The year was 1743. The place was New London, Pennsylvania. A fiery Irishman and part founder of the University of Pennsylvania, the Reverend Francis Alison opened a private school in his home for prospective Presbyterian ministers. This action is credited with setting into motion a complicated series of developments which brought about the evolution of the University of Delaware.

The church related school thrived in its early years with financial support from a wide range of sources including King George of England and the Penn family. Several graduates became leaders in the Revolution. Physically, the school moved to Cecil County, Maryland and finally settled in Newark in 1765, renamed Newark Academy. In newspaper advertisements during this period, the Academy claimed parity with Princeton College based on the courses offered by both institutions. Except for a period during the Revolution when the school building was converted into a shoe factory, the Academy continued to operate until 1834.

Through the efforts of Andrew Kerr Russell, the last headmaster of Newark Academy, a bill establishing New Ark College for the citizens of the State of Delaware finally was passed by the General Assembly in 1833. The determined Mr. Russell had worked for twenty-two years to convince the legislature of the need for an institution of higher learning in the First State. To finance the venture, the Assembly passed another bill granting the receipts from steamboat and stagecoach licences to the college.

Old College Hall, the first and, for many years, the only building, opened its doors to one lonely sophomore in May, 1834. It was not until November of that year that the first freshman enrolled, but in the meantime, other upperclassmen had appeared.

The Golden Era of the College was the period from 1841-47. During this time, a veritable galaxy of scholars, most of whom were later invited to Brown, Yale, or Harvard, served the College. In 1843, the flourishing school was renamed Delaware College and its reputation spread throughout the East. Concurrently the first regulations on student lives were formalized.
to specifically prohibit students from having in their rooms “dogs, guns, swords, dirks or any other deadly weapon as well as intoxicants (unless by a physician’s orders)”.

Serious problems hit the College between 1847 and 1859. Money was one source of trouble. The Board of Trustees began to sell transferable scholarships as a means of raising fund. These scholarships which could be used anytime in the future admitted without examination or credentials anyone whom the purchaser of the scholarship chose to send. Another major problem was the scandal that stemmed from the murder of a Delaware College student. On March 30, 1858, John Edward Roach was stabbed and killed in a struggle with another student over the script for a class program on the steps of Old College. One year later, on the eve of the Civil War, the College closed.

While the College was closed, the U.S. Congress passed the Morrill Land-Grant Act which set aside proceeds from the sale of public lands in the West for the establishment and maintenance of colleges in every state in the union. Federal aid received as a result of this Act enabled Delaware College to reopen in 1870 with curricula in agriculture, the liberal and mechanical arts and military science.

Day to day life at the College in the last decades of the 1800’s was shaped by stringent regulation and periodic incidents. Fourteen students were once suspended for attending a prize fight. Others were caught violating the rule prohibiting the frequenting of nearby bars or taverns. White Clay Creek thus first became a social center and was also used for bathing because dormitories had no bathing facilities. One of the strangest regulations concerned bills and pocket money.
NEWARK COLLEGE, (Del.)—The Winter session of Newark College will commence on Wednesday, the 30th, and be continued for 22 weeks.

Newark College, founded and endowed by the State of Delaware, is situated in the village of Newark, less than a mile from the Railroad between Philadelphia and Baltimore, and 40 miles from the former, and 50 from the latter.

The climate is of well-known salubrity, and the small number as well as the moral character of the population presents few temptations for vice or extravagance.

The course of studies will bear comparison with that of almost any College in our country.

The annual expenses, exclusive of books and clothes, need not exceed $140 or $150.

No student is allowed to contract bills at a store or elsewhere without an order from the principal. It is desirable that boys should not be allowed much pocket money; whatever is deemed a suitable allowance should be placed in the hands of the principal or one of the other officers of the school to be regularly dispensed in such sums as the parent may prescribe, provided it does not tend to promote indolence or any other vices.

Delaware College had nine professors teaching a five subject curriculum in 1890. The student body consisted of four seniors, six juniors, nineteen sophomores, and fifty-two freshmen. The school catalogue boasted that Newark, then served by four railroads, offered the perfect facilities "for study combined with ready and convenient access."

Except for a brief attempt at coeducation during the presidency of Dr. William Henry Purnell (1870-1885) the only students on campus were men. But during the early years of the twentieth century, Mrs. Emalea Pusey Warner led a drive for a coordinate college for women which resulted in the establishment of Women's College in 1914. Although administered by the president of Delaware College, the new college had an entirely independent staff and faculty. Forty-eight students were enrolled in the first class, whose educational and social activities were directed by a capable and beloved lady, Dean Winifred J. Robinson. Science and Residence Halls, the first buildings on the South Campus, have since been renamed Warner and Robinson Halls. In establishing the Women's College, Delaware became the first state to provide initial funds as well as continuous support through state appropriations for a college for women students.

NEWARK COLLEGE, (Del.)—The Winter session of Newark College will commence on Wednesday, the 30th, and be continued for 22 weeks.

Newark College, founded and endowed by the State of Delaware, is situated in the village of Newark, less than a mile from the Railroad between Philadelphia and Baltimore, and 46 miles from the former, and 60 from the latter.

The climate is of well-known salubrity, and the small number as well as the moral character of the population presents few temptations for vice or extravagance.

The course of studies will bear comparison with that of almost any College in our country.

The annual expenses, exclusive of books and clothes, need not exceed $140 or $150.
In 1921, Delaware College and the Women's College were reorganized to form the University of Delaware, although in many respects they retained separate identities. Even after the completion of Memorial Library (now Memorial Hall) as a World War I memorial in 1924, women conducted their study and research at one end of the building while men used the other. It was not until 1944 that classes became completely coeducational. Then, following another long period, men and women began to share dormitory-dining hall complexes complete with coeducational lounges in the early 1960's. By 1972, coed dormitories with male, female alternating rooms have readily been taken for granted. Educational progress, of course.

Although Delaware College had its moment of notoriety in 1858, the University also has had its moments of glory. Shortly after World War I, a young professor named Raymond Kirkbride initiated a unique student exchange program in an effort to promote better understanding among nations and increase competence in the language arts. From 1923 until the opening of World War II, Delaware was the leading proponent of systematic foreign study, a concept since adopted by universities throughout the nation. The University also has acquired a reputation for the high quality of its undergraduate programs in chemical engineering and chemistry and for its distinguished graduate programs in Early American History, offered in cooperation with the Winterthur Museum and the Hagley Museum.

Recent history at the University has been shaped to a large degree by two individuals, John A. Perkins and E. A. Trabant. Dr. Perkins was named President of the University in 1950. Over the following fifteen years he took the initiative to convert Delaware from a stable and small state college to a more dynamic and well known middlesized university. His preoccupations were with increased academic excellence and a massive building program. Construction was a continual process as Sharp, Colburn, East Campus, West Campus, Morris Library, and others rose in turn. Revealing his other interest, Dr. Perkins criticized those who urged admission of underqualified applicants: "All undergraduates are coming to recognize that superior students are the real heroes of this campus." He argued that "our faculty can be measured by two imperfect benchmarks: the output of faculty publications and the dollar volume of sponsored research."
By 1967, Delaware had become a modern institution—except in the area of student lives. Though everything else was changing, students remained tied to strict regulations, mandatory ROTC, and strong non-participatory academic discipline. Spring semester 1967 saw students suddenly explode with a multitude of marches, sit-ins, and demonstrations. Activism engulfed the University and concurrently the era of John Perkins came to an end.

To give well-rounded life to a well planned physical environment and provide vital direction for the future were the simple challenges for a new president. A year long search for the right man yielded the appointment of E. A. Trabant. The establishment of community, decentralized government with faculty controlling faculty, students controlling students, definite limits to campus expansion, maintenance of quality education and continuation of the University's independence have been slowly instilled into the University as new goals by Dr. Trabant. He predicts that soon "there will be less emphasis on degrees and more emphasis on learning. Learning will be more purposeful and specific. The old stereotype of the college student as age 18-24 and full time in residence will no longer prevail." Implementation of major changes has been slowed by overly cautious faculty, administration and even students. Optimism may yet be in order as 1971-72 saw almost all of the old guard administration replaced or phased out, new concern expressed over academic review, and the release of the Community Design Report. The University of Delaware has an intelligent framework for the future but this will mean nothing if everyone affiliated with the University fails to comprehend the necessity of change and to realize simultaneously the possibilities that are so near.
As the University nears its maximum size, the thing that we'll have to give greater attention to than even in the past few years is how you keep people involved and committed. So we'll have to pay even greater attention to how you keep people involved in the governance of the University, designing the curricula of the University and in the decision making process. The University as a whole is something very precious and is something that people must give a measure of their energies, talents and wisdom to. Each person must develop a sense of commitment.

I believe that students have absorbed and adopted a greater role of responsibility at the University than they have in the past... In general, I think the record is extremely positive on behalf of the students' participation. If you go into it, you can find, I'm sure, some mistakes, but it would give us lack of confidence if we didn't have some mistakes.

The other thing is something that I sense and I guess I couldn't prove it, a feeling of confidence and a diminishing of a feeling of hostility or perhaps friction existing at the University between its various component parts.

I have a very deep-seated belief that a university is a special purpose institution brought together by and for society to fulfill specific needs and specific requirements. So I don't view it as being a microcosm of the world at large. Our primary reason for being is education.

I don't view the University as being a model for the Newark community... Basically, what the people of Newark want, and I am a citizen of Newark, is a community which is dynamic and healthful, an environment which permits families to live and which gives a family upward mobility...

A university is a dynamic institution where ideas are preserved, where people can go in and find all about what life at least to date has been all about, and what man has been able to assess out of it. So the community and the university are very much in partnership in supplying and in attempting to develop the so-called good life.

The president must play a very active role in preserving the University as a cultural and educational institution and not permitting outside forces, no matter how well-intentioned they may be from coming in and dictating or changing the major function or reason for being for the University. We are not a club or a social agency, we're not a unit of government or a political arena. Our reason for being is education.

Edward Arthur Trabant, President of the University of Delaware
It's when we project ourselves beyond our own built-in narrowness, that we achieve community. I guess that's the purpose of the University, really for all of us, to make us grow up, expand enough to be able to fit ourselves into the community. You could never achieve community if all of us pursued our individual ways and our individual concerns and didn't project beyond.

Randolph Meade, Jr., Vice President for Business and Finance

I have a feeling that the original hurdle of thinking in community terms has been overcome. All of us are a little more sensitive to what other people think, want, are trying to do. There is an opportunity here for a university which is progressive and cooperative, sensitive and thoughtful, responsive to needs of students, parents, citizens of states and the nation.

John W. Shirley, Provost and Vice President for Academic Affairs
I feel that the University grew from a very small, somewhat provincial institution without distinction to one that is quite vigorous... I am very positive about the new physical plan of the University. I am delighted to have been here to watch it grow.

Students now have the opportunity for greater involvement in governance of this institution.

John E. Hocutt, Vice President for Administrative Services

The role of the Student Affairs staff is to try to clear out barriers that get in the way of students or student groups. To encourage students to be better than they really are, to accept more responsibility than they think they can accept, to achieve, to work on tasks with a greater sense of competence than they may think that they can do themselves without this sort of encouragement.

John E. Worthen, Vice President for Student Affairs

The Administration has to be sympathetic and understanding to all the groups—we have to do it with as much wisdom and understanding as we can.

Dr. Shirley
If we use the term "community of interest" then the University would be in general agreement that it has a three part function—teaching, research, and disseminating information in general. Using this as a basis, a majority of people at this University would agree to this philosophy.

University Relations relate to those activities outside the University wall. Public service, in its broadest context, is another aspect of the University's interest in the improvement of society in general.

Donald F. Crossan, Vice-President for University Relations

I think that my concept of the university community may be different than other administrators. A community of the campus is much broader than the area embraced by building walls. The university has the obligation to meet the needs of people on a regional basis.

I feel the state boundaries are really the boundaries of campus.

The alumni of the university have not yet come into their own as a factor in the university community, as far as programs, money, and gifts. I think it's time they take their own place.

People are the major ingredient of all of this.

I look upon the students as being citizens. I think they have a great part to play. As far as I'm concerned, they're the main reason for the university's existence.

George M. Worrilow, Retiring Vice-President for University Relations
The University can be a community in the sense that representative people can come together to form a community though you can not have community in the sense that every individual is interacting with every other individual.

Community... anyone in the university area that has an interest or concern about the activities of the university, including students, faculty, administration, all the employees of the university, and certainly the members of the Newark community.

One of the functions of the administration is to keep the lines of communications open. Most of the problems people get concerned about arise when they’re not informed. I believe that in the last five years, there has been much more awareness of this and a greater effort being made to communicate with all interested parties within the community whenever we are talking about something of major interest.

Daniel Wood, University Secretary
A sense of community is really a sense of commonality; working with everybody without discrimination... working and accepting that all are students trying to learn, including faculty and administration.

The College of Arts and Sciences has a lot to contribute to the community because from here all other programs grow.

Ray E. Keesey, Dean, College of Arts and Sciences
There is no such thing as a university student. There is a student in Nursing and a student in Arts and Sciences and a student in Business and Economics. These are very useful and essential ways to differentiate among a large collection of people who have been treated, and I think wrongly so, as one faceless gathering!

Laszlo Zsoldos, Dean, College of Business and Economics

I see the University of Delaware as a strong community, even though it is a complex, modern university.

In the College of Education our faculty hopes to make a community even stronger by becoming more involved with the students as individuals and by encouraging more students to work with us in developing college programs.

Daniel C. Neale, Dean, College of Education

I feel that science here at the University of Delaware is not that heavily emphasized—it is the other way around. The high percentage increases in enrollment and large growths in programs are in the non-engineering, non-science areas. Engineering must relate to both human and social sciences.

Edward W. Comings, Dean, College of Engineering
Deans are first assigned the job of relating their academic unit, their college, to the central administration of the University and also to other colleges. I'm the head of the marine studies family and in many respects I am responsible for them in the same way that the head of the family is in any community out in society.

William S. Gaither, Dean, College of Marine Studies

I feel that the University of Delaware is a community because of four important aspects: participation, democracy, responsibility, and communication.

Irma Ayers, Dean, College of Home Economics
I think the University is moving fast towards a unified community. I am talking about students, faculty, and administration as a unified group in a learning situation. (This college has) been involved in teaching, organized research, and community service.

Because of this crossing of divisional lines, we have been developing a community spirit for decades. This can be improved and we have learned much.

William E. McDaniel, Dean, College of Agricultural Sciences
I think that some of the elements of community have to be a concern for other individuals... certainly this institution would not be here if it did not have a concern for the growth of the individual people... as the University has grown, so have it's parts grown.

I think that the more modern student has been at one and the same time concerned about the campus community and the outside community. And this is where a sense of community which goes beyond the boundaries of the University has created interest and activity in the community.

Bessie B. Collins, Associate Dean of Students

Community to me is more a feeling than something that is tangible... The University has a potential to be a community—there is a direct correlation between the willingness of people to give something of themselves to form a community and the ability of a University to become a community...

...So much of the success or the failure of anything in life can be attributed to people, not the system or not the structure but the people who are involved in it.

...I think we need to develop basically more opportunities for personal interaction and learning between students and faculty. We need to encourage basically a matter of personal relationship between people, for faculty not to be afraid to risk, if you please, getting to know students as people.

Raymond O. Eddy, Dean of Students
I don't see the University as being a community right now. I think there's some real hope for it to grow in that direction. As far as the total 10,000 people being a community in feeling, a sense of loyalty to that community, I don't think that's here yet.

Johan A. Madson, Associate Dean of Students

I don't think the University is a community... When I think in terms of community I think in terms of some joint objectives with a hell of a lot more stabilization of the persons involved than I see in a University community. It's almost like an anachronism to assume that with a highly transient population as we have that we can in fact have a community... I think the immediate agenda of the person transcends the larger concept of community.

Lloyd H. Major, Associate Dean of Students

The age of technology has had its benefits and it has caused us to pay some heavy prices in human concern and feeling and that's got to stop—unless we simply want to turn ourselves over to the computer center.

Dean Eddy
I'm not sure that you can even make the University a community... Students are here for a degree, they're fairly broke, there's lots of problems, there's really not that much in common...

On most campuses, I think the fact that kids are away from home, really divorced from their parents, doing their own thing, making new friends in new surroundings adds to it (community). Here, that's really not the case, because this is such a commuter type campus. They really don't become a part of something new, they are geographically located in a different place, but they have the same kind of relationships, in many cases.

Marsha A. Duncan, Assistant Dean of Students

Over the last three years, we have more of a community at the University of Delaware. There is more working together, more interaction between faculty, students, and administrators. Officially and unofficially, we're talking more together, we're on committees together, we're making proposals together, we're investigating things together, and this was not part of the Delaware scheme five years ago.

Stuart J. Sharkey, Director, Office of Residence Life

One of the directions I think we could move in would be a University Senate rather than a faculty Senate; where all groups can work together as a governing body.

Edward F. Spencer, Assistant Director, Office of Residence Life

Residence Life and the whole Student Affairs staff has a sort of unique opportunity to be able to develop more and more contact between faculty and students.

David G. Butler, Associate Director, Office of Residence Life
I think that the University of Delaware is, in fact, a community. It's a community made up of faculty, students, administrative staff, and I think it goes on down to the non-professional staff as well...

...We're here for some common purposes, but we don't have to have the same opinions, the same ideas, and the same views about things. I'm not sure that we have developed fully yet a community spirit. That's different from being a community. Community spirit is based on identifying with these common interests and saying they're important to me; and that one of the goals while I'm here at this particular physical place is to somehow further that goal of building in ties and relationships between the other segments of the community.

Joan P. Avis, Coordinator of Student Activities

My feeling of community is very idealistic. Few communities achieve (this high) level of involvement and participation. People working together towards common goals will grow in the direction of a community. The Volunteer Program and Student Information Center provide a link between students, faculty, and involvement. The Volunteer Program (helps) expand the University Community into a larger community. (There are) some within the university that are seriously trying ... to overcome forms of inertia.

Edgar J. Townsend, Assistant Dean of Students
'Community' has special significance at Delaware. This one word is officially intended to summarize the motives behind all forces within the University. The future success of this institution is dependent on the establishment of a near fully integrated and operational unit recognizable as the 'University Community.' It is an ideal yet one with substantial basis—specifically The Decade Ahead: The Report of the Community Design Planning Commission. This 1858 page achievement summarizes the present state and future plans of all segments of the University and suggests major changes. However, one year after its release, implementation of the commission's recommendations has been frustratingly minimal. The following statements are excerpts from the report.

The Commission recommends that a new administrative structure, a College of Liberal Studies, be provided in the University which will have as its major concern the institutionalizing of a truly liberal education program at this University.

The Arts and Science College plan, regrettably, contains very few specific details illustrating how its laudable objectives are to be implemented in concrete terms. The Commission has no idea what specific proposals the college intends to endorse . . . for the College to continue its rapid march toward reducing the number of hours per week that faculty meet students and toward expansion of the size of general education courses in order to enrich the number of courses offered to small groups of graduate students would be viewed as undesirable by this Commission.

The Community Design Planning Commission has been charged with preparing recommendations for the President of the University of Delaware to clarify the goals of the University and suggest priorities among the major objectives and means put forth by individual units to achieve these goals. Two, five and ten-year plans were prepared for each unit by its members. So far as we know, no institution of the size and complexity of our University has ever attempted such a thorough and public review of its activities and potentials, or made such a concerted effort to coordinate all units to a common purpose. This has been truly a community effort.

The University's desire to create more effective opportunities for the total development of students should in no way be interpreted to mean that all students are eager to learn but that faculty prevent them from it. The student can bring to bear upon the learning environment of the University an enormous influence by demonstrating a sincere desire to work hard at his own intellectual development and to accept the fact that he is responsible for his own education.

Greater provision for liberal studies should be the immediate and real concern of every professional or preprofessional program.

The entire curriculum must be meticulously examined and reevaluated. Many—perhaps a half or more—of the courses currently listed in the undergraduate catalog should be either eliminated or redesigned. The lock-step of courses, credits, and clock hours as the sole basis for graduation must be broken by recognizing the validity of an infinite variety of time and speeds at which students are ready to learn.
Both the plan presented by the Art Department and the present practice of that department indicate an unwarranted degree of professionalization. Given current student interest in the visual arts, the importance of art to a liberal education, and the supporting needs of certain professional curricula, the series of recent and projected moves toward a professional art curriculum must be reversed, and rapidly.

The Commission commends the Department of Political Science both for its concern for undergraduate teaching and its attention to the elimination of prerequisites wherever possible. Its interest in and implementation of upper-level introductory courses, honors sections, intern experiences, living-learning programs and the like make it one of the most innovative departments in the University. Other departments would do well to emulate this example.

The Commission is concerned that the Psychology Department is not sufficiently committed to improving and strengthening undergraduate courses, particularly those for non-majors. The Department has replied that the Commission’s perception is wrong and that the Department does have a sense of responsibility to undergraduate and non-major students. Written comments from the Department, however, do not present sufficient evidence to persuade the Commission to change its earlier view.

Both the plan and current direction of development in the Sociology Department concentrate so one-sidedly on achieving excellence at the graduate level as to cause serious concern to the Commission. Few departments have been criticized so thoroughly and so extensively in the public hearings as this department.

Although in some institutions, Colleges of Home Economics are being abandoned or substantially altered by merging with other units, the College at the University of Delaware seems to be substantially gathering strength. Its unity is its interest in the family as such.

The key to our ultimate success will be the willingness of all constituencies to work actively toward common goals, with a combination of patience, insistence, and humor—rather than to remain passive spectators who delight in the questionable joys of Monday-morning quarterbacking.
EXCELLENCE IN TEACHING

Members of the teaching community who have been recognized for their mastery of their subject matter; their sensitivity to the interests, needs, and concerns of students; and their ability to broaden the student's perspectives. (Listed are the award recipients of the past ten years.)

Faculty
- Julio Acunha
- Kali Banerjee
- Catherine Bieber
- Charles Bohner
- Albert Branca
- Thomas
- Brockenbrough
- John Brown
- John Burmeister
- Paul Catts
- Elizabeth Crook
- Anna DeArmond
- Elizabeth Dyer
- Mary Anne Early
- Robert Ennis
- Bruce Finnie
- Edeltraut Gilgenast
- Joseph Huszti
- Harry Hutchinson
- David Ingersoll
- Joyce Kee
- Edward Kerner
- Kevin Kerrane
- Robert King
- David Lamb
- Charles Lanier
- Louise Little
- Merman Michl
- William Moody
- William Mosher
- Lucia Palmer
- Arlette Rasmussen
- Edward Rosenberry
- Fraser Russell
- Myron Sasser
- Ernest Carborough
- David Sheppard
- Steven Skopik
- Arthur Sloane

Graduate Assistants
- James Soles
- Robert Stegner
- Graduate Assistants
- John Avioli
- John Boughosian
- Allan Comp
- David Corman
- Kenneth Craig
- Jose D’Arruda
- George Emmett
- Kenneth Haas
- Douglas Herrman
- Paul Kelly
- Raanan Liebermann
- Robert Lyneis
- Bernard Novgorodoff
- Stephen Rozov
- Marilyn Senior
- Frederick Steier
ALPHA KAPPA DELTA

A national honorary society in Sociology organized for the purpose of interchanging ideas in the field of sociology.

Regina Albiker
Curtis D. Bauman
Neda P. Biggs
Susan E. Boltz
Anne E. Bookout
Raney Broadfoot
Ethel Z. Budin
Susan M. Burton
Julie C. Close
Michael Conners
Charles R. Cooper
Paul D. Craven
Henry R. Davison
Judith A. Dilorio
Christine Dutton
Linda S. Faw
Margaret Fuscaldo
Lynn C. German
Kathryn Giannaula
Ellen D. Guinard
Bill R. Hall
Evelyn Heidelberg
Mary W. Juers
Rochelle Kaplan
Ronald T. Keen
Ruth E. Kranz
Patricia Kreider
Jeanne Krop
Thomas M. LaPenta
Ann Marie Ledden
Sue Ellen Lewis
Ann R. Lomax
Douglas Lundblad
Susan D. Lundblad
Joy C. Martin
Nancy C. Maucher
James Mensinger
Gordon W. Meyer
Linda L. Morton
Nancy Muckenhaupt
Roxanne Nolan
Cary A. Page
Barbara Parsons
Anne E. Petry
Barbara Pizzala
Anne L. Porter
Thomas R. Roder
Lilian Russell
Mary Gay Sanborn
Evelyn Sayer
Michele Scanlon
Linda Schoenberg
Jean C. Schay
Richard J. Seibelm
Lucila Seminario
Barbara J. Sheetz
Susan Lee Smith
Dorothy L. Smock
Barbara Standarowski
Nancy F. Stevens
Robert D. Swarr
Donna J. Tuites
Bruce Underwood
Amy D. Walker
Donald M. Wert
Rebecca Whitaker
Terry Lee Yoder
John W. Young
Janice M. Zink

ALPHA ZETA

The national honorary which recognizes superior scholarship and leadership in Agricultural Studies.

David L. Allred
Wayne I Anderson
Boras J. Bilas, 2nd
Myron E. Brolton
John W. Douts
Scott E. Downing
Mark R. Graustden
Robert B. Harris
Steven T. Hastings
Craig W. Henry
Christopher H. Huhn
Phillip O. Hutton Jr.
Joseph M. Kwiatkowski
John E. Lafferty
Fred T. Lewis, Jr.
David H. McKeeman
Craig E. Martin
Ronald S. Osborne
Van G. Pettersen
Clifford H. Probesco
Leonard Quetsch, Jr.
Paul V. Richardson
Paul J. Sheridan
Randy Lee Weigner
Fred L. Wright

BETA GAMMA SIGMA

A national honor society that encourages and rewards scholarship and accomplishment among students of Business Administration.

Wayne H. Barton
Vincent Bonifera
Charles Bragan
Joseph A. Campese
Connelius J. Casey
William A. Denman
Charles R. Deroy
T. Alexis Doherty
Charles E. Dorsey
John R. Feeney
Glenn A. Forbes
Dennis D. Fritz
Bertha Greenspon
Paul B. Haley
Donald D. Hall
Thomas W. Hoffman
Quentin C. Jurgensen
Dean J. Kilpatrick
Dale M. Kleppinger
Paul D. Latourney
Lee Leibensperger
David H. Lindsay
Stephen N. Lloyd
Guilherme G. Lobo
Leslie D. Lynam
Lawrence P. Maulo
Lois J. Maulo
Gerald E. Molin
Lumas P. Parish
Stuart I. Rixman
Judith Ann Rusch
Stephen A. Seidel
Jayendra N. Sonecha
Linda G. Stafford
Alan Steigerwalt
William S. Titus
Thomas J. Travis
Rebecca J. Wallace
Ronald J. Wills
William C. Yeh
ETA KAPPA NU

The electrical engineering honor society

Jan P. Allenbach  Masayuki Miyara
Stephen R. Bird  Joseph T. Poot
Alan R. Chernetsky  Douglas C. Reber
David El Clouser  John J. Shedletsky
David M. Detwiler  Brent J. Sickles
Eddy Dharmawan  David J. Starr
Kenneth C. Hillman  John C. Ufford
P. Richard Jeannes  John R. Walsh
Lynn Gene Mahan  Jo Ann Yates

DELTA PHI ALPHA

The honor society in German Studies (partial list)

Karen L. Bachman  Henry A. Schaefer
Wolfgang G. Fengler  John J. Swain
Donald W. Flook  Paul J. Swetland
Richard C. Kiger  Glenn R. Thalheimer
Jane B. Lee  Sally Ann Thomas
John M. Maiorano  Stephen E. Wessel

EPSILON EPSILON EPSILON

An honor society that encourages and rewards scholarship, leadership and high professional standards in Nursing.

Barbara Boyd  Elizabeth S. McCloy
Sandra A. Brown  Marjorie Mead
Ellen Butler  Mary Beth Meyer
Dorothy E. Clement  Leslie Rene Norton
Sandra G. Cooner  Madeline O'Connor
Deborrah DeKlein  Ellen J. Prestowitz
Victoria R. Dynda  Carole A. Rafferty
Madeleine A. Elsens  Beatrice Reister
Nancy C. Emig  Laura L. Slack
Carol F. Evans  Suzanne M. Smith
Dorothy C. Franey  Patricia A. Stepsus
Donna K. Gill  Alverta Stichter
Denise L. Green  Karen Sullivan
Kathleen Hebeler  Elizabeth L. Upson
Sharon A. Helmersen  Paula W. Worden
Gail Eileen Holland  Abigail C. Wylie
Theresa M. Immordino  Doris Young
Mary E. Koster  Faculty
Veronica Larson  Yohanna M. Casalini
Marihelen Legget  Carolyn Freed
Velga Lidums  Joyce L. Kee
Kay A. Loreman  Marjorie Recke
Jeanne L. McCaulley  Ellen Werner

ETA SIGMA PHI

The national classical honorary centered on the study of ancient Greece and Rome.

Charles T. Barlow  Elaine A. Richert
Elsa E. Leach  Constance M. Sobral
KAPPA DELTA PHI

An honor society in Education encouraging high professional, intellectual, and personal standards.

Kathleen Aiken
Dolores Altemus
Sarah H. Barnes
Virginia L. Bartlett
Cris Biler
Karen Boyles
Crol L. Bryson
Andrea Cathcart
Nancy T. Conklin
Connie Cox
Donna H. Coxe
Dennis E. Crowley
June De Maria
Deborah M. Dempsey
Kathleen Dryden
Laurel R. Duff
Louise M. Durante
Donna J. Fearing
Joan M. Fessler
Rhonda K. Fried
Karen M. Grady
Sara T. Greenvy

Lynette Grondahl
Francis J. Hagen
Marcy S. Hertz
Janice L. Hess
Linda K. Hiett
Catherine E. Jones
Charles H. Kamp
Martha A. Kinney
Judy Lansdale
Jamie Leach
Karen E. Lynam
Janet M. Malhowski
Elizabeth Maresca
Faye Markowitz
Maureen McGonegal
Patricia L. Nichols
Lynne O'Brien
Janet Papen
Kathryn D. Paradis
Christina Phelps
Michael F. Reilly

Sandra J. Revis
Patricia E. Ringer
Carol A. Rogers
Marie Rogers
Julie A. Rosen
Kenneth Schmidt
Marsha Silverman
Patricia Simmons
Dagmar F. Slaughter
Janet R. Sloan
Geraldine Smeijan
Alice A. Smith
Janet M. Smith
Irene H. Talley
Stephanie Wallach
Helen Welch
Harry J. West
Joanne R. West
Pauline Wilhelm
Juanita Wilson
Kathleen Zimny

MORTAR BOARD

An honor society for Senior women that recognizes outstanding scholarship, leadership, and service.

Karen L. Bachman
Donna H. Bogart
Mary C. Boudart
Susan M. Carney
Susan E. Carr
Shirley Chamberlain
Dianne M. DelGiorno
Donna L. Dinger
Charis Dunlap
Frances E. Forner
Mary Jane Forbes
Susan J. Gell
Suzanne E. Goldberg
Abigail Harris
Mary R. Horner
Paula D. Johnson

Mary Williams Juers
Judith S. Lansdale
Jane B. Lee
Elizabeth S. McCloy
Susan L. Minshall
Georgene Moldovan
Carol A. Mulligan
Maryanne Phillips
Carol A. Randolph
Renee R. Rochelle
Stephanie Schambron
Janet R. Sloan
Beverly J. Taylor
Lynda VanHorn
Ann M. Wheeler
OMICRON NU

The national academic honor society recognizing superior scholarship, leadership, and potential for research in Home Economics.

Beverly G. Adam
Christine E. Arlton
Linda C. Campbell
Donna L. Dinger
Elaine A. Dondero
S. Brooke Ellsworth
Frances F. Fonner
Justine Fraczkowski
Virlee S. Gordy
Janet A. Greto
Donna E. Hopkins
Mary Ruth Horner
Nancy Hughes
Kathy M. Johnston
Sharman L. Jordan
Nancy L. Keim
Linda A. McCowell
Kathleen R. McNamara
Loi J. Moore
Ellen L. Morton
Carol Mulligan

Mary W. Newnam
Jacklyn Oliver
Mary Elizabeth
Ferrine
Jane L. Roland
Stephanie R.
Schambron
Ann C. Schauer
Janet L. Schmidt
Elizabeth A. Seymour
Marjorie Small
Constance M.
Stehman
Laura D. Stuber
Patricia A. Tallarico
Lynda D. VanHorn
Edith K. Webb
Nancy A. Winberg
Linda Lee Wilhide
Mary C. Zimmerman

OMICRON DELTA EPSILON

An international honorary society that recognizes scholastic attainment in Economics.

George B. Allison
Donald E. Bard
John D. Boykin
Michael A. Bundick
Thomas D. Campbell
Russell L. Crook
James W. Elliott
Jared R. Fischell
Timothy J. Geary
Saul E. Gilstein
Sheri K. Giordano
Vincent A. LaFrance
Constance A. Laroe

Henry T. Leonard
Myles J. Mutnick
James D. Nelsen
Linda J. Peterson
Robert M. Shaffer
William R. Uffelman
Faculty
John F. Johnson
Ronald A. Mauri
James B. O'Neill
James R. Thornton
Edwin T. Wood

OMICRON DELTA KAPPA

A national honor society for men from all colleges of the University which recognizes outstanding scholarship, leadership and service.

George B. Allison
Edmond F. Anzalone
Stewart G. Bailey
Howell S. Bixler
Edward E. Buroughs
Thomas D. Campbell
Dennis C. Carey
Gary F. Dalton
Frank J. DeSantis, Jr.
John L. Digges
James W. Elliott
William M. Ewing
George E. Hale
Alan N. Hendel

Alan C. Kessler
John E. Laflerty
Gregory H. Lamoreaux
Harry F. Landsburg
Don R. Linsenmann
Thomas M. Marshall
Michael W. Masoncup
Ralph B. Palmer, Jr.
Richard H. Ryan
Faculty
Thomas
Brockenbrough
Donald Crossan
Ronald H. Wenger

PHI BETA KAPPA

Membership in the oldest national honorary society is an honor conferred in recognition of scholarly attainment in the Liberal Arts.

Kip Kelso Boden
Donna Helen Bogart
Marcia F. Booth
Julie Ellen Bowen
David Carl Brock
Sarah Carlisle Brown
Thomas D. Campbell
Sylvia Mary Collette
Dominique Coulter
Du Gard
James Samuel Cross
Susan Hendricks
Davis
Henry R. Davison III
Mary Elizabeth Durbin
Linda Susan Elmore
Robert Paul France
Frederick F. Frosch
James Frederick
Garner
Sue Ann Hartman
Evelyn F. Heidelberg
Andrea L. Hoffman
Jessica E. Hurst
Elise D. Johnson
Karen L. Kalinevitch
Rochelle Kay Kaplan
Richard Carvel Kiger
James S. Kirkpatrick

William K. Klingaman
Robert Preston Lee
Victor E. Livingston
Janet Lynne Loftland
Roxanne Noian
Julie F. Peterson
John O.
Punderson, Jr.
Jacinta Mary Purcell
Elaine Ann Fichert
Marjorie Rosenberger
Steven Elliot Ross
Christopher
Scharborough
Joseph F. Schlosbon
Linda S. Schoenberger
Bronwen Davies
Natalie S. Simpkins
Anne C. Taylor
Valerie Anne Urien
Maureen Hawkins
Verlicier
Robert E. Wagner, Jr.
Robert S. Weiner
Susan Lee Welkos
David William Willis
Valerie L.
Armstrong Yost
A national honor society electing students from all colleges of the University who demonstrate superior scholarship.

Patricia Albert
Jan Pi Allenbach
Dolores M. Altemus
Charles T. Barlow
Christine Biller
Kip Kelso Boden
Donna Helen Bogart
Raymond Bonalski
Candace Bonney
Marcia Form Booth
Julie McGowen
Bowen
Barbara Ann Boyd
Barbara W. Brady
Susan W. Breen
David Carl Brock
Susan Brodesser
Susan R. Brooke
Sandra A. Brown
Cheryl Susan Budd
Michael Bundick
Thomas D. Campbell
Joseph A. Campese
Cornelius J. Casey
Linda Mae Caseel
Anthony Celano, Jr.
Leslie England
Donna J. Fearing
John Robert Feeney
Janet L. Ferber
Bettina Ferguson
Joan M. Fessler
Anne F. Fisher
William Fitzharris
Susan H. Foote
Glen A. Forber
Christine Forry
Robert P. Franco
Robert H. Freedman
Frederick R. Frosch
Randall B. Garber
James F. Garner
Donna K. Gill
Denise L. Green
Lynette Gronahl
Mary K. Haines
Margaret E. Hart
Sue Ann Hartman
Janet L. Haury
Janet Lee Hauser
Sally J. Hauser
Janice Lee Hess
Thomas J. Hetrick
Linda K. Hiett
Andrea L. Hoffman
Brian James Hoffman
Katherine Holter
Mary Ruth Horner
Elise D. Johnson
Judith Johnston
Kathleen Johnston
Mary E. Johnston
Sharman Jordan
Karen Kalinevitch
Charles H. Kamp
Rochelle Kay Kaplan
Maralee Kebato
Nancy Lynn Keim
Paula Kellerman
Richard C. Kiger
Martha A. Kinney
Carol A. Diraly
William Klingaman
Deborah F. Kozma
Deborah R. Lasher
Kenneth Lazarus
Jane B. Lee
Henry T. Leonard III
Ann M. Leschinski
Richard W. Linton
Victor Livingston
Kay Ann Loreman
Karen Elaine Lynam
Leslie D. Lynam
Deborah MacCormack
John M. Maiorano
Janet Malkowski
Robert Mammarella
Pauline M. Matt
Lois J. Maulo
Linda A. McDowell
Wendy S. McDowell
David T. McKibbin
Patricia Meuser
Gordon W. Meyer
Susan L. Minshall
Lois Audrey Moore
Jean L. Mulcahy
Karen Louise Nagy
Diane Newswanger
Roxanne Nolan
Lynne Marie O'Brien
Diann E. Oman
Christina Pahuta
Edward F. Palm
Kathryn D. Paradis
Raymonde Paternoster
Jay A. Peacock
Janet Pearson
Diane Pemberton
Julie F. Peterson
Linda J. Peterson
Ann Elizabeth Petry
Maryann Phillips
James H. Poole
Ellen Prestowitz
John Punderson
Carol A. Randolph
Douglas C. Reber
Carol H. Riblett
Patricia E. Ringer
Richard Rocheleau
Renée R. Rochelle
Carol Ann Rogers
Marjorie Rosenberger
Steven E. Ross
Judy E. Ross
Lynn L. Sack
Beatrice Sammons
David K. Saylor
Stephanie Schambon
Paul H. Schipper
Joseph Schiosson
Philip L. Schmidt
Phillip W. Schulz
Stephen A. Seidel
Arthur Shapiro
Suzanne S. Shapiro
Eileen Marie Shea
John J. Shedletsky
Charles E. Sheets
Joseph S. Shen
Mary F. Sherman
James R. Siemens
Patricia A. Simmons
Natalie S. Simpkins
Marjorie A. Small
Janet M. Taylor Smith
Dan Sommers
Linda G. Stafford
Constance Stehman
Alan Steigerwalt
Carl F. Stoner
John J. Sullivan
Sally A. Sutton
Anne C. Taylor
Barbara W. Taylor
Beverly J. Taylor
Richard T. Taylor
James M. Tipton
Thomas Townsend
Richard G. Trice
James W. Trost
Bruce Underwood
Elizabeth L. Upson
Valerie A. Urian
Ingela Van Essen
Lynda D. VanHorn
Diane M. Ventresca
Joyce L. Voss
Maureen Vuralc
Robert E. Wagner
Rebecca Wallace
Terry Lee Waltz
Ralph Wesley Weis
Robert Wetherhold
Linda Lee Wilhide
Thomas Willing
David William Willis
Susan T. Wilson
Sheryl W. Winkler
Jo Ann Yates
Kathleen Zimny
Faculty
William A. McDaniel
PLATINUM SCREW

For meritorious service through their leadership to the University of Delaware above, beyond, around, and through the Establishment, the following persons were screwed during the 1971-1972 academic year. Members of the Order of the Platinum Screw are elected by the editors of the BLUE HEN from nominations received for anyone within the University Community.

Arnold Gordenstein
Kevin Freel
Susan McMullen
Pencader Residents
The Foreign Student
Spring Sports
Art Students

director, american studies
president, sga
treasurer, sga
a semester at horne’s and howard johnson’s,
a semester in the mud
too often ignored and homeless
teams complete their winning season, most
people don’t even realize they started
they decorate the campus only to have their
works destroyed or stolen

PI MU EPSILON

The honor society for Mathematics (partial list)

Nina Berselli
Kathleen Clendening
Joan F. Eisenhardt
Margaret Flynn
Margaret Hart
Julia L. Hutchins
Deborah Kozma
David H. Laucius

Susan C. McMullen
Mary Ellen McNutt
Catherine J. Reed
Gene M. Sand
Joyce Wimmer
Dana-Jeanne Fricker
Nancy Searl

SIGMA PI SIGMA

As the only national Physics honor society, Sigma Pi Sima recognizes academic achievement in the area of Physics.

Robert L. Brown
Benjamin R.
Esham, Jr.
Gary C. Harding
Douglas C. Reber
James S. Riley
Craig F. Russ
John B. Storm
James R. Woodruffe

Deborah A. Lake
Ken H. Lazarus
Keith J. McGrath
Vincent P. McMahon
Diane Pemberton
James R. Siemen

PSI CHI

The purpose of Psi Chi is to advance the science of psychology and to encourage, stimulate and maintain scholarship of the individual members in all fields, especially in psychology.

Donna H. Bogart
Susan M. Brodesser
Barbara A. Brustman
Wendy J. Clark
Donna H. Coxe
Pamela Ferrance
Elise D. Johnson

Deborah A. Lake
Ken H. Lazarus
Keith J. McGrath
Vincent P. McMahon
Diane Pemberton
James R. Siemen
SCABBARD AND BLADE

The national military honorary society

Boris J. Blias II
Christopher L. Claypoole
William A. Collier, Jr.
Roger W. Davis
Louis C. DiNetta
Scott E. Downing
Donald L. Emerson, Jr.
Christopher F. Gallo
Greg W. Hill
Christopher R. Hoff
Gerald A. Hopper
Mark J. Hudson
David P. Jensen
William S. Knightly
Joseph M. Kwiatkowski
John B. Latchford
Christopher M. Leahy
Harry Lenderman
Myron J. Leskiw
Charles B. L. Maynard
Edward F. McCloskey, Jr.
Edward K. Melville
Bruce Wayne Myers
Walter Esaias
Reifsnyder III
Robert J. Singley
Lawrence P. Smith
Stephen T. Snowberger
William Stoebbe
James D. Taylor
Robert L. Temple
John C. Ufford
John M. Wickersham
Edward A. Zabieleski, Jr.
Alfred L. Zimmerman

Faculty

Col. Joseph E. Beavers
Cpt. Michael J. Barney
Cpt. John M. E. Feret

TAU BETA PI

An honorary society that recognizes leadership and superior scholarship and achievement in Engineering.

Jan P. Allenbach
John Ballantine
William A. Bizjak
Robert W. Bloom
James A. Bragdon, Jr.
Alan R. Chernetsky
Lenn C. Daugherty
Thomas E. Dewson, Jr.
Eddy Dharmawan
Joseph J. DiNorscia
Raul Esparza, Jr.
Austin C. Everhart
William D. Fitzharris
Robert H. Freedman
James F. Garner
Ronald A. Greenberg
Mary K. Haines
Gerald A. Hopper
P. Richard Jeanes
David C. McKibbin
David T. McKibbin
John C. Orfe
William E. Philhower, Jr.
James H. Poole
Douglas C. Reber
William L. Reiffel, Jr.
Richard W. Rocheleau
Paul H. Schipper
Charles E. Sheets
Joseph S. Shen
Brent J. Sickles
Alexander D. Smith
John K. Smith, Jr.
Carl F. Stoner
John J. Sullivan
James M. Tibbitt
Michael M. Todd
Thomas B. Townsend
James W. Trost
John C. Ufford
James W. Vanderhaar
Terence L. Waltz
Ralph W. Weis, Jr.
Robert C. Wetherhold
Thomas B. Willing
Jo Ann Yates
Glenn R. Zeichner