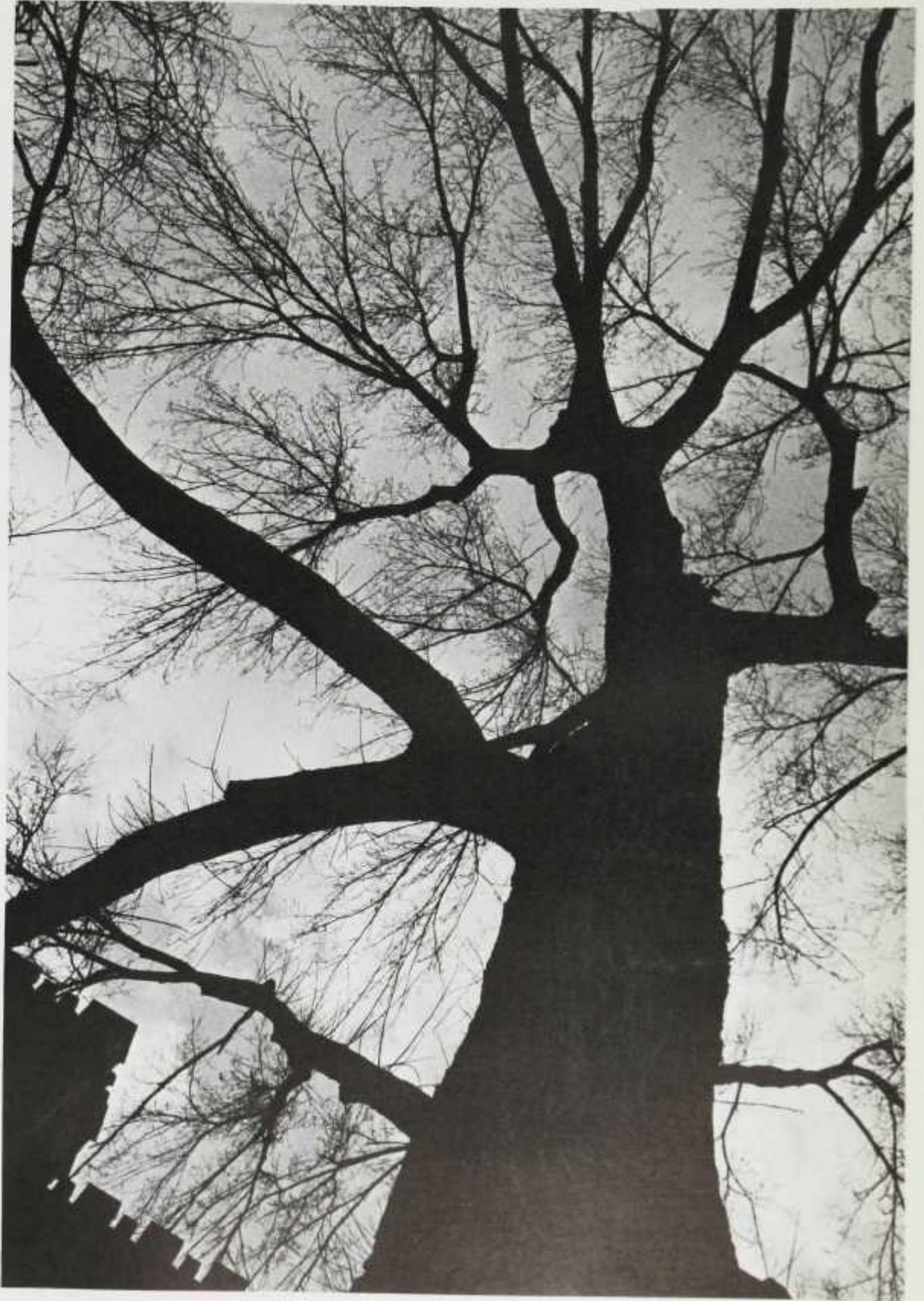
Haage, Kathleen Marie
2227 Balmoral Ave.
Union, N.J.
International Law and
Relations, A.B.
ILR Club, Cardinal (Office
Manager), Women's
Recreational Association,
(Pres.), Dean's List,
Intramurals, Politics Curriculum
Committee, Dorm Council,
Politics Club, Pi Delta Epsilon

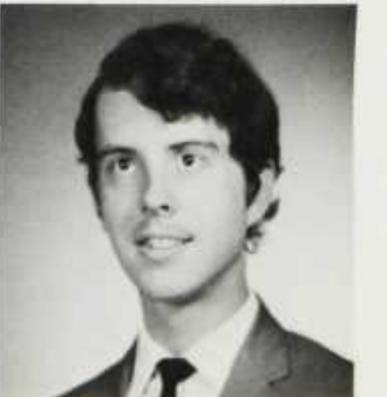
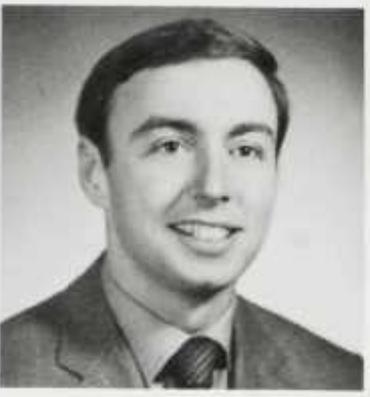
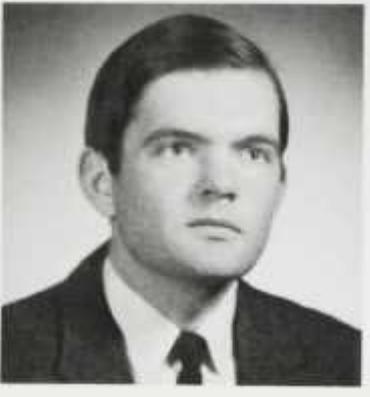
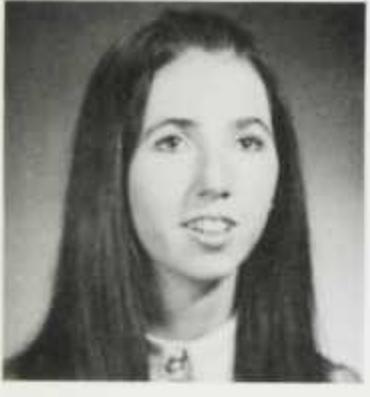
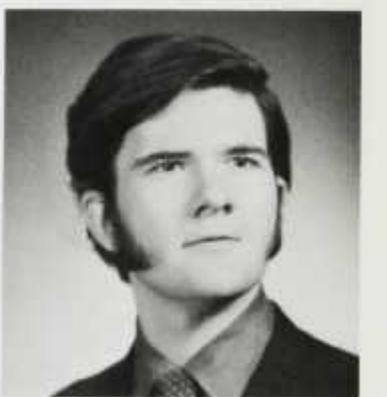
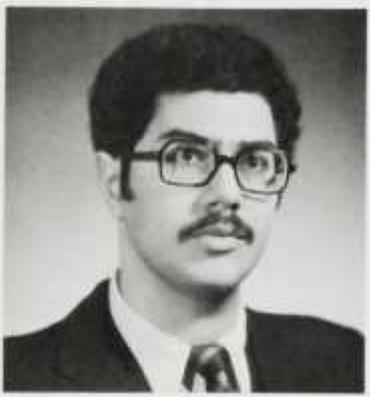
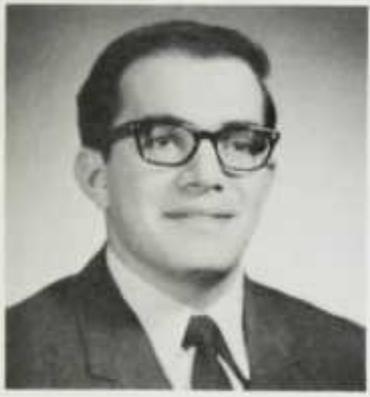
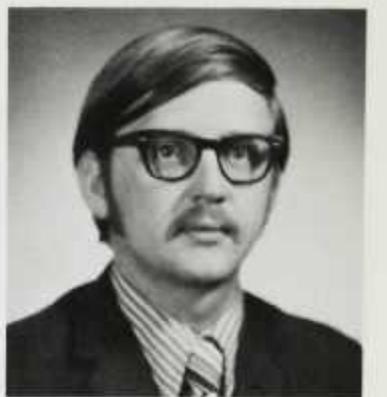
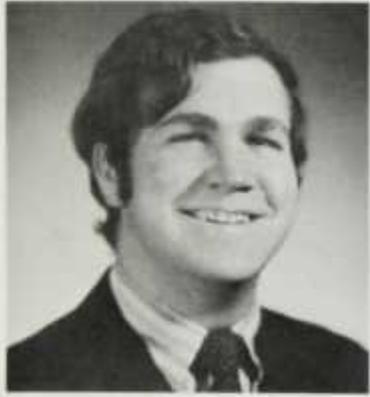
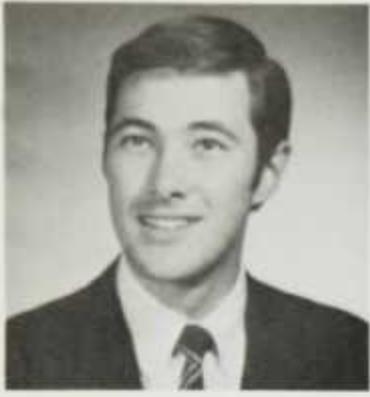


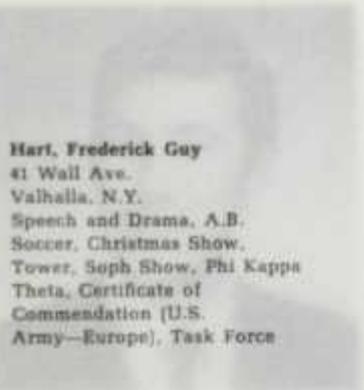
Harrison, Earl
1003 Douglas St., N.E.
Washington, D.C.
Sociology, A.B.
Phi Kappa Theta, Football Club,
ROTC (American Legion
Award, Superior Performance;
Distinguished ROTC Cadet)



Dr. J. H. ...
100 ...
...



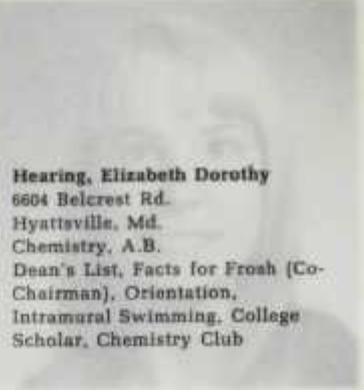




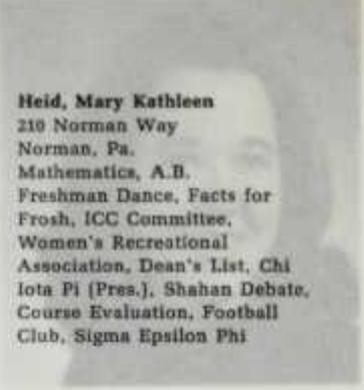
Hart, Frederick Guy
41 Wall Ave.
Valhalla, N.Y.
Speech and Drama, A.B.
Soccer, Christmas Show,
Tower, Soph Show, Phi Kappa
Theta, Certificate of
Commendation (U.S.
Army—Europe), Task Force



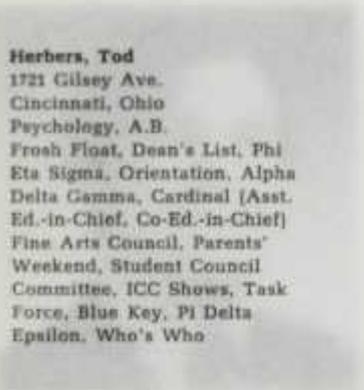
Hazelett, Samuel
6204 Meadow Ct.
Rockville, Md.
History, A.B.
Fine Arts Council (Treas.,
Chairman, Sec.), History Club



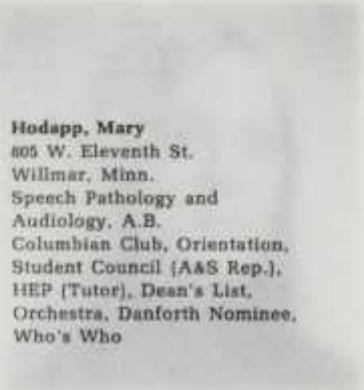
Hearing, Elizabeth Dorothy
6604 Belcrest Rd.
Hyattsville, Md.
Chemistry, A.B.
Dean's List, Facts for Frosh (Co-
Chairman), Orientation,
Intramural Swimming, College
Scholar, Chemistry Club



Heid, Mary Kathleen
210 Norman Way
Norman, Pa.
Mathematics, A.B.
Freshman Dance, Facts for
Frosh, ICC Committee,
Women's Recreational
Association, Dean's List, Chi
Iota Pi (Pres.), Shahan Debate,
Course Evaluation, Football
Club, Sigma Epsilon Phi



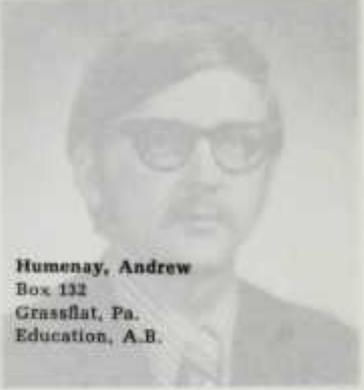
Herbers, Tod
1721 Gilsey Ave.
Cincinnati, Ohio
Psychology, A.B.
Frosh Float, Dean's List, Phi
Eta Sigma, Orientation, Alpha
Delta Gamma, Cardinal (Asst.
Ed.-in-Chief, Co-Ed.-in-Chief)
Fine Arts Council, Parents'
Weekend, Student Council
Committee, ICC Shows, Task
Force, Blue Key, Pi Delta
Epsilon, Who's Who



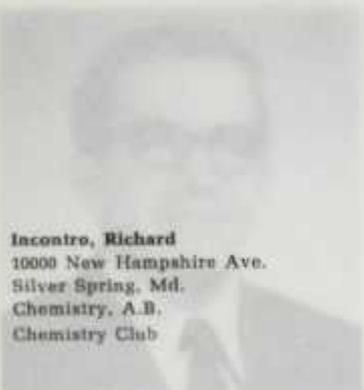
Hodapp, Mary
805 W. Eleventh St.
Willmar, Minn.
Speech Pathology and
Audiology, A.B.
Columbian Club, Orientation,
Student Council (AAS Rep.),
HEP (Tutor), Dean's List,
Orchestra, Danforth Nominee,
Who's Who



Howard, Mary
159 Hayden Rowe St.
Hopkinton, Mass.
Sociology, A.B.
Dean's List



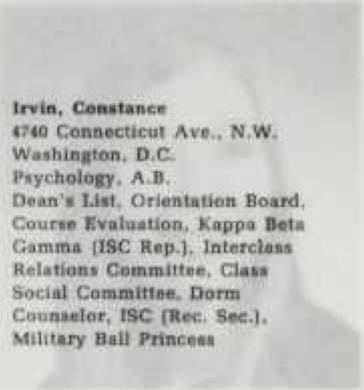
Humenay, Andrew
Box 132
Grassflat, Pa.
Education, A.B.



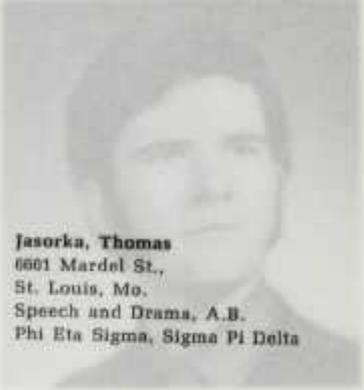
Incontro, Richard
10000 New Hampshire Ave.
Silver Spring, Md.
Chemistry, A.B.
Chemistry Club



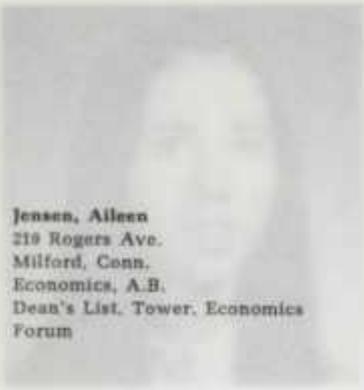
Ingemie, Ronald
187 Belmont St.
Titchbury, Mass.
Politics, A.B.
Dean's List, Task Force, Dorm
Council, Course Evaluation,
Class Social Committee,
Student Council Committee
(Constitution Revision)



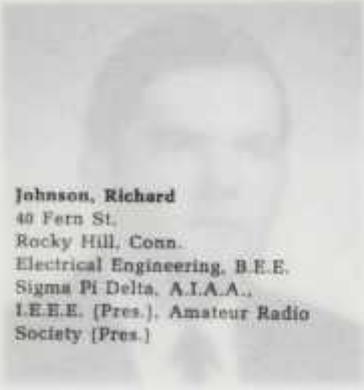
Irvin, Constance
4740 Connecticut Ave., N.W.
Washington, D.C.
Psychology, A.B.
Dean's List, Orientation Board,
Course Evaluation, Kappa Beta
Gamma (ISC Rep.), Interclass
Relations Committee, Class
Social Committee, Dorm
Counselor, ISC (Rec. Sec.),
Military Ball Princess



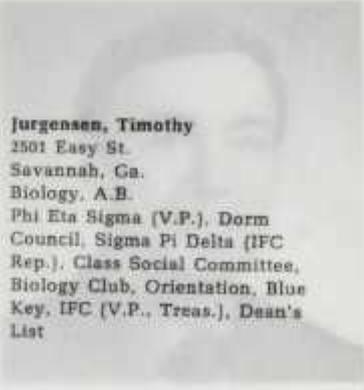
Jasorka, Thomas
6601 Mardel St.,
St. Louis, Mo.
Speech and Drama, A.B.
Phi Eta Sigma, Sigma Pi Delta



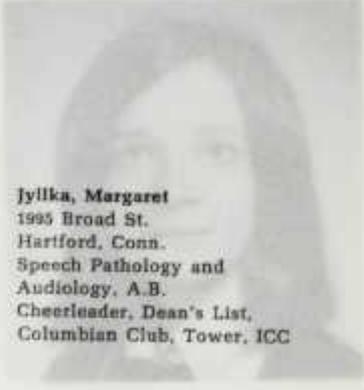
Jensen, Aileen
219 Rogers Ave.
Milford, Conn.
Economics, A.B.
Dean's List, Tower, Economics
Forum



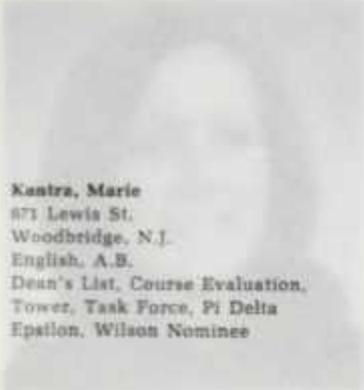
Johnson, Richard
48 Fern St.
Rocky Hill, Conn.
Electrical Engineering, B.E.E.
Sigma Pi Delta, A.I.A.A.,
I.E.E.E. (Pres.), Amateur Radio
Society (Pres.)



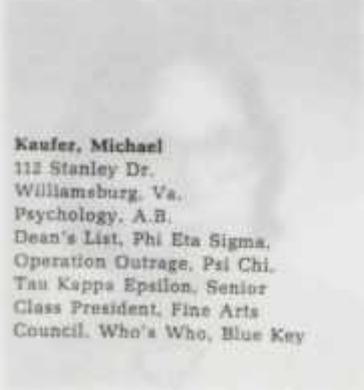
Jurgensen, Timothy
2501 Easy St.
Savannah, Ga.
Biology, A.B.
Phi Eta Sigma (V.P.), Dorm
Council, Sigma Pi Delta (IFC
Rep.), Class Social Committee,
Biology Club, Orientation, Blue
Key, IFC (V.P., Treas.), Dean's
List



Jylka, Margaret
1995 Broad St.
Hartford, Conn.
Speech Pathology and
Audiology, A.B.
Cheetleader, Dean's List,
Columbian Club, Tower, ICC



Kantra, Marie
871 Lewis St.
Woodbridge, N.J.
English, A.B.
Dean's List, Course Evaluation,
Tower, Task Force, Pi Delta
Epsilon, Wilson Nominee



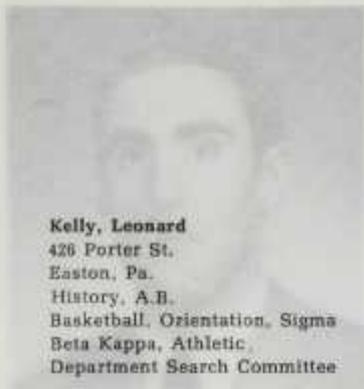
Kaufer, Michael
112 Stanley Dr.
Williamsburg, Va.
Psychology, A.B.
Dean's List, Phi Eta Sigma,
Operation Outrage, Psi Chi,
Tau Kappa Epsilon, Senior
Class President, Fine Arts
Council, Who's Who, Blue Key



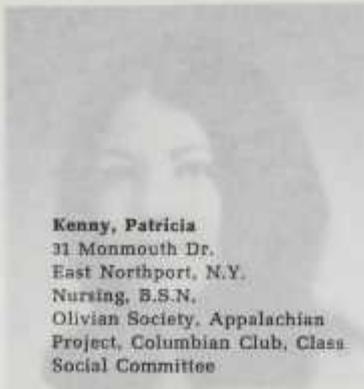
Kavanagh, Elizabeth
2625 Seventeenth St., N.E.
Washington, D.C.
Sociology, A.B.
Dean's List



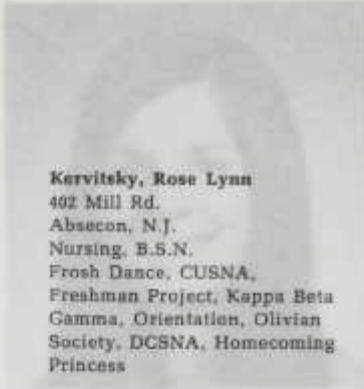
Kearney, Andrew
20 Weber Ave.
Malverne, L.I., N.Y.
English, A.B.
Dean's List, Phi Eta Sigma



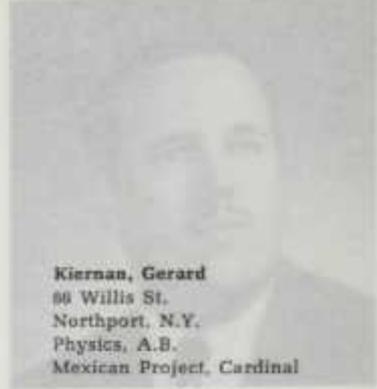
Kelly, Leonard
426 Porter St.
Easton, Pa.
History, A.B.
Basketball, Orientation, Sigma
Beta Kappa, Athletic
Department Search Committee



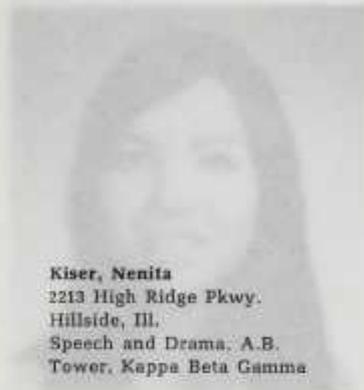
Kenny, Patricia
31 Monmouth Dr.
East Northport, N.Y.
Nursing, B.S.N.
Olivian Society, Appalachian
Project, Columbian Club, Class
Social Committee



Kervitsky, Rose Lynn
402 Mill Rd.
Absecon, N.J.
Nursing, B.S.N.
Frosh Dance, CUSNA,
Freshman Project, Kappa Beta
Gamma, Orientation, Olivian
Society, DCSNA, Homecoming
Princess



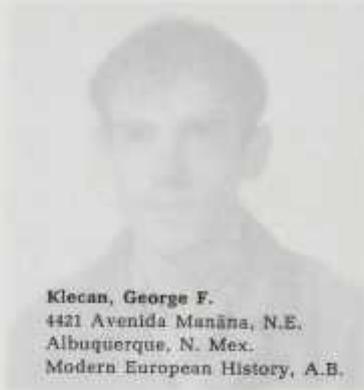
Kiernan, Gerard
86 Willis St.
Northport, N.Y.
Physics, A.B.
Mexican Project, Cardinal



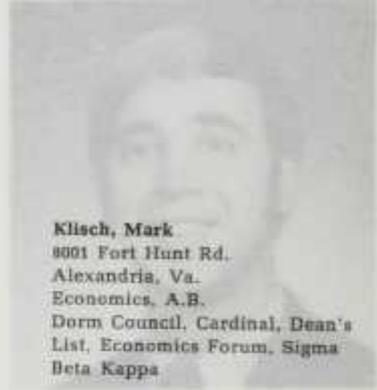
Kiser, Nenita
2213 High Ridge Pkwy.
Hillside, Ill.
Speech and Drama, A.B.
Tower, Kappa Beta Gamma



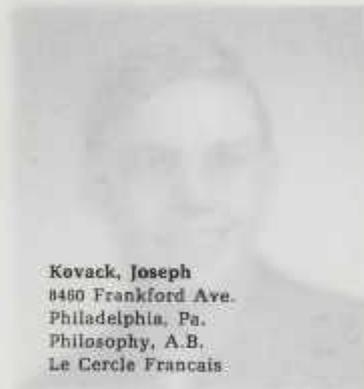
Kiziuk, Leonard
113 S. Spring St.
Falls Church, Va.
Speech and Drama, A.B.
Dorm Council, ICC Shows,
Sigma Pi Delta



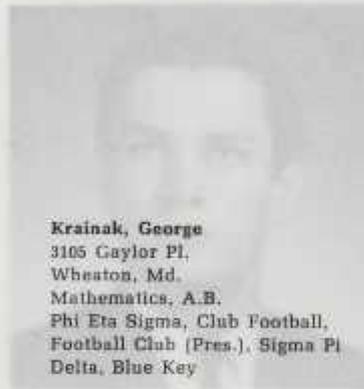
Klecan, George F.
4421 Avenida Manana, N.E.
Albuquerque, N. Mex.
Modern European History, A.B.



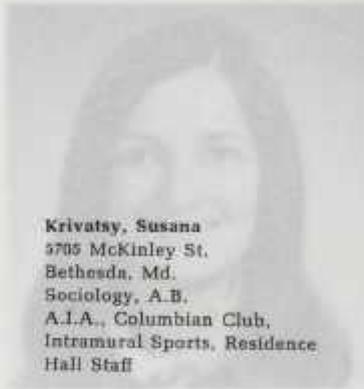
Klisch, Mark
8001 Fort Hunt Rd.
Alexandria, Va.
Economics, A.B.
Dorm Council, Cardinal, Dean's
List, Economics Forum, Sigma
Beta Kappa



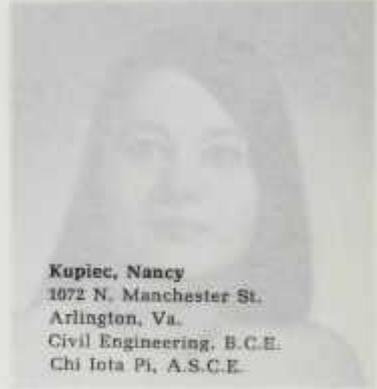
Kovack, Joseph
8460 Frankford Ave.
Philadelphia, Pa.
Philosophy, A.B.
Le Cercle Francais



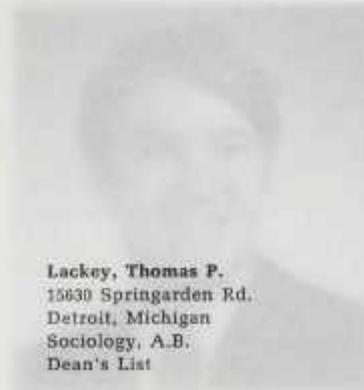
Krainak, George
3105 Gaylor Pl.
Wheaton, Md.
Mathematics, A.B.
Phi Eta Sigma, Club Football,
Football Club (Pres.), Sigma Pi
Delta, Blue Key



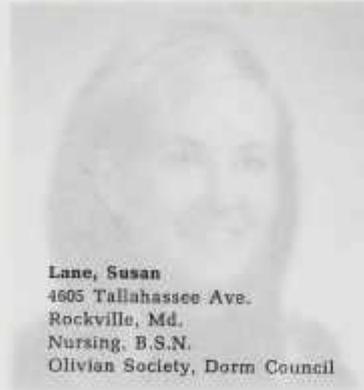
Krivatsy, Susana
5705 McKinley St.
Bethesda, Md.
Sociology, A.B.
A.I.A., Columbian Club,
Intramural Sports, Residence
Hall Staff



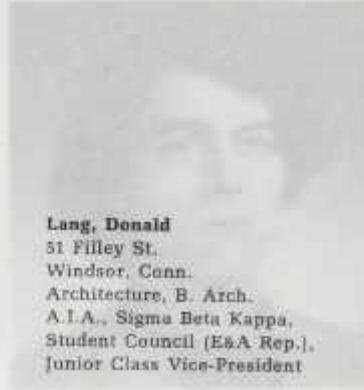
Kupiec, Nancy
1672 N. Manchester St.
Arlington, Va.
Civil Engineering, B.C.E.
Chi Iota Pi, A.S.C.E.



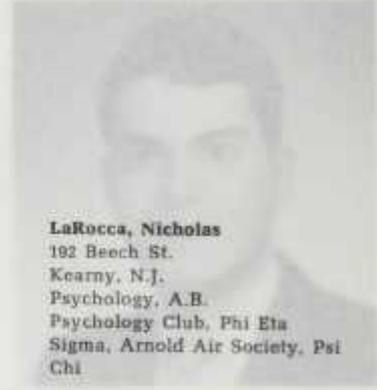
Lackey, Thomas P.
15630 Springarden Rd.
Detroit, Michigan
Sociology, A.B.
Dean's List



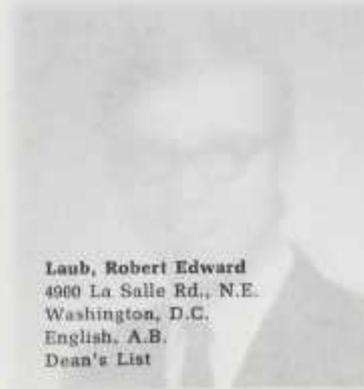
Lane, Susan
4605 Tallahassee Ave.
Rockville, Md.
Nursing, B.S.N.
Olivian Society, Dorm Council



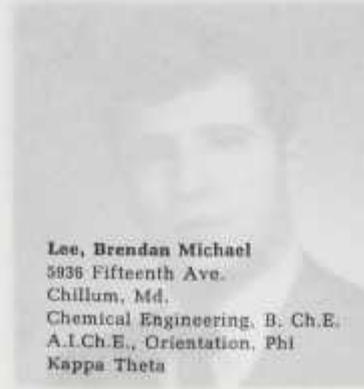
Lang, Donald
51 Filley St.
Windsor, Conn.
Architecture, B. Arch.
A.I.A., Sigma Beta Kappa,
Student Council (E&A Rep.),
Junior Class Vice-President



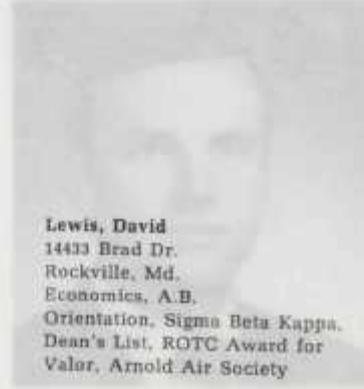
LaRocca, Nicholas
192 Beech St.
Kearny, N.J.
Psychology, A.B.
Psychology Club, Phi Eta
Sigma, Arnold Air Society, Psi
Chi



Laub, Robert Edward
4900 La Salle Rd., N.E.
Washington, D.C.
English, A.B.
Dean's List



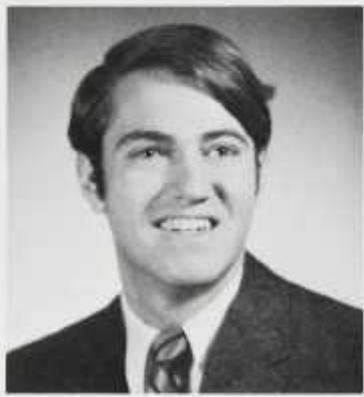
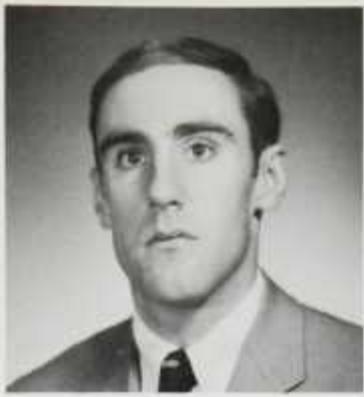
Lee, Brendan Michael
5936 Fifteenth Ave.
Chillum, Md.
Chemical Engineering, B. Ch.E.
A.I.Ch.E., Orientation, Phi
Kappa Theta

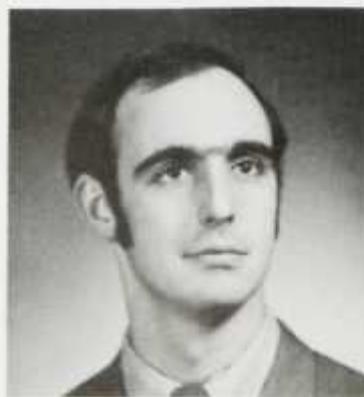
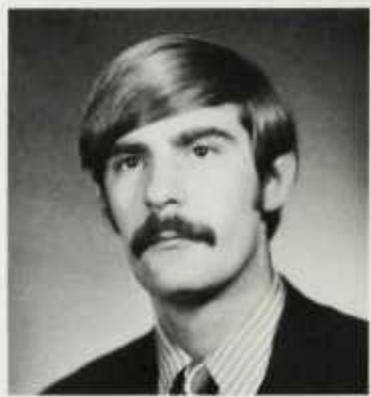
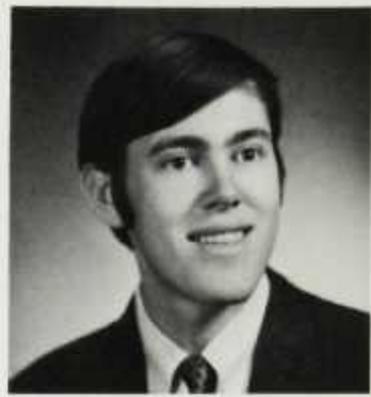


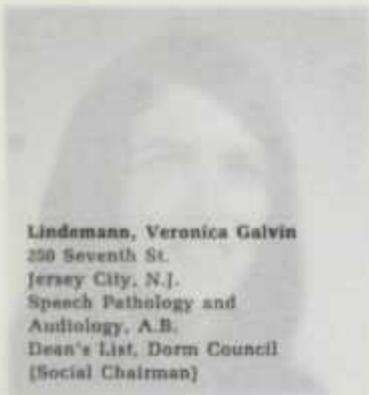
Lewis, David
14433 Brad Dr.
Rockville, Md.
Economics, A.B.
Orientation, Sigma Beta Kappa,
Dean's List, ROTC Award for
Valor, Arnold Air Society



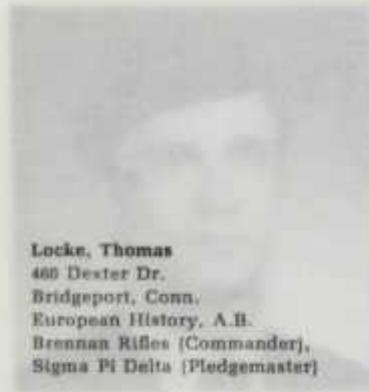
Licata, Lucille
7 Gordon Ave.
Dumont, N.J.
Elementary Education, A.B.
Freshman Float, Dorm Council
(Pres.), Orientation, Tower,
Appalachian Project







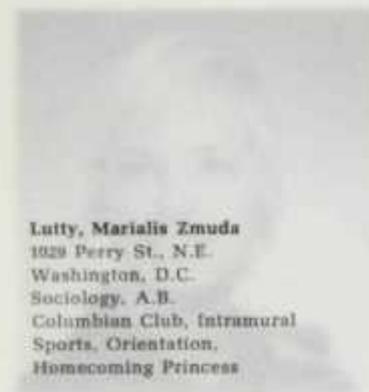
Lindemann, Veronica Galvin
230 Seventh St.
Jersey City, N.J.
Speech Pathology and
Audiology, A.B.
Dean's List, Dorm Council
(Social Chairman)



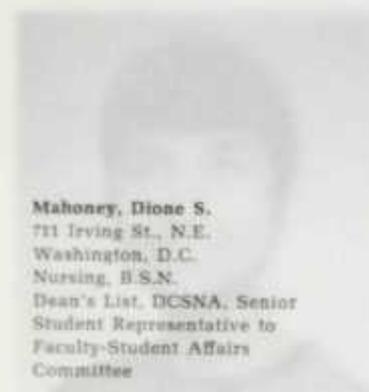
Locke, Thomas
460 Dexter Dr.
Bridgeport, Conn.
European History, A.B.
Brennan Rifles (Commander),
Sigma Pi Delta (Pledgemaster)



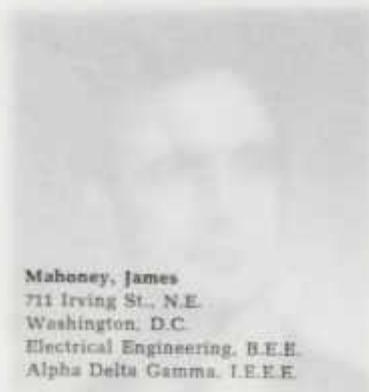
Loprinzi, Danee
91 Great Neck Rd.
Waterford, Conn.
English, A.B.
Dean's List, Soph Show, Dean's
Seminar, Dorm Council (Pres.),
Kappa Beta Gamma (Treas.,
Rec. Sec.), President's Council



Luty, Marialis Zmuda
1029 Perry St., N.E.
Washington, D.C.
Sociology, A.B.
Columbian Club, Intramural
Sports, Orientation,
Homecoming Princess



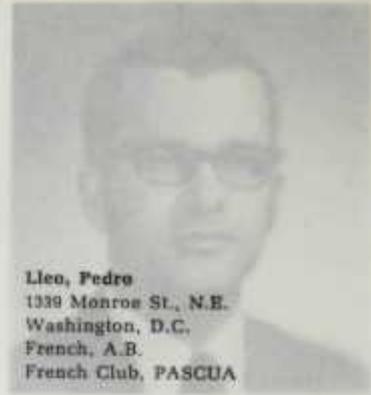
Mahoney, Dione S.
711 Irving St., N.E.
Washington, D.C.
Nursing, B.S.N.
Dean's List, DCSNA, Senior
Student Representative to
Faculty-Student Affairs
Committee



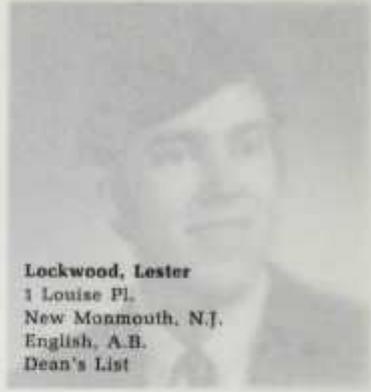
Mahoney, James
711 Irving St., N.E.
Washington, D.C.
Electrical Engineering, B.E.E.
Alpha Delta Gamma, I.E.E.E.



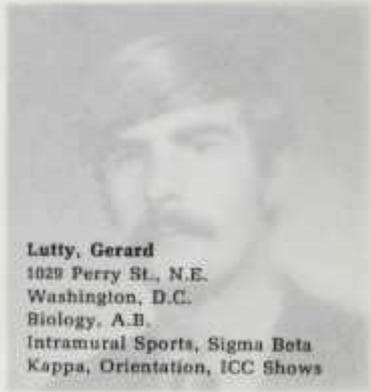
Mahoney, Judith
711 Irving St., N.E.
Washington, D.C.
Nursing, B.S.N.
Homecoming, Columbian Club,
Room Preference Committee,
University National Nursing
Representative



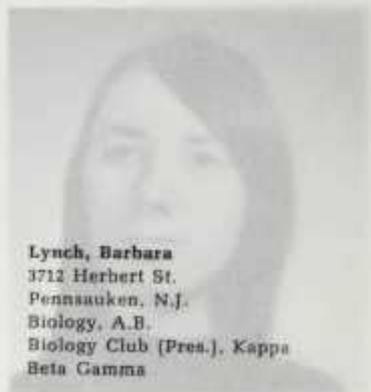
Lleo, Pedro
1339 Monroe St., N.E.
Washington, D.C.
French, A.B.
French Club, PASCUA



Lockwood, Lester
1 Louise Pl.
New Monmouth, N.J.
English, A.B.
Dean's List



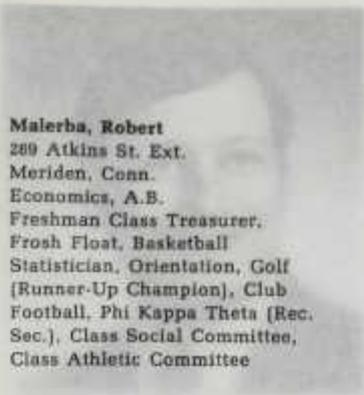
Luty, Gerard
1029 Perry St., N.E.
Washington, D.C.
Biology, A.B.
Intramural Sports, Sigma Beta
Kappa, Orientation, ICC Shows



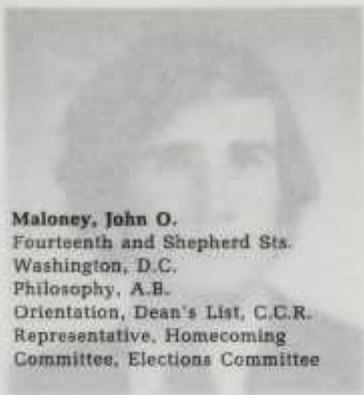
Lynch, Barbara
3712 Herbert St.
Pennsauken, N.J.
Biology, A.B.
Biology Club (Pres.), Kappa
Beta Gamma



Mahoney, Rosemary
221 Bedell Terr.
West Hempstead, N.Y.
Elementary Education, A.B.
Dean's List, Kappa Beta Gamma
(Pledgemistress, Pres.), Class
Social Committee, Orientation,
Dorm Council (V.P.), ICC
Committee, Women's
Recreational Association
Athletic Award, Task Force,
Sigma Epsilon Phi, ICC Shows



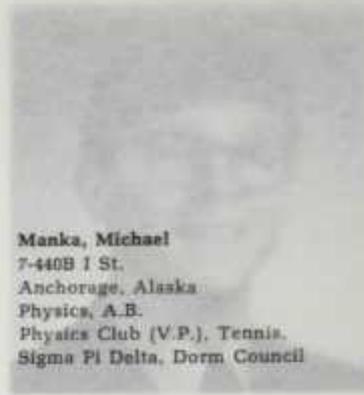
Malerba, Robert
289 Atkins St. Ext.
Meriden, Conn.
Economics, A.B.
Freshman Class Treasurer,
Frosh Float, Basketball
Statistician, Orientation, Golf
(Runner-Up Champion), Club
Football, Phi Kappa Theta (Rec.
Sec.), Class Social Committee,
Class Athletic Committee



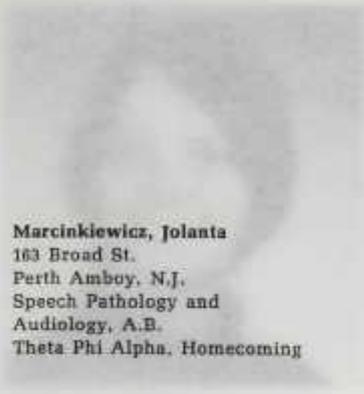
Maloney, John O.
Fourteenth and Shepherd Sts.
Washington, D.C.
Philosophy, A.B.
Orientation, Dean's List, C.C.R.
Representative, Homecoming
Committee, Elections Committee



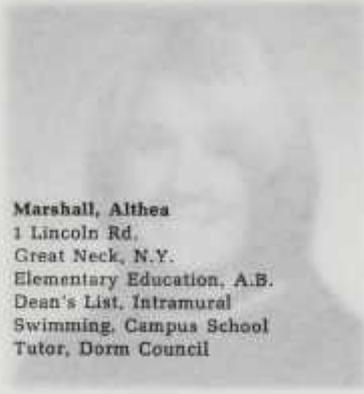
Manglitz, Mary Ann DeBolt
6735 New Hampshire Ave.
Takoma Park, Md.
Electrical Engineering, B.E.E.
A.I.A.A. (Sec.), Dean's List,
Columbian Club, Orientation,
Dorm Council, Food Committee,
I.E.E.E., Cardinal, Tau Beta Pi



Manka, Michael
7-440B I St.
Anchorage, Alaska
Physics, A.B.
Physics Club (V.P.), Tennis,
Sigma Pi Delta, Dorm Council



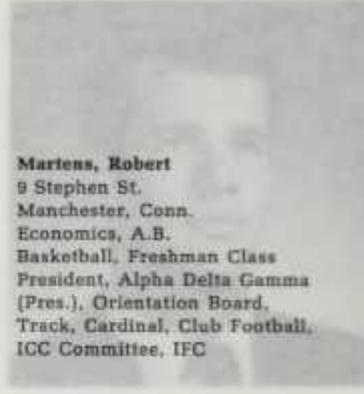
Marcinkiewicz, Jolanta
163 Broad St.
Perth Amboy, N.J.
Speech Pathology and
Audiology, A.B.
Theta Phi Alpha, Homecoming



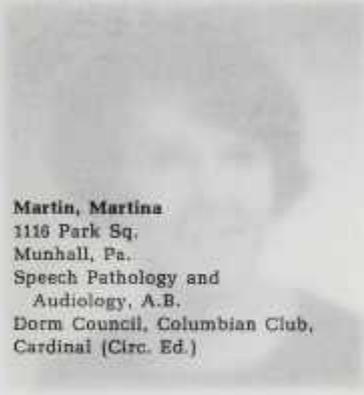
Marshall, Althea
1 Lincoln Rd.
Great Neck, N.Y.
Elementary Education, A.B.
Dean's List, Intramural
Swimming, Campus School
Tutor, Dorm Council



Marshall, Kathleen
1 Lincoln Rd.
Great Neck, N.Y.
Elementary Education, A.B.
Dean's List, HEP (Tutor),
Intramural Swimming (Second
Place), Campus School Tutor



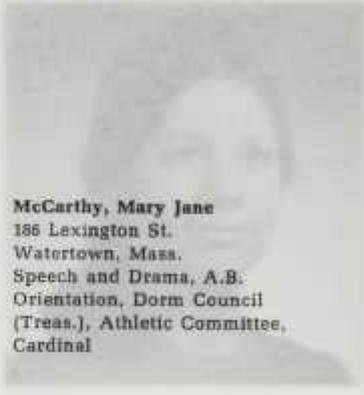
Martens, Robert
9 Stephen St.
Manchester, Conn.
Economics, A.B.
Basketball, Freshman Class
President, Alpha Delta Gamma
(Pres.), Orientation Board,
Track, Cardinal, Club Football,
ICC Committee, IFC



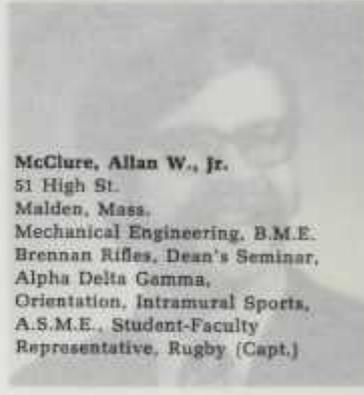
Martin, Martina
1116 Park Sq.
Munhall, Pa.
Speech Pathology and
Audiology, A.B.
Dorm Council, Columbian Club,
Cardinal (Circ. Ed.)



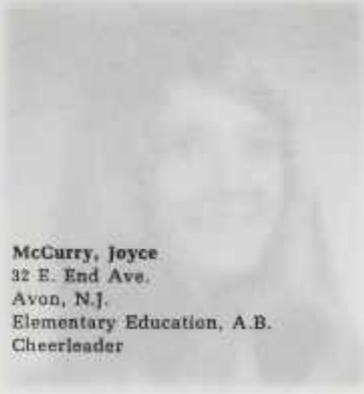
Maynard, Gerard
325 Main St.
Sanford, Me.
Mechanical Engineering, B.M.E.
A.I.A.A., Tau Kappa Epsilon,
A.S.M.E., S.S.A.P.



McCarthy, Mary Jane
186 Lexington St.
Watertown, Mass.
Speech and Drama, A.B.
Orientation, Dorm Council
(Treas.), Athletic Committee,
Cardinal



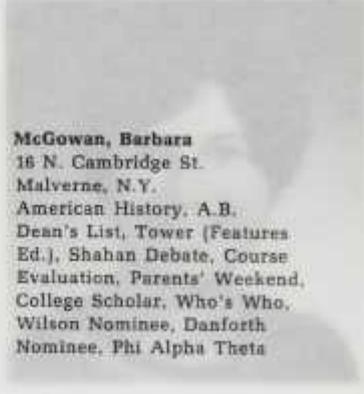
McClure, Allan W., Jr.
51 High St.
Malden, Mass.
Mechanical Engineering, B.M.E.
Brennan Rifles, Dean's Seminar,
Alpha Delta Gamma,
Orientation, Intramural Sports,
A.S.M.E., Student-Faculty
Representative, Rugby (Capt.)



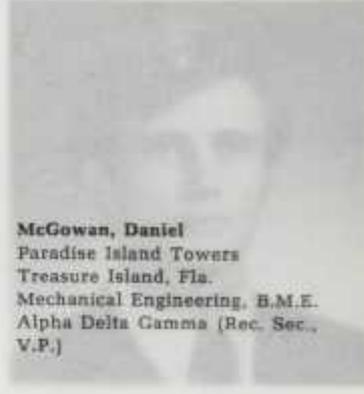
McCurry, Joyce
32 E. End Ave.
Avon, N.J.
Elementary Education, A.B.
Cheerleader



McGarrity, Ann Kay
947 Parn Ave.
Collingswood, N.J.
English, A.B.



McGowan, Barbara
16 N. Cambridge St.
Malverne, N.Y.
American History, A.B.
Dean's List, Tower (Features
Ed.), Shahan Debate, Course
Evaluation, Parents' Weekend,
College Scholar, Who's Who,
Wilson Nominee, Danforth
Nominee, Phi Alpha Theta



McGowan, Daniel
Paradise Island Towers
Treasure Island, Fla.
Mechanical Engineering, B.M.E.
Alpha Delta Gamma (Rec. Sec.,
V.P.)



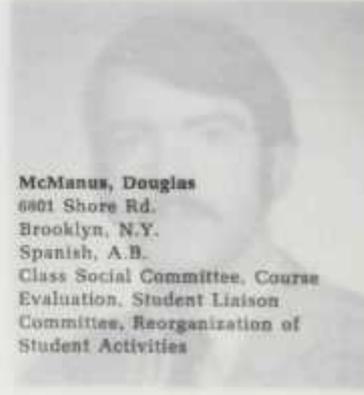
McGrath, Michael
275 Brentmoor Rd.
East Hartford, Conn.
Space Science and Applied
Physics, B.S.E.
Dean's List, Phi Eta Sigma,
Sigma Beta Kappa, A.L.A.A.
(Treas.), Student Council (E&A
Rep.), Task Force, Tau Beta Pi
(V.P.), Blue Key (Pres.), Student
Academic Senate



McHugh, Gail
5424 Fifty-fourth Ave.
Riverdale, Md.
Economics, A.B.
Cardinal



McLaughlin, Brian
17 Eagle Terr.
West Orange N.J.
English, A.B.
Social Club, Spanish Club



McManus, Douglas
6801 Shore Rd.
Brooklyn, N.Y.
Spanish, A.B.
Class Social Committee, Course
Evaluation, Student Liaison
Committee, Reorganization of
Student Activities

Maibach, Robert
200 Atlantic St. East
Middletown, Conn.
Economics, A.B.
Freshman Class Treasurer
Fresh Trust, Treasurer
Statistical Organization, Chair
Korean-Up Campaign, Chair
Football, 1961 Kappa Tau, Sec.
Sec. of Class Social Committee
Class Activities Committee

Maibach, John O.
Fountainhead and Shepherd Sts.
Washington, D.C.
Philosophy, A.B.
Organization, Dean's List, C.D.S.
Representative, Intercollegiate
Committee, National Committee

Maibach, Mary Ann DeWitt
2701 New Kensington Ave.
Tulane Park, Ill.
Electrical Engineering, B.S.E.
A.I.A.A. (Sec.), Dean's List
Chimblee Club, Organization
Dean's Council, Food Committee
I.E.E.E., Cardinal, Tau Beta Pi

Maibach, John
100 Broad St.
New York, N.Y.
Speech Pathology and
Audiology, A.B.
Theta Psi Alpha, Intercollegiate

Maibach, Albert
1 Lincoln St.
Great Neck, N.Y.
Elementary Education, A.B.
Dean's List, Interclass
Secondary Campus School
Yates, Dean's Council

Maibach, Kathleen
1 Lincoln St.
Great Neck, N.Y.
Elementary Education, A.B.
Dean's List, HEP (Trust)
Interclass, Secondary Education
Yates, Campus School, Yates

Maibach, Martin
115 Park St.
Middletown, Pa.
Speech Pathology and
Audiology, A.B.
Dean's Council, Columbia Club
Cardinal (C.D.S. Ed.)

Maibach, Gerald
205 Main St.
Baltimore, Md.
Mechanical Engineering, B.S.E.
A.I.A.A., Tau Kappa Epsilon
A.S.M.E., S.E.A.P.

Maibach, Mary Jane
100 Lexington St.
Watertown, Mass.
Speech and Drama, A.B.
Organization, Dean's Council
(Trust), Alpha Committee
Cardinal

Maibach, Joyce
22 E. 2nd Ave.
Aven, N.Y.
Elementary Education, A.B.
Chancellor

Maibach, Ann Kay
80 Park Ave.
Collingwood, N.J.
English, A.B.

Maibach, Barbara
18 N. Cambridge St.
Middletown, N.Y.
American History, A.B.
Dean's List, Trust, Freshman
Ed., Kappa Delta, Gamma
Education, Parents' Workshop
College School, W.P.A. War
With Honor, Graduate
Member, Phi Alpha, Yates

Maibach, Michael
175 Eastwood Dr.
East Hartford, Conn.
Speech Science and Applied
Physics, B.S.E.
Dean's List, Tau Epsilon Alpha
Sigma Beta Kappa, A.I.A.A.
[Trust], Student Council (Sec.)
Cap., Task Force, Tau Beta Pi
[V.P.], Beta Kappa (Trust), Sigma
Academic Society

Maibach, Gail
1221 W. 10th Ave.
Riverside, Md.
Economics, A.B.
Cardinal

Maibach, Brian
17 Eagle Trv
West Orange, N.J.
English, A.B.
Social Club, Sports Club

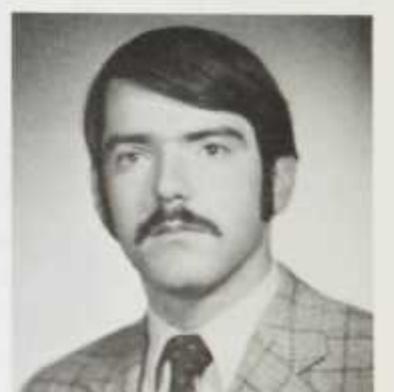
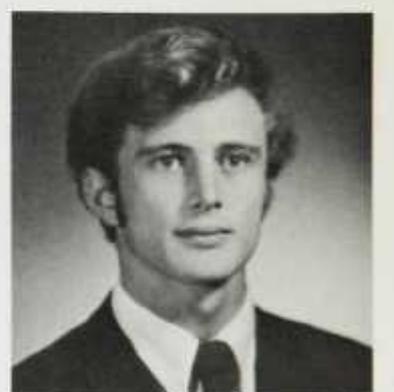
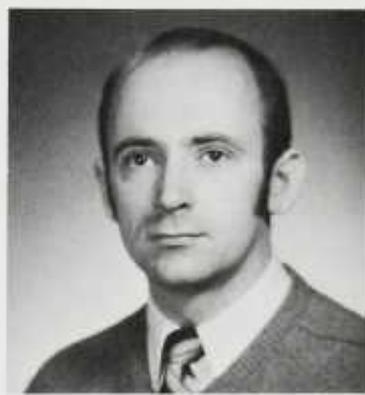
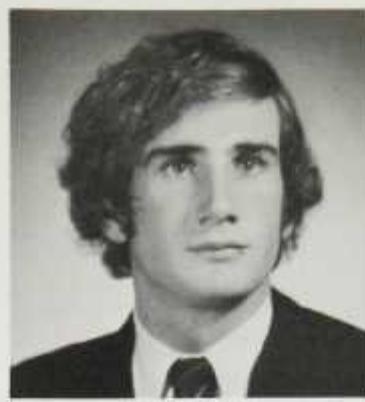
Maibach, Robert
1-4000 1st St.
Middletown, Conn.
Economics, A.B.
Freshman Class Treasurer
Fresh Trust, Treasurer
Statistical Organization, Chair
Korean-Up Campaign, Chair
Football, 1961 Kappa Tau, Sec.
Sec. of Class Social Committee
Class Activities Committee

Maibach, Robert
1-4000 1st St.
Middletown, Conn.
Economics, A.B.
Freshman Class Treasurer
Fresh Trust, Treasurer
Statistical Organization, Chair
Korean-Up Campaign, Chair
Football, 1961 Kappa Tau, Sec.
Sec. of Class Social Committee
Class Activities Committee

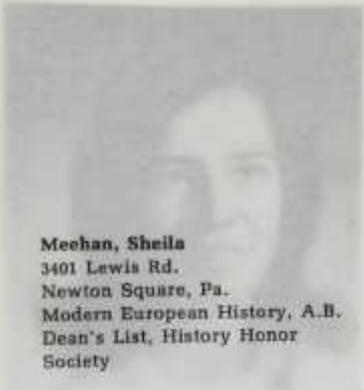
Maibach, Alan W., Jr.
11 10th St.
Middletown, Conn.
Mechanical Engineering, B.S.E.
Dean's List, Dean's Honor
Alpha Delta Gamma
Organization, Interclass Sports
A.S.M.E., Student Society
Representative, Kappa (C.D.S.)

Maibach, David
Middletown, Conn.
Freshman Class Treasurer
Fresh Trust, Treasurer
Statistical Organization, Chair
Korean-Up Campaign, Chair
Football, 1961 Kappa Tau, Sec.
Sec. of Class Social Committee
Class Activities Committee

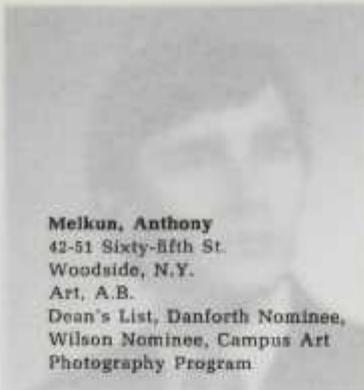
Maibach, Douglas
1001 Broad St.
Middletown, N.Y.
Economics, A.B.
Class Social Committee, Chairman
Interclass, Student Council
Committee, Representative to
Student Activities







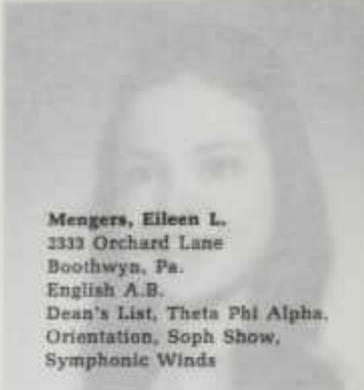
Meehan, Sheila
3401 Lewis Rd.
Newton Square, Pa.
Modern European History, A.B.
Dean's List, History Honor
Society



Melkun, Anthony
42-51 Sixty-Fifth St.
Woodside, N.Y.
Art, A.B.
Dean's List, Danforth Nominee,
Wilson Nominee, Campus Art
Photography Program



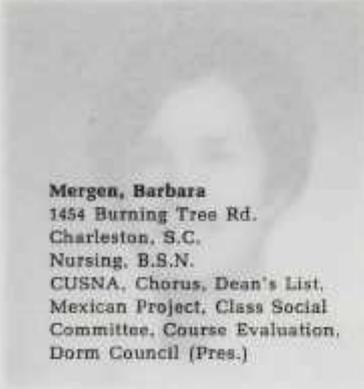
Melluzzo, Paula Ann
37 Clifford Dr.
West Hartford, Conn.
English, A.B.
Dorm Council, Columbian Club,
[ISC Rep.], Greek Week
Chairman, Sigma Epsilon Phi,
Dean's List, Task Force, IFC-
ISC Reception Chairman



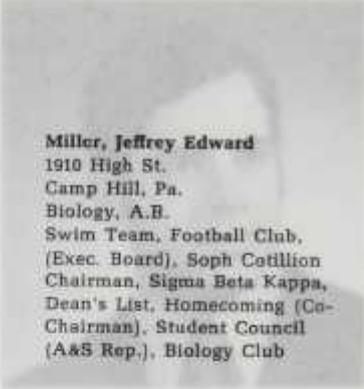
Mengers, Eileen L.
3333 Orchard Lane
Boothwyn, Pa.
English A.B.
Dean's List, Theta Phi Alpha,
Orientation, Soph Show,
Symphonic Winds



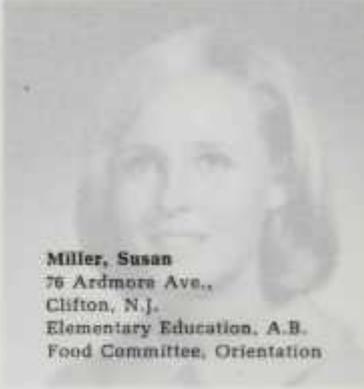
Menoche, Mary Ann Tucker
2812 Thirty-first St., S.E.
Washington, D.C.
English, A.B.
Kappa Beta Gamma, Dean's List



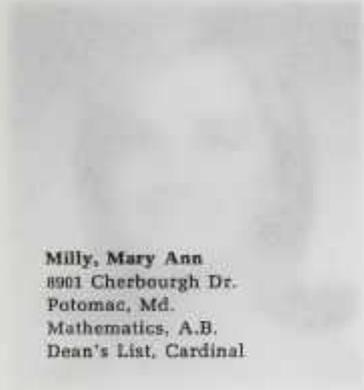
Mergen, Barbara
1454 Burning Tree Rd.
Charleston, S.C.
Nursing, B.S.N.
CUSNA, Chorus, Dean's List,
Mexican Project, Class Social
Committee, Course Evaluation,
Dorm Council (Pres.)



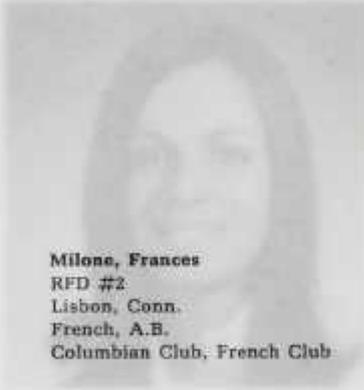
Miller, Jeffrey Edward
1910 High St.
Camp Hill, Pa.
Biology, A.B.
Swim Team, Football Club,
(Exec. Board), Soph Cottillion
Chairman, Sigma Beta Kappa,
Dean's List, Homecoming (Co-
Chairman), Student Council
(A&S Rep.), Biology Club



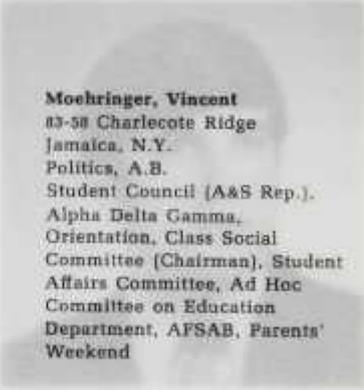
Miller, Susan
76 Ardmore Ave.,
Clifton, N.J.
Elementary Education, A.B.
Food Committee, Orientation



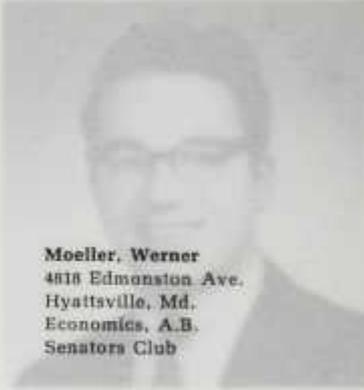
Milly, Mary Ann
8901 Cherborough Dr.
Potomac, Md.
Mathematics, A.B.
Dean's List, Cardinal



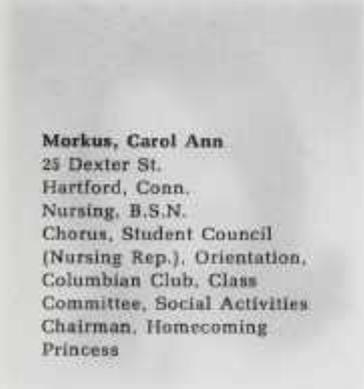
Milone, Frances
RFD #2
Lisbon, Conn.
French, A.B.
Columbian Club, French Club



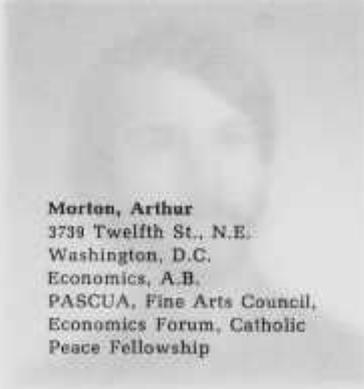
Mochringer, Vincent
83-58 Charlecote Ridge
Jamaica, N.Y.
Politics, A.B.
Student Council (A&S Rep.),
Alpha Delta Gamma,
Orientation, Class Social
Committee (Chairman), Student
Affairs Committee, Ad Hoc
Committee on Education
Department, AFSAB, Parents'
Weekend



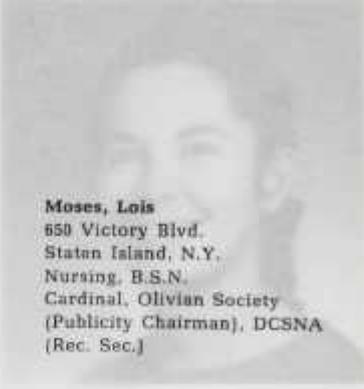
Moeller, Werner
4818 Edmonston Ave.
Hyattsville, Md.
Economics, A.B.
Senators Club



Morkus, Carol Ann
25 Dexter St.
Hartford, Conn.
Nursing, B.S.N.
Chorus, Student Council
(Nursing Rep.), Orientation,
Columbian Club, Class
Committee, Social Activities
Chairman, Homecoming
Princess



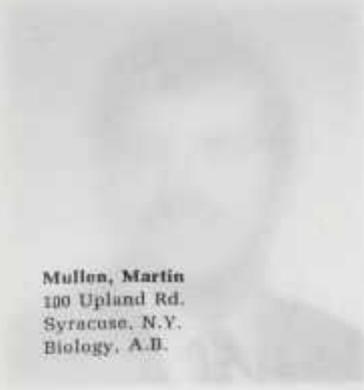
Morton, Arthur
3739 Twelfth St., N.E.
Washington, D.C.
Economics, A.B.
PASCUA, Fine Arts Council,
Economics Forum, Catholic
Peace Fellowship



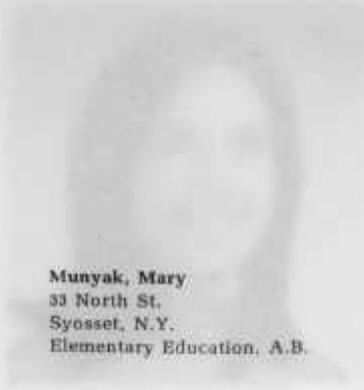
Moses, Lois
650 Victory Blvd.
Staten Island, N.Y.
Nursing, B.S.N.
Cardinal, Olivian Society
(Publicity Chairman), DCSNA
(Rec. Sec.)



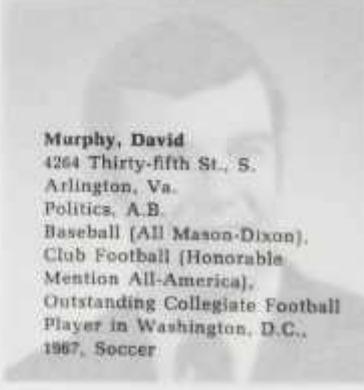
Mulhern, Margaret
45 Gallatin St.
Washington, D.C.
Art, A.B.
Dean's List, Theta Phi Alpha,
Class Social Committee, Junior
Class Secretary, Student
Council Committee, Resident
Staff, Homecoming Princess,
Women's Recreational
Association (V.P.), Sigma
Epsilon Phi



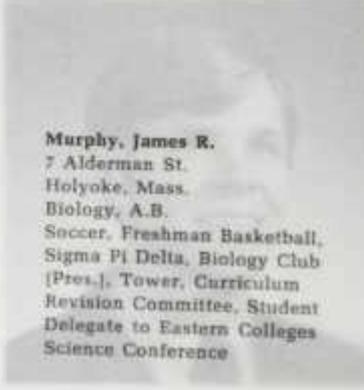
Mullen, Martin
100 Upland Rd.
Syracuse, N.Y.
Biology, A.B.



Munyak, Mary
53 North St.
Syosset, N.Y.
Elementary Education, A.B.



Murphy, David
4264 Thirty-fifth St., S.
Arlington, Va.
Politics, A.B.
Baseball (All Mason-Dixon),
Club Football (Honorable
Mention All-America),
Outstanding Collegiate Football
Player in Washington, D.C.,
1987, Soccer



Murphy, James R.
7 Alderman St.
Holyoke, Mass.
Biology, A.B.
Soccer, Freshman Basketball,
Sigma Pi Delta, Biology Club
[Pres.], Tower, Curriculum
Revision Committee, Student
Delegate to Eastern Colleges
Science Conference

Muller, Ellen L.
1000 Central Lane
Brooklyn, Pa.
English A.B.
Dean's List Three Phi Alpha
Organization High School
Symposium Works

Muller, Lewis Ann
17 Collins Dr.
West Hartford, Conn.
English A.B.
Dean's Council, Columbia Club
[D.C. Reg.] Greek Week
Chairman, Sigma Kappa Phi
Dean's List, Yale Univ. HO
IHC Kappa Chapter Chairman

Muller, Anthony
41-21 104th St.
Woodside, N.Y.
Art A.B.
Dean's List, Davidson Institute
Wilson Institute, Campus Art
Psychology Program

Muller, Sheila
2001 Lewis Rd.
Newton Square, Pa.
Modern European History, A.B.
Dean's List, History Honor
Society

Muller, Susan
72 Ashmun Ave.
Chilton, N.Y.
Elementary Education, A.B.
Food Committee, Organization

Muller, Jeffrey Edward
1215 11th St.
Camp Hill, Pa.
Biology, A.B.
Sigma Tau Sorority Club
[Local Board], Sigma Gamma Rho
Chairman, Sigma Beta Kappa
Dean's List, Homecoming Co-
Chairman, Student Council
[ASA Reg.], Biology Club

Muller, Barbara
144 Bunting Trce Rd.
Crestwood, D.C.
Nursing B.S.N.
DIPMA, Chapter, Dean's List
Nursing Project, Class Project
Committee, Course Evaluation
Dean's Council (Year)

Munroe, Mary Ann Turbin
2011 Third-Street N.E.
Washington, D.C.
English, A.B.
Sigma Beta Gamma, Dean's List

Munroe, Wanda
411 E. Lincoln Ave.
Harrisville, Md.
Business, A.B.
Society Club

Munroe, Wanda
41-28 Chestnut Ridge
Lawton, N.Y.
English, A.B.
Student Council (ASA Reg.)
Alpha Delta Chapter
Organization, Class Social
Committee (Chairman), Student
Affairs Committee, All Year
Committee on Education
Department, WASH. STATE
Workshop

Munroe, Frances
RFD 22
Ladon, Conn.
French, A.B.
Columbia Club, French Club

Munroe, Mary Ann
8001 Greenbush Dr.
Baltimore, Md.
Mathematics, A.B.
Dean's List, Cardinal

Munroe, Margaret
40 Collins St.
Washington, D.C.
Art, A.B.
Dean's List Three Phi Alpha
Class Social Committee, Junior
Class Secretary, Student
Council Committee, Student
State Homecoming Program
Women's Recruitment
Association (V.P.), Sigma
Lambda Phi

Munroe, Lois
600 Newby Blvd.
Water Island, N.Y.
Nursing, B.S.N.
Cardinal, Sigma Beta Kappa
[Phi Beta Kappa], DORNA
[Rec. Sec.]

Munroe, Arthur
179 Twelfth St. N.E.
Washington, D.C.
Economics, A.B.
ECONOMIA, Phi Kappa Chapter
Economics Forum, Capital
Place Fellowship

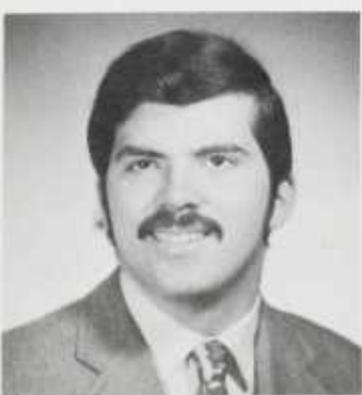
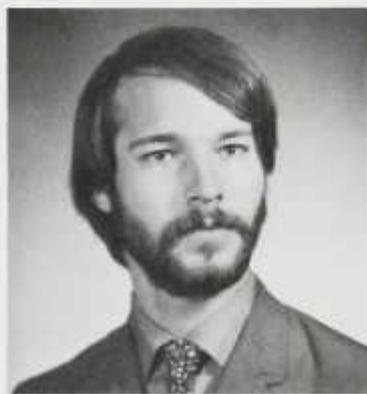
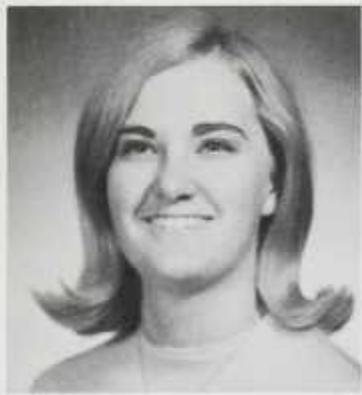
Munroe, Carol Ann
20 Dexter St.
Hartford, Conn.
Nursing, B.S.N.
Greek Student Council
[Nursing Reg.], Organization
Columbia Club, Class
Committee, Social Activities
Chairman, Homecoming
Finance

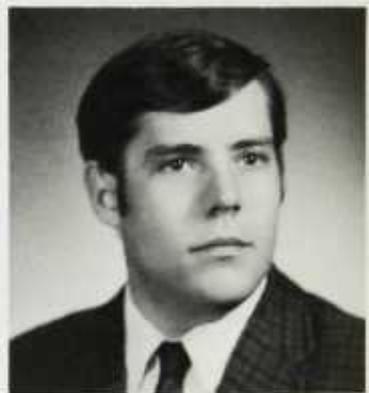
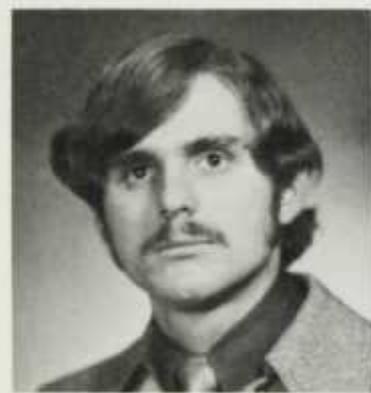
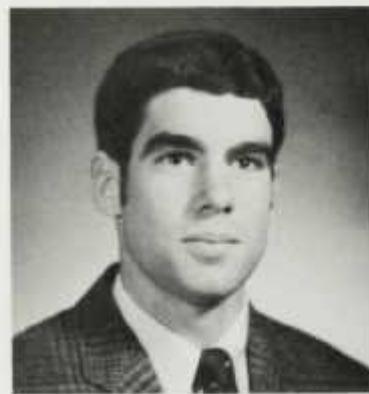
Munroe, James R.
1 Ashmun St.
Harrisville, Md.
Biology, A.B.
Sigma Tau Sorority, Student
Sigma Pi Delta, Biology Club
Three Times Organization
Kappa Chapter, Student
Delegates to Student Council
Sigma Chapter

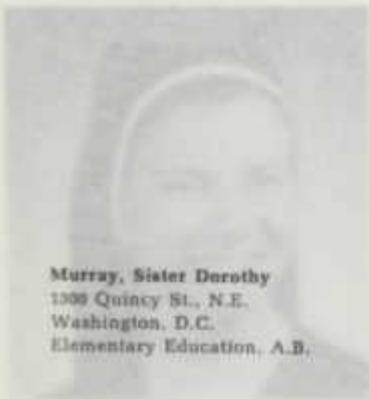
Munroe, David
4121 104th St. S.
Arlington, Va.
English, A.B.
Haskell (All Nation-Donor)
Class President (Homecoming)
Munroe All-American
Georgetown College, Football
Player in Washington, D.C.
1987, Soccer

Munroe, Mary
22 North St.
Syosser, N.Y.
Elementary Education, A.B.

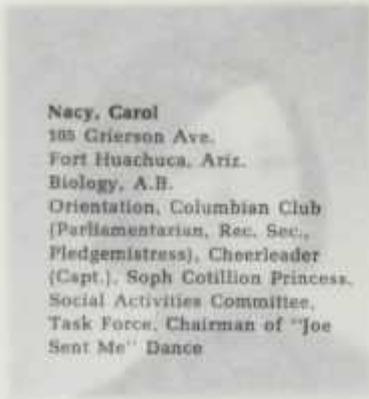
Munroe, Martin
100 Logan Rd.
Syosser, N.Y.
Biology, A.B.



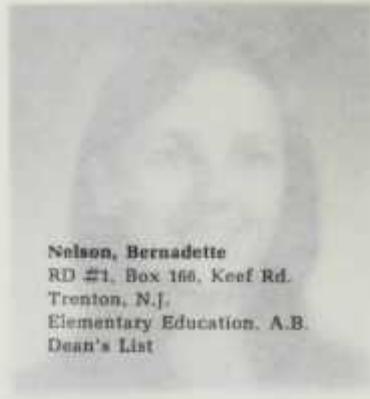




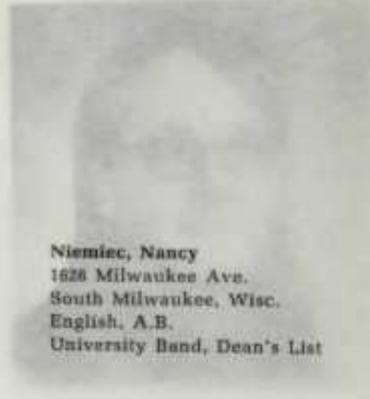
Murray, Sister Dorothy
1300 Quincy St., N.E.
Washington, D.C.
Elementary Education, A.B.



Nacy, Carol
105 Grierson Ave.
Fort Huachuca, Ariz.
Biology, A.B.
Orientation, Columbian Club
(Parliamentarian, Rec. Sec.,
Pledgemistress), Cheerleader
(Capt.), Soph Cotillion Princess,
Social Activities Committee,
Task Force, Chairman of "Joe
Sent Me" Dance



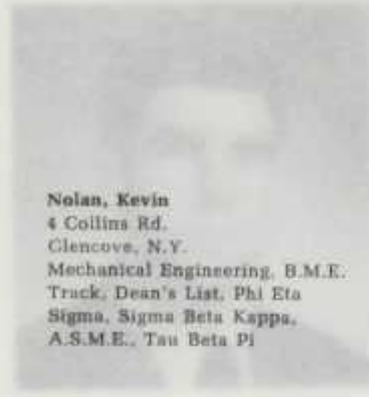
Nelson, Bernadette
RD #1, Box 166, Keef Rd.
Trenton, N.J.
Elementary Education, A.B.
Dean's List



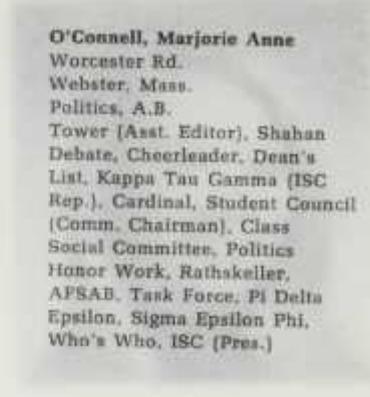
Niemiec, Nancy
1626 Milwaukee Ave.
South Milwaukee, Wisc.
English, A.B.
University Band, Dean's List



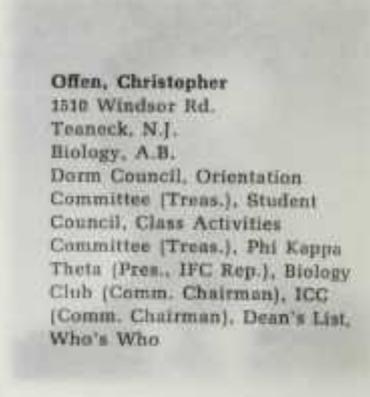
Niles, Joanne
1114 Davisville Rd.
Warminster, Pa.
Elementary Education, A.B.
Dorm Council, Dean's List,
Resident Advisor



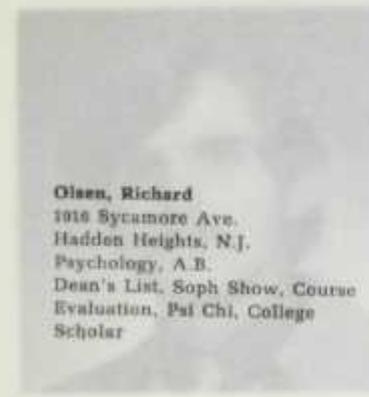
Nolan, Kevin
4 Collins Rd.
Glencove, N.Y.
Mechanical Engineering, B.M.E.
Track, Dean's List, Phi Eta
Sigma, Sigma Beta Kappa,
A.S.M.E., Tau Beta Pi



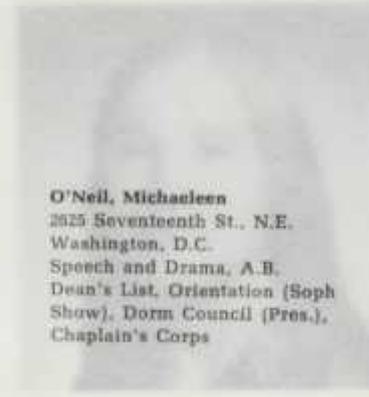
O'Connell, Marjorie Anne
Worcester Rd.
Webster, Mass.
Politics, A.B.
Tower (Asst. Editor), Shahan
Debate, Cheerleader, Dean's
List, Kappa Tau Gamma (ISC
Rep.), Cardinal, Student Council
(Comm. Chairman), Class
Social Committee, Politics
Honor Work, Rathskeller,
AFSAB, Task Force, Pi Delta
Epsilon, Sigma Epsilon Phi,
Who's Who, ISC (Pres.)



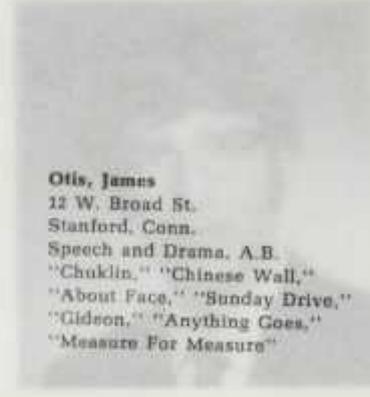
Offen, Christopher
1510 Windsor Rd.
Teaneck, N.J.
Biology, A.B.
Dorm Council, Orientation
Committee (Treas.), Student
Council, Class Activities
Committee (Treas.), Phi Kappa
Theta (Pres., IFC Rep.), Biology
Club (Comm. Chairman), ICG
(Comm. Chairman), Dean's List,
Who's Who



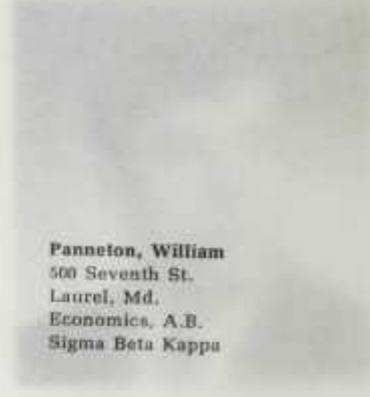
Olsen, Richard
1016 Sycamore Ave.
Haddon Heights, N.J.
Psychology, A.B.
Dean's List, Soph Show, Course
Evaluation, Psi Chi, College
Scholar



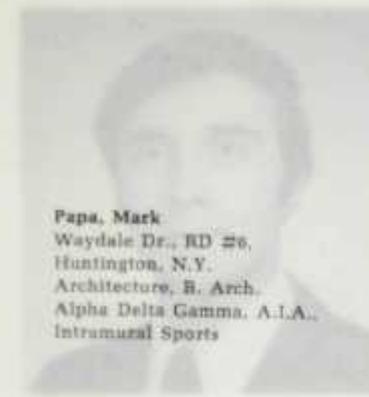
O'Neil, Michaelleen
2025 Seventeenth St., N.E.
Washington, D.C.
Speech and Drama, A.B.
Dean's List, Orientation (Soph
Show), Dorm Council (Pres.),
Chaplain's Corps



Otis, James
12 W. Broad St.
Stanford, Conn.
Speech and Drama, A.B.
"Chuklin," "Chinese Wall,"
"About Face," "Sunday Drive,"
"Gideon," "Anything Goes,"
"Measure For Measure"



Panneton, William
500 Seventh St.
Laurel, Md.
Economics, A.B.
Sigma Beta Kappa



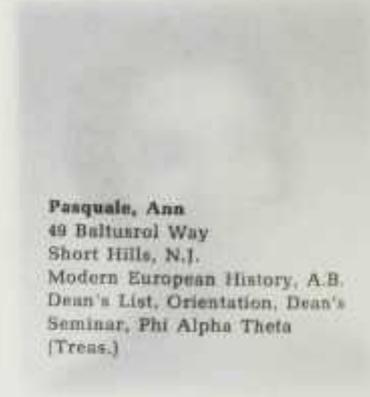
Papa, Mark
Waydale Dr., RD #6,
Huntington, N.Y.
Architecture, B. Arch.
Alpha Delta Gamma, A.I.A.,
Intramural Sports



Pare, Patricia
105 Elm St.
Methuen, Mass.
Economics, A.B.
Appalachian Project, Cardinal,
Kappa Tau Gamma



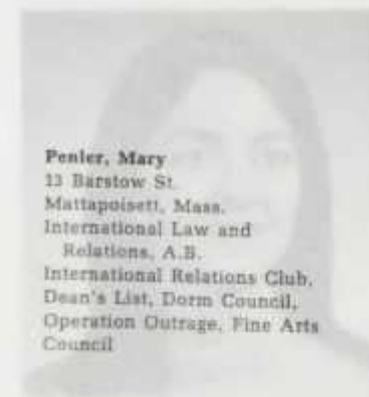
Pasos, Juan
Frente Al Parque Central
Granada, Nicaragua
Economics, A.B.
PASCUA



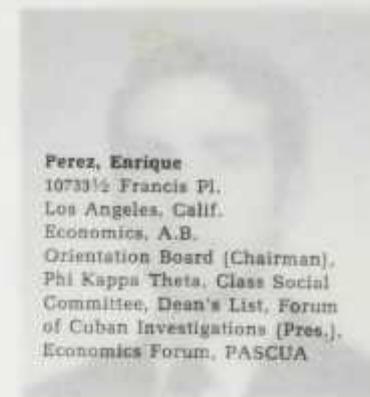
Pasquale, Ann
49 Baltusrol Way
Short Hills, N.J.
Modern European History, A.B.
Dean's List, Orientation, Dean's
Seminar, Phi Alpha Theta
(Treas.)



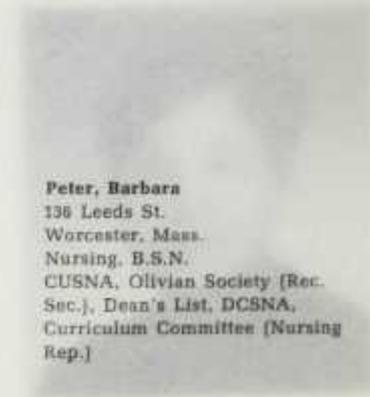
Patten, Marianne
1112 Grand St.
Binghamton, N.Y.
Biology, A.B.
A.I.A.A., Dean's List,
Orientation, Class Social
Committee, Class Athletic
Committee, Biology Club, Junior
Dance Chairman



Penler, Mary
13 Barstow St.
Mattapoisett, Mass.
International Law and
Relations, A.B.
International Relations Club,
Dean's List, Dorm Council,
Operation Outrage, Fine Arts
Council



Perez, Enrique
10733 1/2 Francis Pl.
Los Angeles, Calif.
Economics, A.B.
Orientation Board (Chairman),
Phi Kappa Theta, Class Social
Committee, Dean's List, Forum
of Cuban Investigations (Pres.),
Economics Forum, PASCUA



Peter, Barbara
136 Leeds St.
Worcester, Mass.
Nursing, B.S.N.
CUSNA, Olivian Society (Rec.
Sec.), Dean's List, DCSNA,
Curriculum Committee (Nursing
Rep.)

Peter, James

411 Greenlow Rd.
Baltimore, Md.
Electrical Engineering, B.E.E.
Fresh Float (Chairman), Food
Committee, Dean's List, Soph
Cotillion Committee, Class
Social Committee, Task Force,
Cardinal Charities (Chairman),
Academic Senate (E.E. Rep.),
Cardinal (Bus. Ed.), Tau Kappa
Epsilon (IFC Rep.)

Pezzulich, Evelyn

219 Lexington Blvd.
Clark, N.J.
English, A.B.
Dean's List, Columbian Club,
Dean's Seminar, Task Force,
Lecture Committee

Piccione, Nancy

1320 Butler Pk.
Ambler, Pa.
Sociology, A.B.
Columbian Club (Pres.), Dean's
List, Class Social Committee,
Orientation, Parking Committee

Pielmeier, John

210 E. Fairview Ave.
Altoona, Pa.
Speech and Drama, A.B.
Phi Eta Sigma, Dean's List



Polk, George

6535 Ditman St.
Philadelphia, Pa.
Economics, A.B.
Tau Kappa Epsilon

Poly, Robert

1106 Darlene Ave.
Asbury Park, N.J.
Speech and Drama, A.B.
Black Bread, Writers Club,
Intramurals, Tower
(photographer, feature writer),
Shaban Debate, Course
Evaluation, Aquarius, Dean's
List, Pi Delta Epsilon, Cardinal
(Photography Editor, Co-Editor-
in-Chief), Who's Who

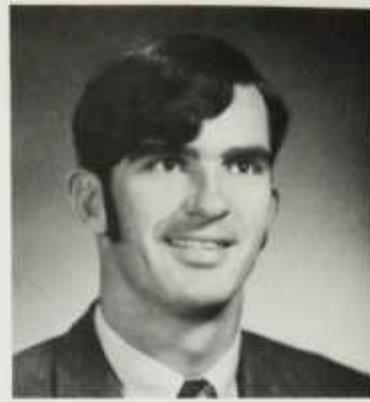
Prendergast, James

1824 Highland Ave.
Troy, N.Y.
Psychology, A.B.
Arnold Air Society, Sigma Pi
Delta (Treas.), Volunteer Work
with Mentally Retarded

Price, Gerald

4014 Alton Rd.
Louisville, Ky.
Economics, A.B.
Track, Cross Country





Kate Perry
Main St
Stockbridge, Mass
Religious Education, A.B.
University Course

Quirk Joseph
17 Lane St
Lowell, Mass
English, A.B.
La Crosse Franciscan Hospital
Singer with Kappa (Sec.)
Tower

Perrell, Gustaf
202 Wynton Ave
Newark, N.J.
Economics, A.B.
Orientation, Interclass Relations
Committee, Dean's List, Kappa
Beta Gamma, IFC Fellowship
Chairman

Foyert, Susan
80 Appleton St
Camden, N.J.
Political, A.B.
Dean's List, Phi Kappa Psi

Kelly, Thomas
200 Green St
Boston, Pa
Music Education, B.M.
M.E.N.C.

Kedon, Patrick
2818 Jerome Rd
Bethesda, Md
Mathematics, A.B.
Phi Kappa Psi, Dean's List
Golf

Kessner, James A.
21 N. Hollywood Ave
Greenville, N.Y.
Economics, A.B.
Harvard, Economics Forum

Kendall, Susan
21 Chandler St
Methuen, N.J.
Psychology, A.B.
CURA Orientation Class
Social Activities Committee
Treas Phi Alpha
[Undergraduate], Student
Council Social Committee
Swimming

Richard, Donna
111 Bradford Rd
Westchester, Conn
International Law and
Relations, A.B.
Political Club, Dean's List, Tau
Sigma Chi, Psi Chi, Psi Chi

Kiss, Karen Lois
1208 Palmer Rd
Oxon Hill, Md
Applied Music, B.M.

Kisnois, John
200 Casey Road Ave
East Haven, Conn
Economics, A.B.
Swimming

Kisnois, Susan
As der Landwehr 28
Dillingen 542 West
Germany
Nighting, B.S.N.
Gamma Club, Kappa Beta
Gamma, DCM, Omega
Society

Robinson, Charles J.
600 Cabot St
Portsmouth, Va
Economics, A.B.
Alpha Delta Gamma, Wom
Work Chairman, Tau Force
Academic Committee for
Student-Faculty Relations

With, Judith
178 Manor Rd
Newtown, Pa
Speech & Drama, A.B.
Dean's List, Student Assistant

Wise, William
112 Richmond Circle
Pittsburg, Pa
Political, A.B.
Treasurer, Post Committee
Student Debate Orientation
Swimming, Dean's List, Tower
Class Athletic Committee
Catholics

Kicker, Michael J.
400 Russell Ave
St. Albans, Md
Electrical Engineering, B.E.E.
I.E.E.E. (Trust)

Rosenfield, Donald
21 Hudson St
Stuy, N.J.
Biology, A.B.
Orientation Club Football
Biology Club, Athletic
Committee, Wrestling

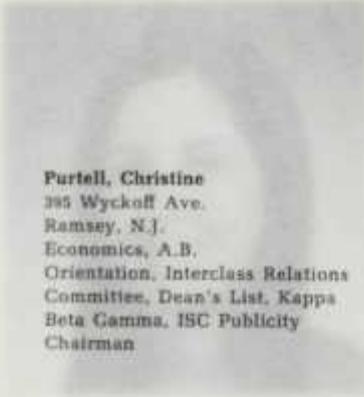
Roth, Gregory
1000 New Hampshire Ave
Silver Spring, Md
French, A.B.
French Club

Ross, Diane
117 Home Ave
Detroit, Mich
Psychology, A.B.
Treas Phi Alpha (Undergrad),
Orientation, Founder's Day, NCC
Dance

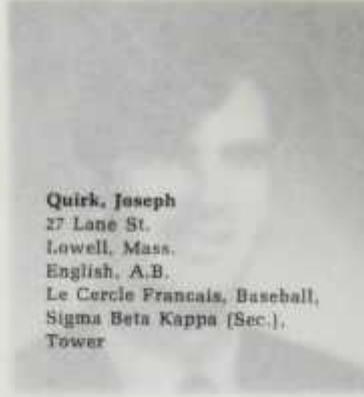
Roske, Jeanne
124 Main St
Troy, Mass
Elementary Education, A.B.
Columbia Club (Trust),
Department Class Secretary
Student Activities Committee
[Sec.], Orientation Steering
Committee



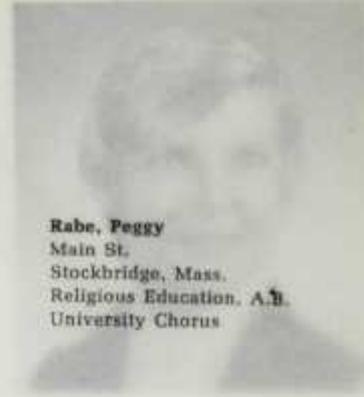
Provost, Susan
60 Appleton St.
Cranston, R.I.
Politics, A.B.
Dean's List, Chi Iota Pi



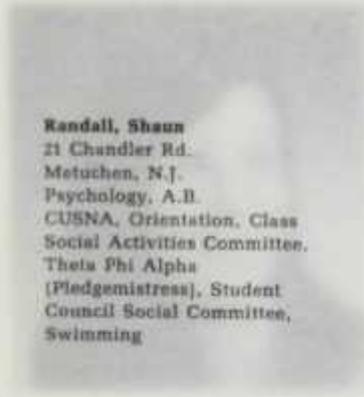
Partell, Christine
395 Wyckoff Ave.
Ramsey, N.J.
Economics, A.B.
Orientation, Interclass Relations
Committee, Dean's List, Kappa
Beta Gamma, ISC Publicity
Chairman



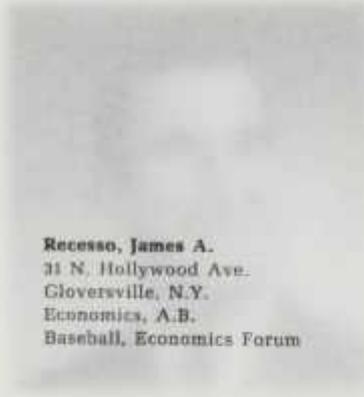
Quirk, Joseph
27 Lane St.
Lowell, Mass.
English, A.B.
Le Cercle Francais, Baseball,
Sigma Beta Kappa (Sec.),
Tower



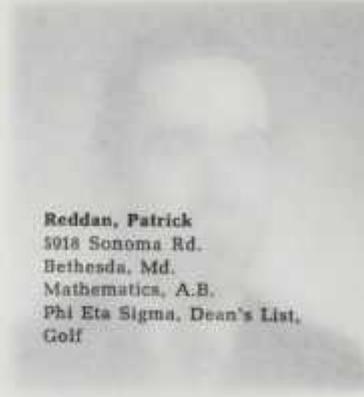
Rabe, Peggy
Main St.
Stockbridge, Mass.
Religious Education, A.B.
University Chorus



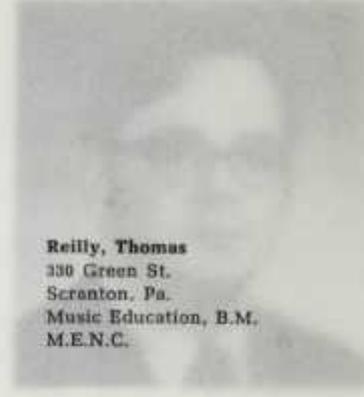
Randall, Shaun
21 Chandler Rd.
Metuchen, N.J.
Psychology, A.B.
CUSNA, Orientation, Class
Social Activities Committee,
Theta Phi Alpha
(Pledgemistress), Student
Council Social Committee,
Swimming



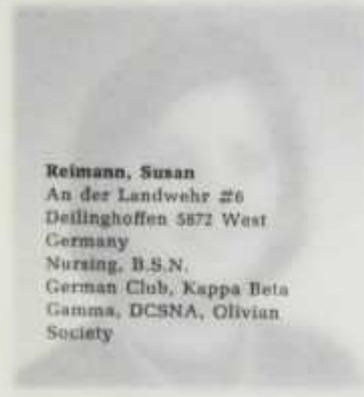
Recesso, James A.
21 N. Hollywood Ave.
Gloversville, N.Y.
Economics, A.B.
Baseball, Economics Forum



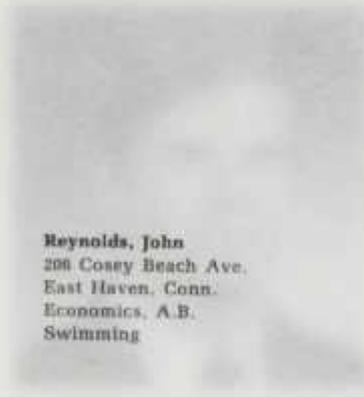
Reddan, Patrick
5918 Sonoma Rd.
Bethesda, Md.
Mathematics, A.B.
Phi Eta Sigma, Dean's List,
Golf



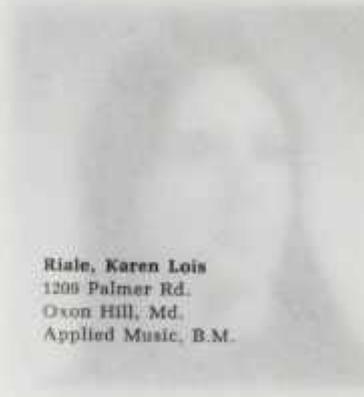
Reilly, Thomas
330 Green St.
Scranton, Pa.
Music Education, B.M.
M.E.N.C.



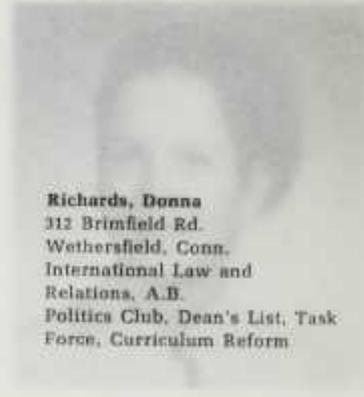
Reimann, Susan
An der Landwehr #6
Deilinghoffen 5872 West
Germany
Nursing, B.S.N.
German Club, Kappa Beta
Gamma, DCSNA, Olivian
Society



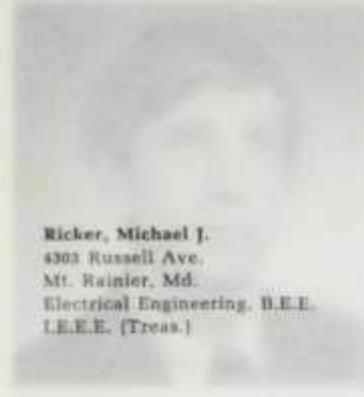
Reynolds, John
206 Cossey Beach Ave.
East Haven, Conn.
Economics, A.B.
Swimming



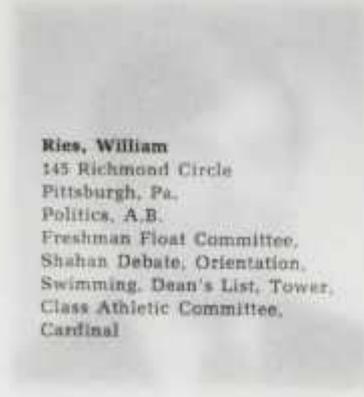
Riale, Karen Lois
1206 Palmer Rd.
Oxon Hill, Md.
Applied Music, B.M.



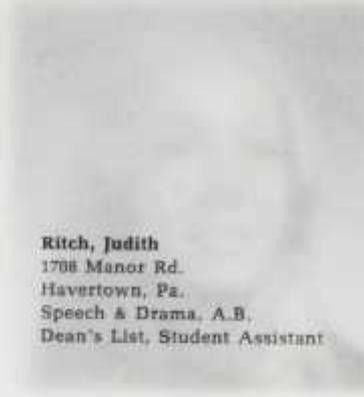
Richards, Donna
312 Brimfield Rd.
Wethersfield, Conn.
International Law and
Relations, A.B.
Politics Club, Dean's List, Task
Force, Curriculum Reform



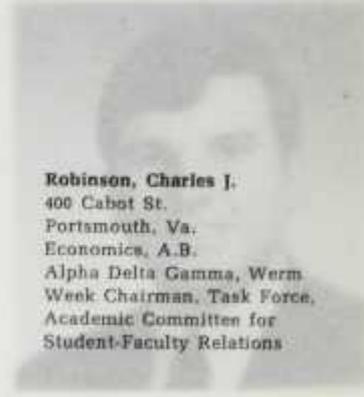
Ricker, Michael J.
4303 Russell Ave.
Mt. Rainier, Md.
Electrical Engineering, B.E.E.
I.E.E.E. (Treas.)



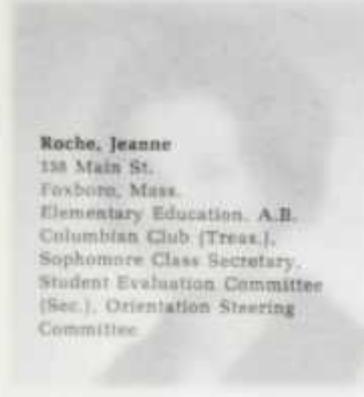
Ries, William
145 Richmond Circle
Pittsburgh, Pa.
Politics, A.B.
Freshman Float Committee,
Shahan Debate, Orientation,
Swimming, Dean's List, Tower,
Class Athletic Committee,
Cardinal



Ritch, Judith
1706 Manor Rd.
Havertown, Pa.
Speech & Drama, A.B.
Dean's List, Student Assistant



Robinson, Charles J.
400 Cabot St.
Portsmouth, Va.
Economics, A.B.
Alpha Delta Gamma, Werm
Week Chairman, Task Force,
Academic Committen for
Student-Faculty Relations



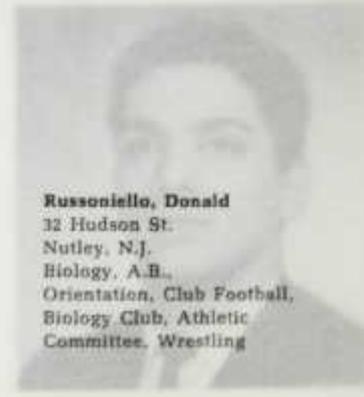
Roche, Jeanne
138 Main St.
Foxboro, Mass.
Elementary Education, A.B.
Columbian Club (Treas.),
Sophomore Class Secretary,
Student Evaluation Committee
(Sec.), Orientation Steering
Committee



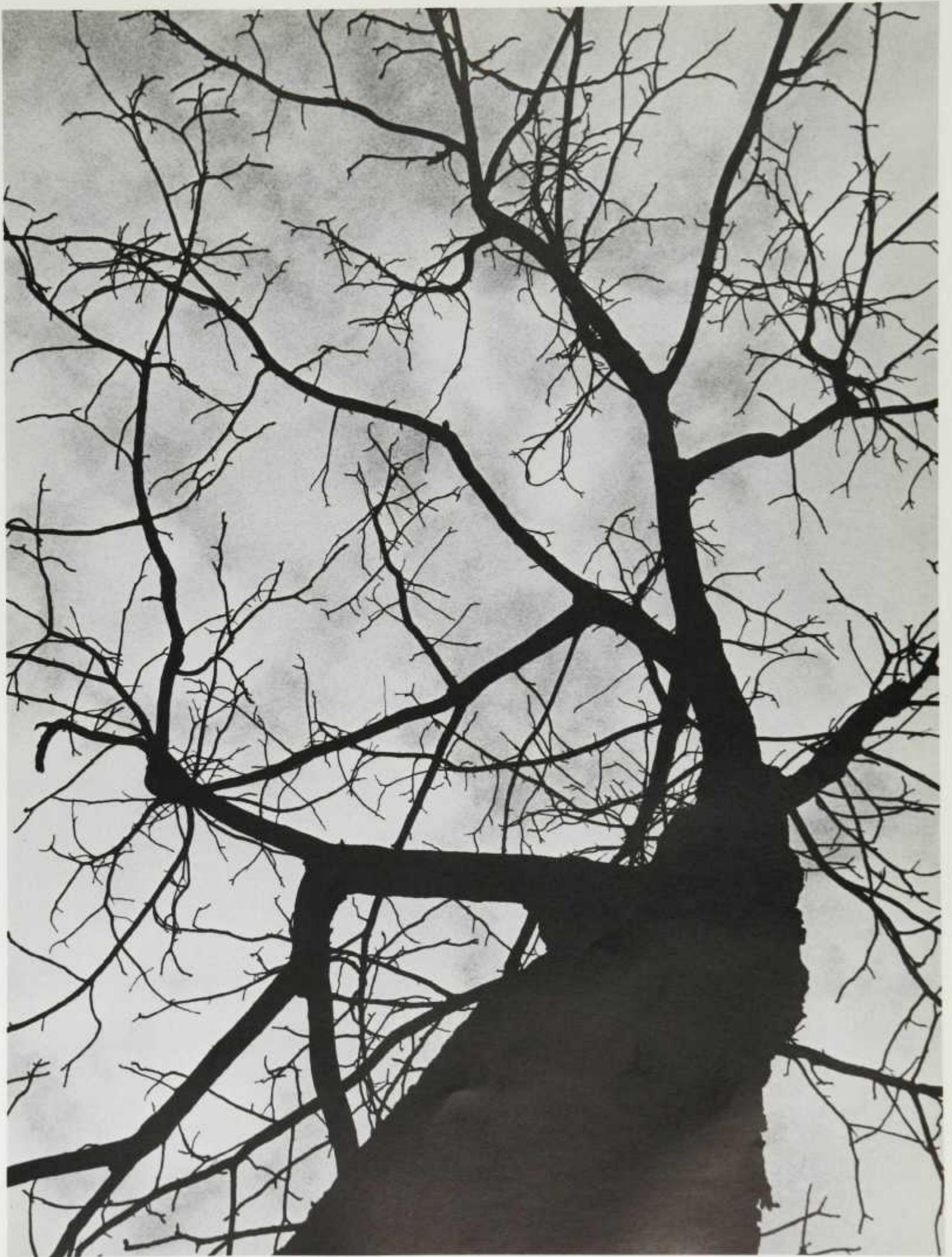
Rossi, Diane
1317 Burns Ave.
Detroit, Mich.
Psychology, A.B.
Theta Phi Alpha (Historian),
Orientation, Founder's Day, ICC
Shows

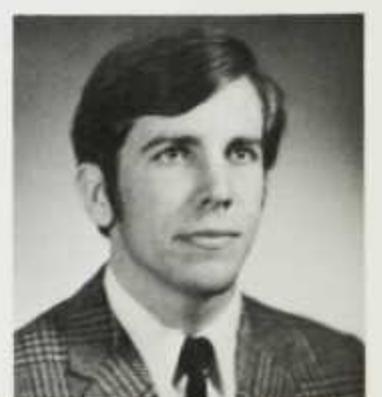
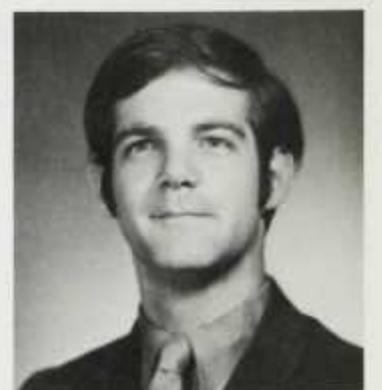
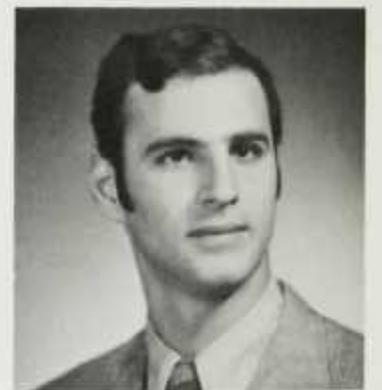
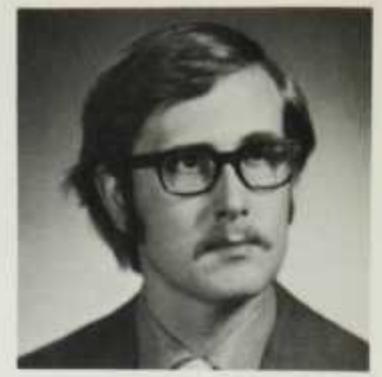
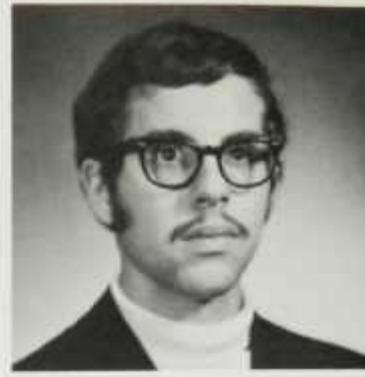


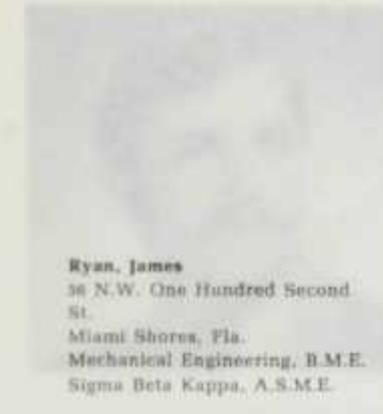
Roth, Gregory
10000 New Hampshire Ave.
Silver Spring, Md.
French, A.B.
French Club



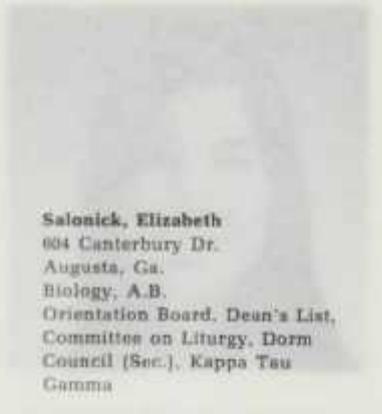
Russoniello, Donald
32 Hudson St.
Nutley, N.J.
Biology, A.B.,
Orientation, Club Football,
Biology Club, Athletic
Committee, Wrestling



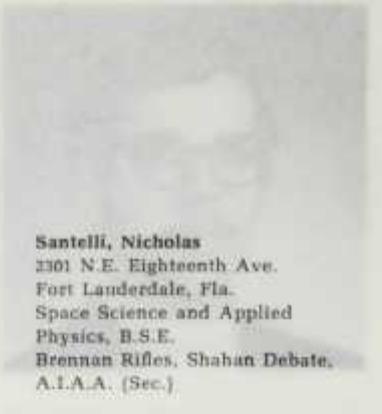




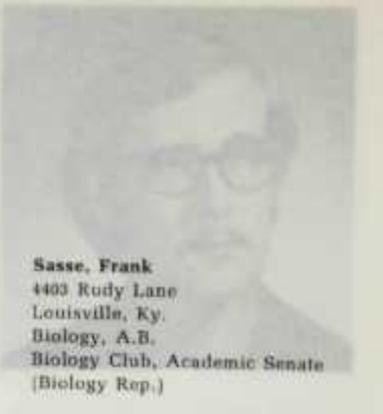
Ryan, James
36 N.W. One Hundred Second
St.
Miami Shores, Fla.
Mechanical Engineering, B.M.E.
Sigma Beta Kappa, A.S.M.E.



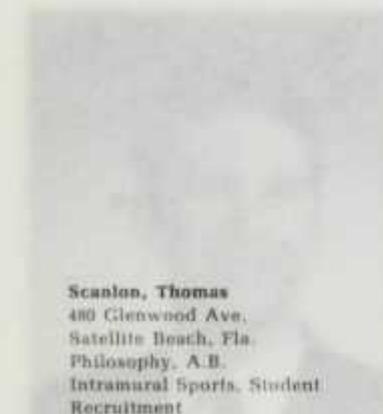
Salonic, Elizabeth
604 Canterbury Dr.
Augusta, Ga.
Biology, A.B.
Orientation Board, Dean's List,
Committee on Liturgy, Dorm
Council (Sec.), Kappa Tau
Gamma



Santelli, Nicholas
2301 N.E. Eighteenth Ave.
Fort Lauderdale, Fla.
Space Science and Applied
Physics, B.S.E.
Breanna Rifles, Shaban Debate,
A.I.A.A. (Sec.)



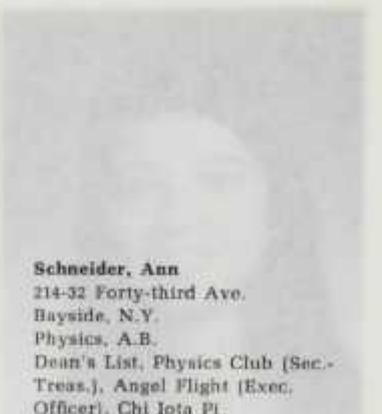
Sasse, Frank
4403 Rudy Lane
Louisville, Ky.
Biology, A.B.
Biology Club, Academic Senate
(Biology Rep.)



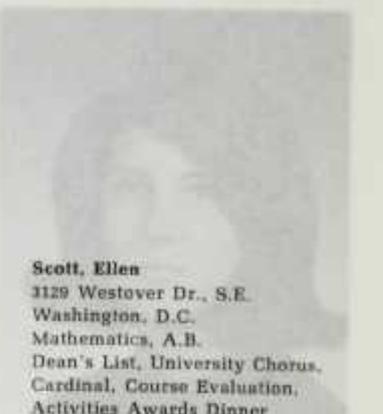
Scanlon, Thomas
480 Glenwood Ave.
Satellite Beach, Fla.
Philosophy, A.B.
Intramural Sports, Student
Recruitment



Schmidt, Elizabeth
770 Floral Ave.
Elizabeth, N.J.
Economics, A.B.
Dean's List, Dorm Council,
Women's Recreational
Association (Pres.), AFSAB,
Cardinal, Kappa Tau Gamma,
(Social Work, Contr. Sec.),
Student Council (Liaison
Comm.), Economics Forum
(Sec.), ISC (Rush Chairman)



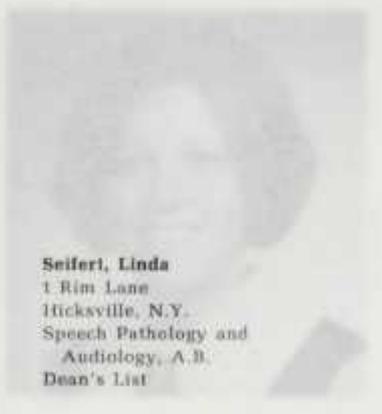
Schneider, Ann
214-32 Forty-third Ave.
Bayside, N.Y.
Physics, A.B.
Dean's List, Physics Club (Sec.-
Treas.), Angel Flight (Exec.
Officer), Chi Iota Pi



Scott, Ellen
3129 Westover Dr., S.E.
Washington, D.C.
Mathematics, A.B.
Dean's List, University Chorus,
Cardinal, Course Evaluation,
Activities Awards Dinner



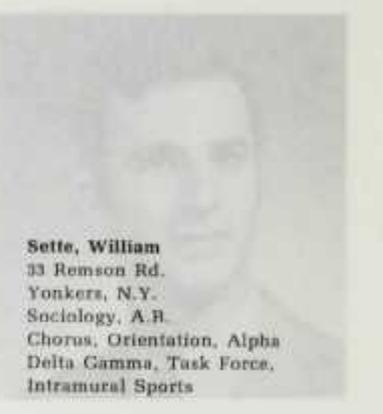
Scott-King, Virginia
65 Casablanca, 22 Erskine
Terr., South Beach,
Durban, South Africa
Speech and Drama, A.B.
"The Tempest"



Seifert, Linda
1 Rim Lane
Hicksville, N.Y.
Speech Pathology and
Audiology, A.B.
Dean's List



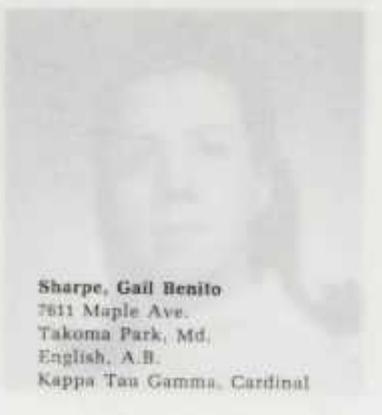
Seprish, Bernadette
3997 Warner Ave.
Hyattsville, Md.
Speech Pathology and
Audiology, A.B.
Soph Show, Task Force



Sette, William
33 Remson Rd.
Yonkers, N.Y.
Sociology, A.B.
Chorus, Orientation, Alpha
Delta Gamma, Task Force,
Intramural Sports



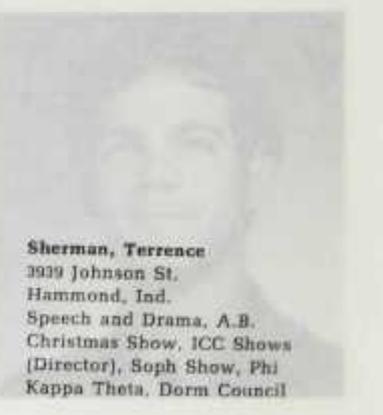
Settembrino, Glenn
62 Hackensack St.
Woodbridge, N.J.
Spanish, A.B.
Phi Eta Sigma, Sigma Pi Delta,
Chorus, Appalachian Project



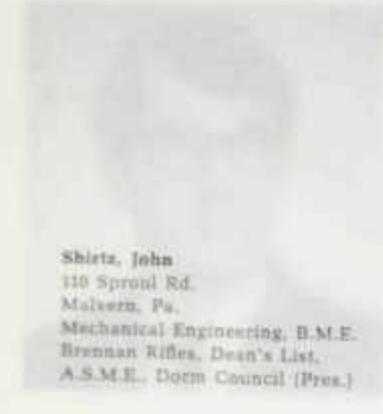
Sharpe, Gail Benito
7811 Maple Ave.
Takoma Park, Md.
English, A.B.
Kappa Tau Gamma, Cardinal



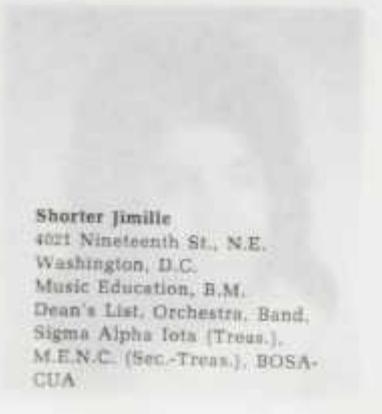
Shea, Kathleen
84 Singworth St.
Oyster Bay, N.Y.
Elementary Education, A.B.
Dean's List, Tutoring



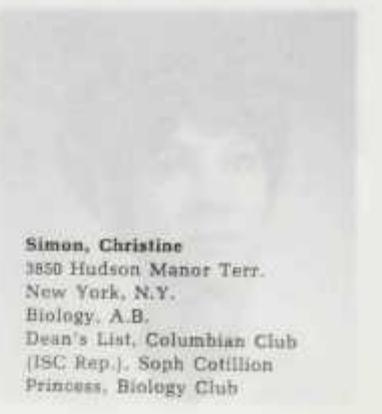
Sherman, Terrence
3939 Johnson St.
Hammond, Ind.
Speech and Drama, A.B.
Christmas Show, ICC Shows
(Director), Soph Show, Phi
Kappa Theta, Dorm Council



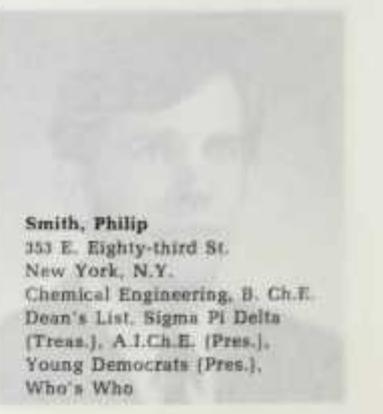
Shletz, John
110 Sprout Rd.
Malvern, Pa.
Mechanical Engineering, B.M.E.
Breanna Rifles, Dean's List,
A.S.M.E., Dorm Council (Pres.)



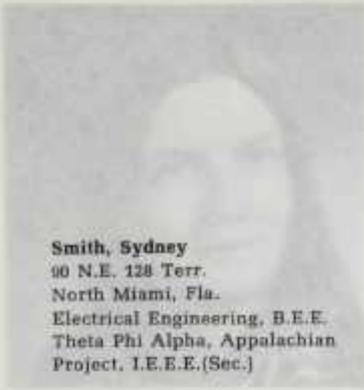
Shorter Jimille
4021 Nineteenth St., N.E.
Washington, D.C.
Music Education, B.M.
Dean's List, Orchestra, Band,
Sigma Alpha Iota (Treas.),
M.E.N.C. (Sec.-Treas.), BOSA-
CUA



Simon, Christine
3850 Hudson Manor Terr.
New York, N.Y.
Biology, A.B.
Dean's List, Columbian Club
(ISC Rep.), Soph Cotillion
Princess, Biology Club



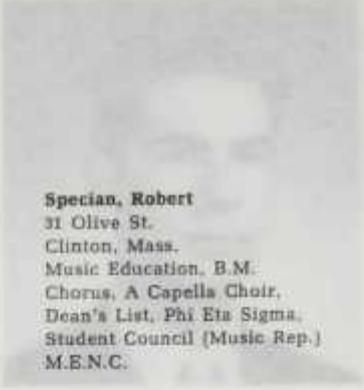
Smith, Philip
353 E. Eighty-third St.
New York, N.Y.
Chemical Engineering, B. Ch.E.
Dean's List, Sigma Pi Delta
(Treas.), A.I.Ch.E. (Pres.),
Young Democrats (Pres.),
Who's Who



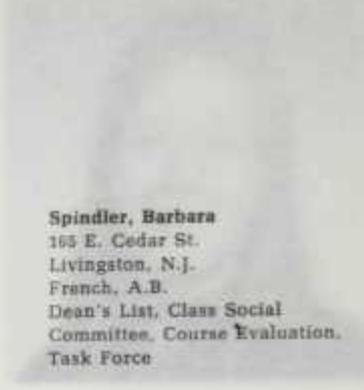
Smith, Sydney
90 N.E. 128 Terr.
North Miami, Fla.
Electrical Engineering, B.E.E.
Theta Phi Alpha, Appalachian
Project, I.E.E.E.(Sec.)



Sof, Joseph
161 Burwell St.
Little Falls, N.Y.
Speech and Drama, A.B.



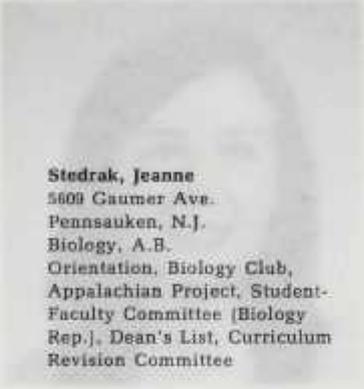
Specian, Robert
31 Olive St.
Clinton, Mass.
Music Education, B.M.
Chorus, A Capella Choir,
Dean's List, Phi Eta Sigma,
Student Council (Music Rep.)
M.E.N.C.



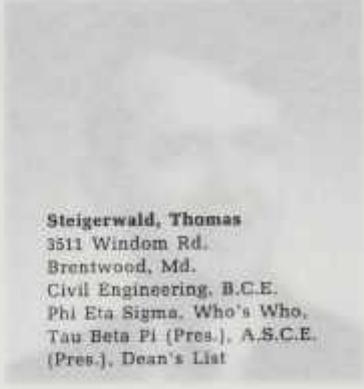
Spindler, Barbara
165 E. Cedar St.
Livingston, N.J.
French, A.B.
Dean's List, Class Social
Committee, Course Evaluation,
Task Force



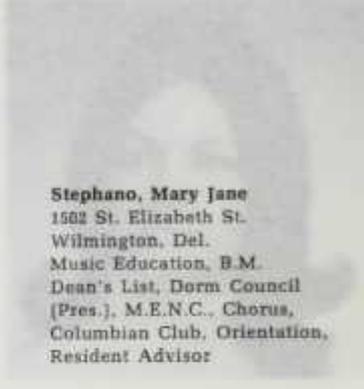
Stacrzynski, Reginald
525 Huntley St.
Clawson, Mich.
Politics, A.B.
Track, Cross Country, Sigma
Beta Kappa, Student Council
(A&S Rep.), Tower, University
Mass, Class Politics
Representative, Conference on
Urban Affairs, Academic Senate
(Politics Rep.), Who's Who



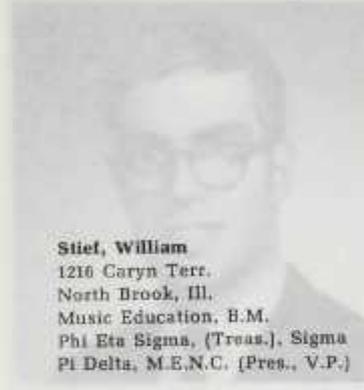
Stedrak, Jeanne
5609 Gaumer Ave.
Pennsauken, N.J.
Biology, A.B.
Orientation, Biology Club,
Appalachian Project, Student-
Faculty Committee (Biology
Rep.), Dean's List, Curriculum
Revision Committee



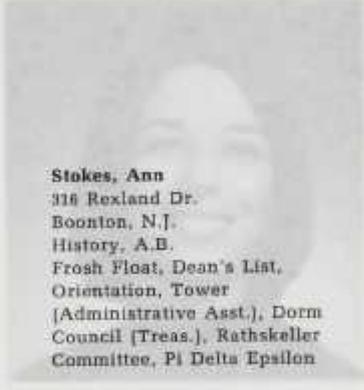
Steigerwald, Thomas
3511 Windom Rd.
Brentwood, Md.
Civil Engineering, B.C.E.
Phi Eta Sigma, Who's Who,
Tau Beta Pi (Pres.), A.S.C.E.
(Pres.), Dean's List



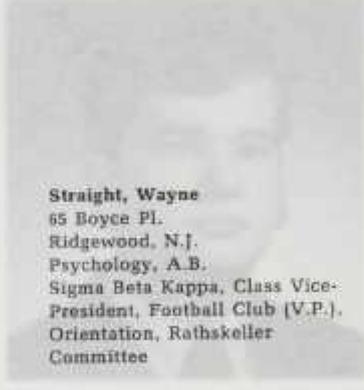
Stephano, Mary Jane
1502 St. Elizabeth St.
Wilmington, Del.
Music Education, B.M.
Dean's List, Dorm Council
(Pres.), M.E.N.C., Chorus,
Columbian Club, Orientation,
Resident Advisor



Stief, William
1216 Caryn Terr.
North Brook, Ill.
Music Education, B.M.
Phi Eta Sigma, (Treas.), Sigma
Pi Delta, M.E.N.C. (Pres., V.P.)



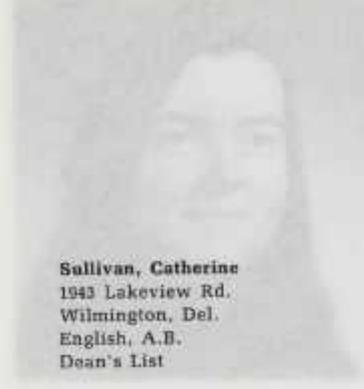
Stokes, Ann
316 Rexland Dr.
Boonton, N.J.
History, A.B.
Frosh Float, Dean's List,
Orientation, Tower
(Administrative Asst.), Dorm
Council (Treas.), Rathskeller
Committee, Pi Delta Epsilon



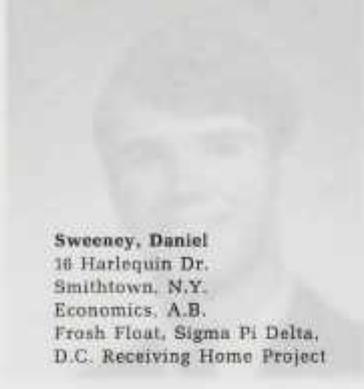
Straight, Wayne
65 Boyce Pl.
Ridgewood, N.J.
Psychology, A.B.
Sigma Beta Kappa, Class Vice-
President, Football Club (V.P.),
Orientation, Rathskeller
Committee



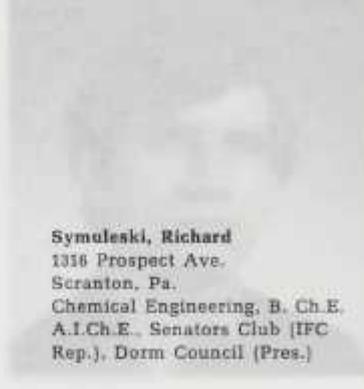
Suggs, Mary Loretta
7 Minnekahda Pk.
Chattanooga, Tenn.
Biology, A.B.
Biology Club, Dean's List,
Orientation



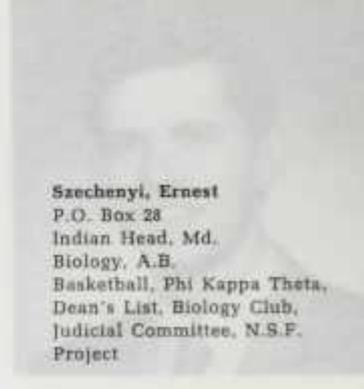
Sullivan, Catherine
1943 Lakeview Rd.
Wilmington, Del.
English, A.B.
Dean's List



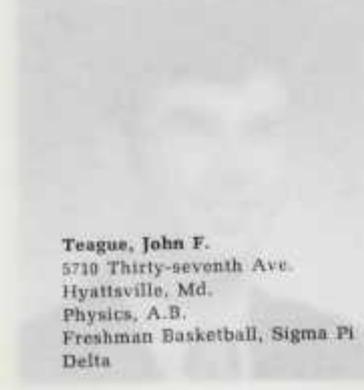
Sweeney, Daniel
16 Harlequin Dr.
Smithtown, N.Y.
Economics, A.B.
Frosh Float, Sigma Pi Delta,
D.C. Receiving Home Project



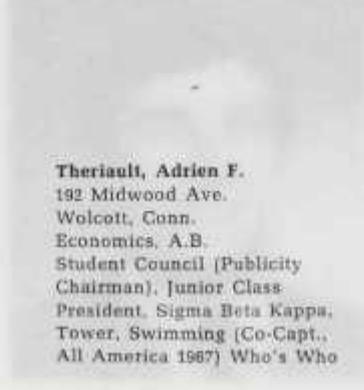
Symuleski, Richard
1356 Prospect Ave.
Scranton, Pa.
Chemical Engineering, B. Ch.E.
A.I.Ch.E., Senators Club (IFC
Rep.), Dorm Council (Pres.)



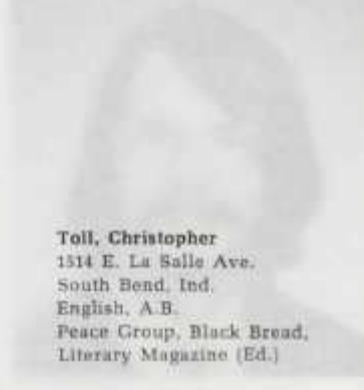
Szechenyi, Ernest
P.O. Box 28
Indian Head, Md.
Biology, A.B.
Basketball, Phi Kappa Theta,
Dean's List, Biology Club,
Judicial Committee, N.S.F.
Project



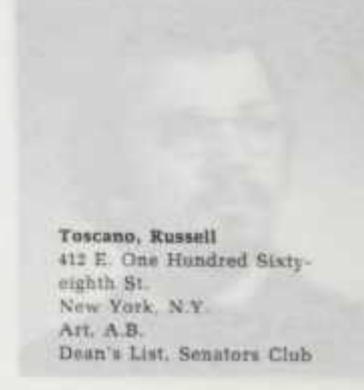
Teague, John F.
5710 Thirty-seventh Ave.
Hyattsville, Md.
Physics, A.B.
Freshman Basketball, Sigma Pi
Delta



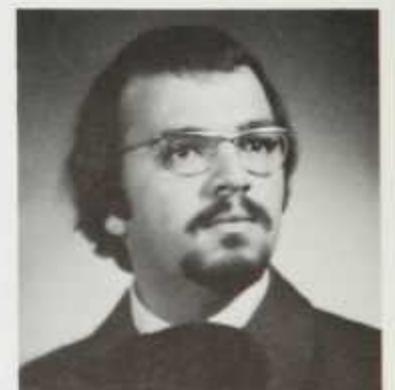
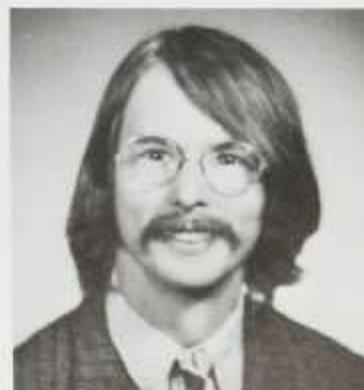
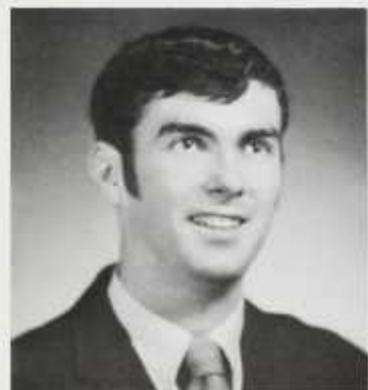
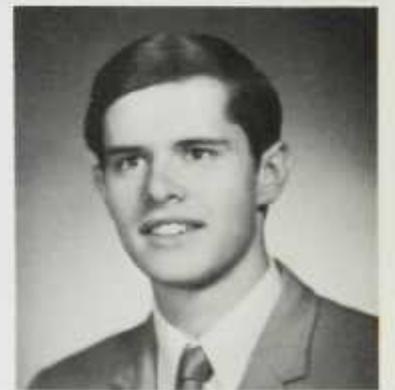
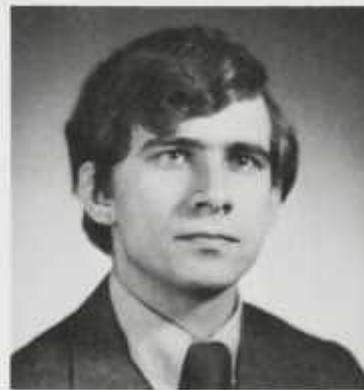
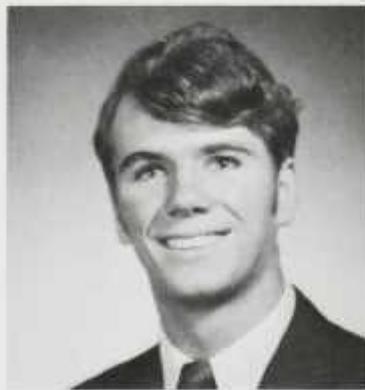
Theriault, Adrien F.
192 Midwood Ave.
Wolcott, Conn.
Economics, A.B.
Student Council (Publicity
Chairman), Junior Class
President, Sigma Beta Kappa,
Tower, Swimming (Co-Capt.),
All America 1967) Who's Who

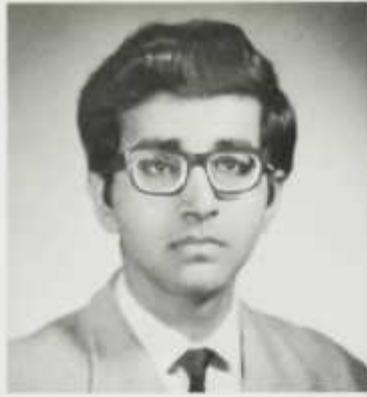


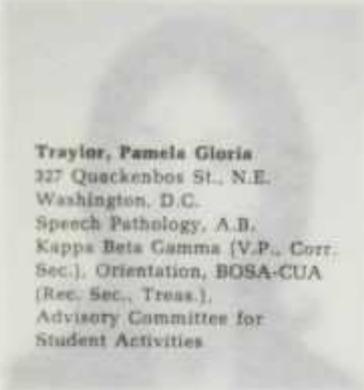
Toll, Christopher
1514 E. La Salle Ave.
South Bend, Ind.
English, A.B.
Peace Group, Black Bread,
Literary Magazine (Ed.)



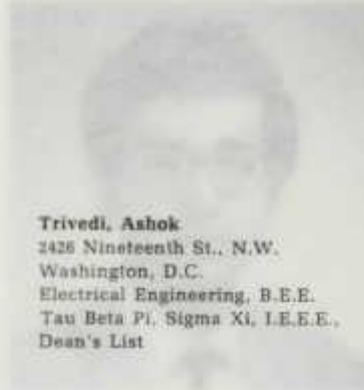
Toscano, Russell
412 E. One Hundred Sixty-
eighth St.
New York, N.Y.
Art, A.B.
Dean's List, Senators Club



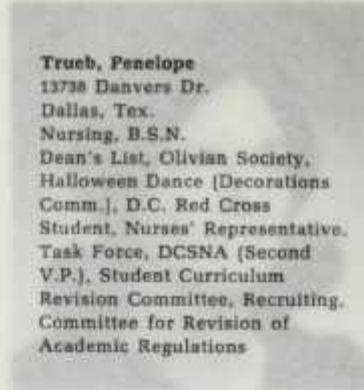




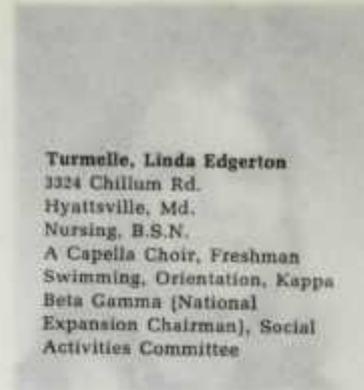
Traylor, Pamela Gloria
327 Queckenbos St., N.E.
Washington, D.C.
Speech Pathology, A.B.
Kappa Beta Gamma (V.P., Corr.
Sec.), Orientation, BOSA-CUA
(Rec. Sec., Treas.),
Advisory Committee for
Student Activities



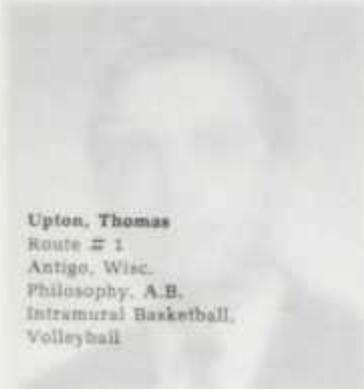
Trivedi, Ashok
2426 Nineteenth St., N.W.
Washington, D.C.
Electrical Engineering, B.E.E.
Tau Beta Pi, Sigma Xi, I.E.E.E.,
Dean's List



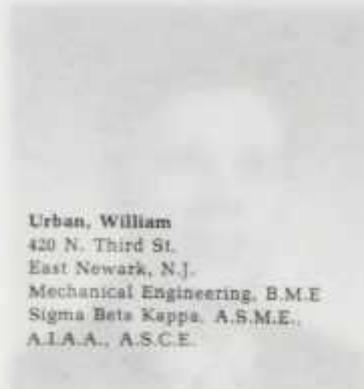
Trueb, Penelope
13738 Danvers Dr.
Dallas, Tex.
Nursing, B.S.N.
Dean's List, Olivian Society,
Halloween Dance (Decorations
Comm.), D.C. Red Cross
Student, Nurses' Representative,
Task Force, DCSNA (Second
V.P.), Student Curriculum
Revision Committee, Recruiting,
Committee for Revision of
Academic Regulations



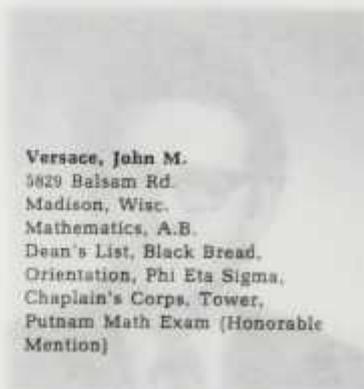
Turmelle, Linda Edgerton
3324 Chillum Rd.
Hyattsville, Md.
Nursing, B.S.N.
A Capella Choir, Freshman
Swimming, Orientation, Kappa
Beta Gamma (National
Expansion Chairman), Social
Activities Committee



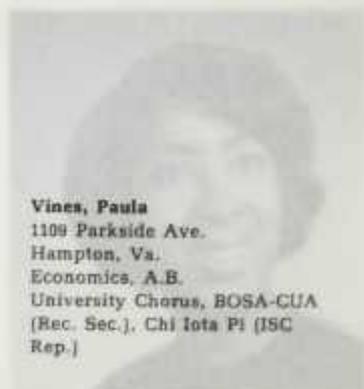
Upton, Thomas
Route # 1
Antigo, Wisc.
Philosophy, A.B.
Intramural Basketball,
Volleyball



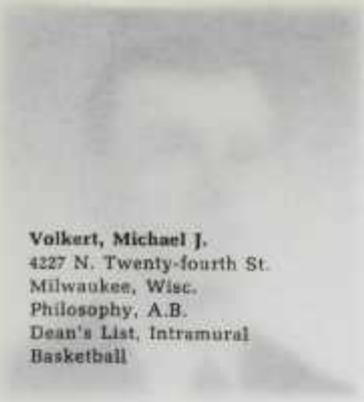
Urban, William
420 N. Third St.
East Newark, N.J.
Mechanical Engineering, B.M.E.
Sigma Beta Kappa, A.S.M.E.,
A.I.A.A., A.S.C.E.



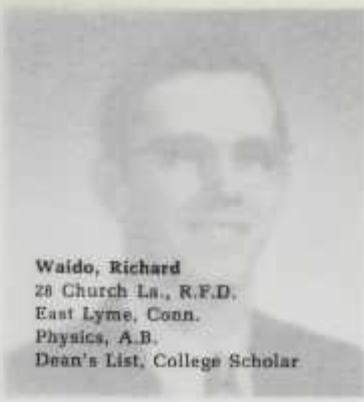
Versace, John M.
5829 Balsam Rd.
Madison, Wisc.
Mathematics, A.B.
Dean's List, Black Bread,
Orientation, Phi Eta Sigma,
Chaplain's Corps, Tower,
Putnam Math Exam (Honorable
Mention)



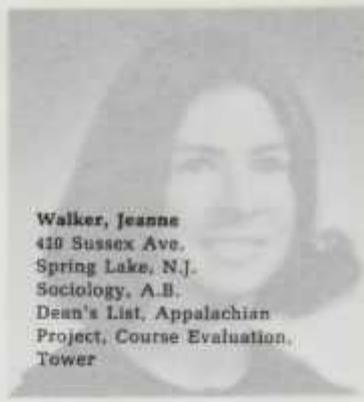
Vines, Paula
1109 Parkside Ave.
Hampton, Va.
Economics, A.B.
University Chorus, BOSA-CUA
(Rec. Sec.), Chi Iota Pi (ISC
Rep.)



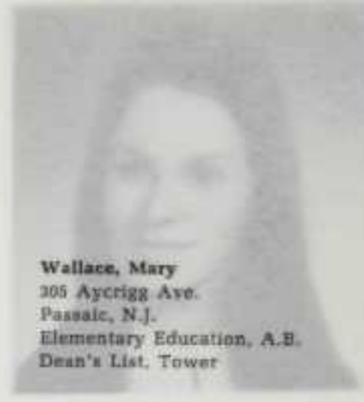
Volkert, Michael J.
4227 N. Twenty-fourth St.
Milwaukee, Wisc.
Philosophy, A.B.
Dean's List, Intramural
Basketball



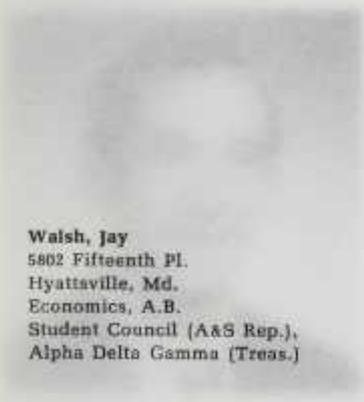
Waido, Richard
28 Church La., R.F.D.
East Lyme, Conn.
Physics, A.B.
Dean's List, College Scholar



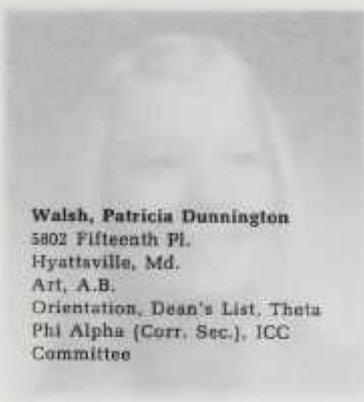
Walker, Jeanne
418 Sussex Ave.
Spring Lake, N.J.
Sociology, A.B.
Dean's List, Appalachian
Project, Course Evaluation,
Tower



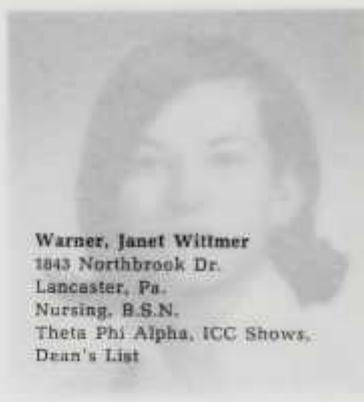
Wallace, Mary
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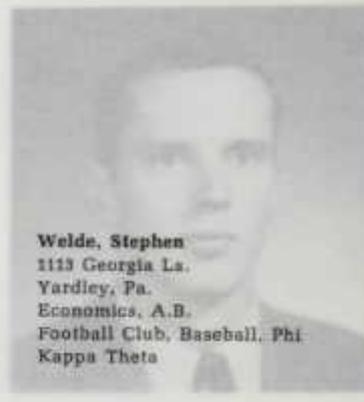
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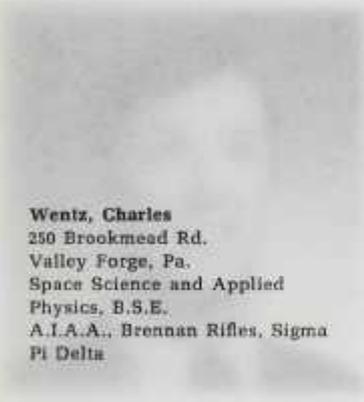
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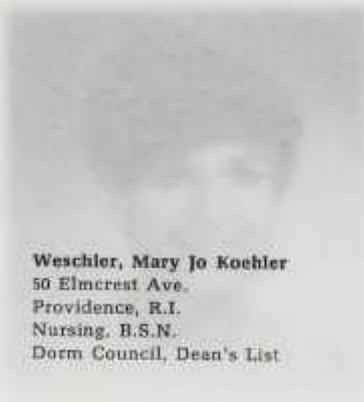
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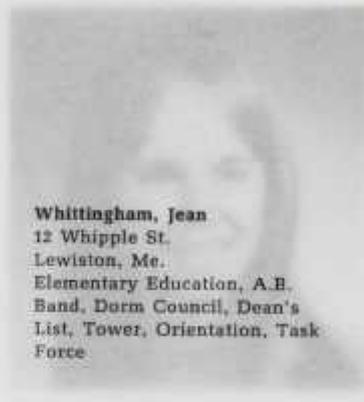
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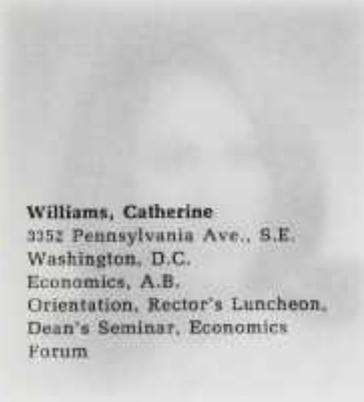
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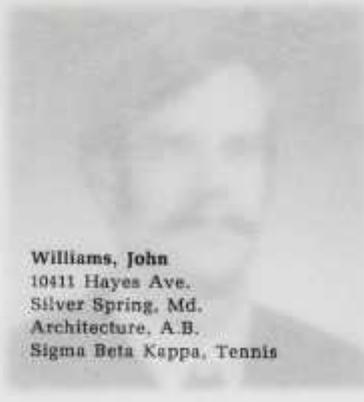
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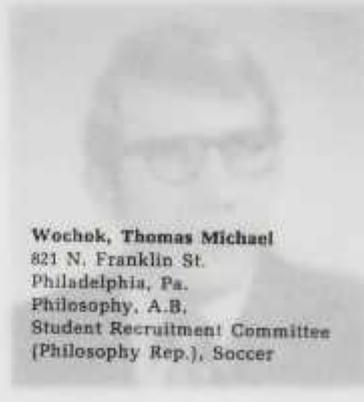
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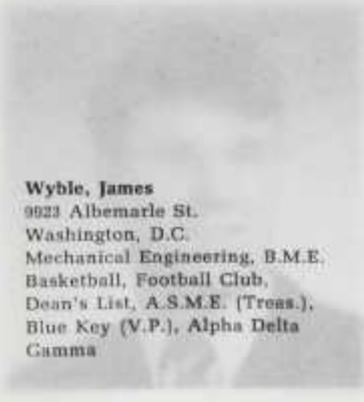
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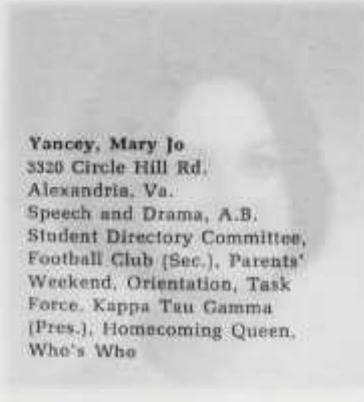
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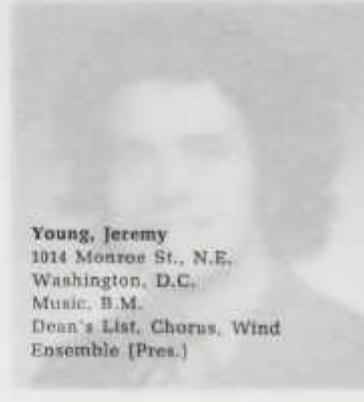
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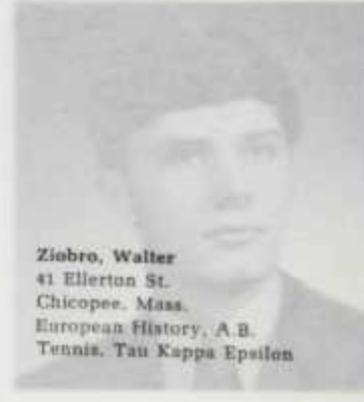
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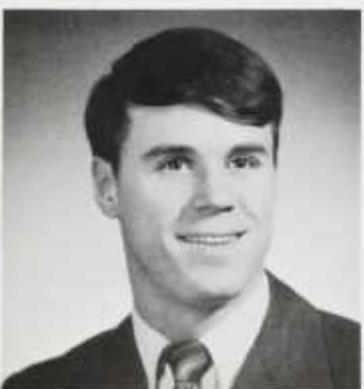
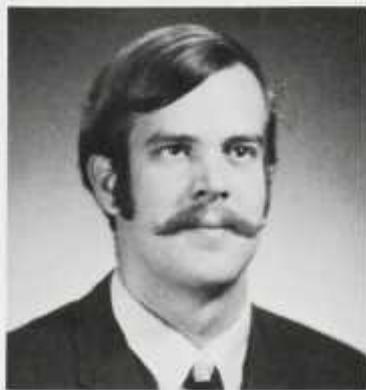
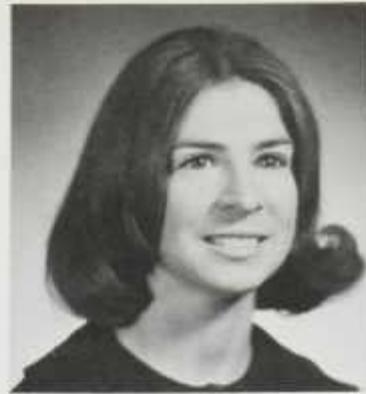
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