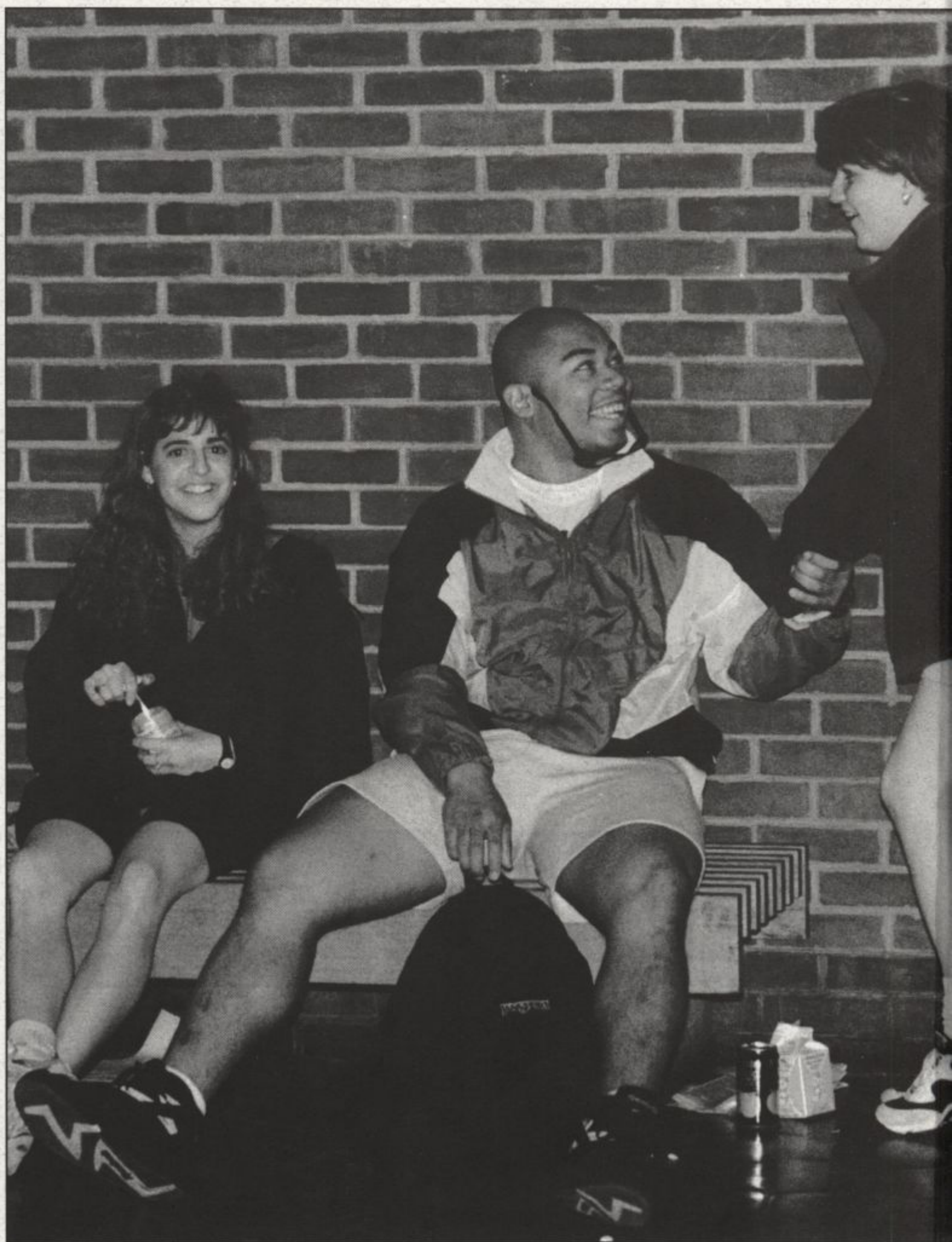


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Undergraduates Divider

DIVERSE STUDENTS

Undergraduates — they came from all over the country, some came from different parts of the world. They arrived speaking different languages, from diverse cultures. Undergraduates at the university came in with different levels of ability, ambition, and focus on their goals and future. Some had to overcome obstacles to get here, and would have to continue the fight to stay. The differences in their backgrounds helped shape their experiences and growth through successes and failures at the university.

Many students reached out to one another, in times of trouble and in times of triumph and celebration. Many students overcame their differences to form friendships, to form some community, no matter how small. Other students would not come to appreciate



**Shelley Straight —
Undergraduates Editor**
firsts year on a college year-
book staff . . . first year as
a college yearbook section
editor . . . belongs to the
School of Agricultural Sci-
ence. . . freshman year.

the differences and unique qualities of others. In the best situations undergrads had a lot to teach and at the same time learn from one another.

Students walked their own paths at the university, but somewhere along the way those paths and ideals con-

connected with the paths of others. In those moments student experiences were crystallized, some common ground was met. When it happened, the university was not such a big, cold place. The students fit somehow.

Whether in a favorite class, in a club, or in a group of friends, each time undergraduates felt something "click" for them, the more they felt something was added to or enriched in their experiences here.

Meeting in Smith Hall was a popular technique for spending time with friends that did not see each other on a regular basis.

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Beginning to Taste the Power

As children our parents picked our clothes, chose our schools, and made decisions for our benefit. Our structured existence made us dependent. Eventually, we began to accept responsibility. At 16 or 17 we ran for mom or dad's car to take the driving test that would give us that first nibble of freedom. Then we started looking at colleges and decided where to embark on our future. Hesitantly, we packed our clothes, radios, favorite pillows, sports equipment and teddy bears and found ourselves at the University of Delaware. About this time most of us turned 18 and confronted our first taste of power and responsibility, the right to vote.

Finally we had a voice in the adult world of politics and government. In 1992, the year of our 42nd presidential election, who better to choose our leader and change the world than we 18 year olds. As George Bush and Bill Clinton spurred politically, young adults everywhere registered to vote, and the candidates worked hard to win the youth vote. Voting, still a privilege denied in some countries, is abused in the United States. An estimated 2/5 of the citizens of the United States vote regularly. MTV's "Rock the Vote" commercials featuring music celebrities and the

"Choose or Lose" segments were two of the projects aimed at getting us to vote.

As 18 year olds, we showed at the polls in record number. We knew our voice was needed, so we spoke. As we continue to adjust to our new freedom and exercise our liberties, it is important that we remember the glory of living in a nation that allows us to choose.

Among those that felt the need to be "... a part of change," (Larry Johnson ASFR), opinions were unanimous that voting is crucial to democracy. Still, others wavered as to the effectiveness of voting. "... many people today do not vote. They do not think their vote will be listened to." (Brook Ervin ASFR) However, we can not let this waylay us. Every vote counts and those who do not vote should not criticize the system that they have made no effort to change. "We're the future generation ... it's our responsibility to elect a leader that has the appropriate qualities to govern us." (Johanna Shanley ASFR)

We as freshmen were undergoing dynamic changes that shape our future. Its no wonder at times we were frantic. We made it past the first step in adult responsibilities, voting.

— Molly Birmingham

Making friends is important when starting a new phase of life alone. Many freshmen can be seen exchanging phone numbers or yelling "See ya at the Abbey." Soon they get to know the people with whom they will be spending the next four years.



Freshman Frenzy

Before the Class of '96 arrived at Delaware, they were bombarded with advice: "Watch out for the freshman fifteen," "Never walk alone at night," "Beer before liquor never sicker," and, most important, "NEVER trust dining hall food if the server can't tell you what it is." However, nothing can prepare a freshman for what actually awaits him or her at college. First, the new student saw his room and wondered how the worldly possessions of two grown people would fit into a space the size of a walk-in closet. Next the problem of roommates occur. One liked Barry Manilow, the other preferred Suicidal Tendencies. Somehow a compromise was reached before the situation got out of hand.

From the beginning everyone had to adjust to life in a dorm. No one understood why there was always one toilet that would not flush, or why the thermostat was set to 92 degrees. Of course, most new freshmen love the idea of coed dorms until the first not-so-perfect body walked by in boxer shorts.

Eventually, classes began and everyone had thousands of questions. "What does she mean, there's a paper due next week?", "Where do I go to drop Spanish?", and, of course "What exactly is QDH?"

Once the weekend had begun, it was time to party. There were endless options. "Should we go to a fraternity party, or that house party down the street?", the inexperienced freshman asked, "How do I find my way back?" or even, "What's my name?". However, with the help from friends, students made it home in one piece.

Last but not least, was the reality of campus dining. Yes, this was the only "food" a freshman was expected to live on for the next four years. While the exact constitution of some of the meals may be debated, students were faced with a wide variety of choices. Making the decision between the Lone Ranger sandwich and the turkey croquettes could be extremely difficult. To some, ordering pizza at three AM was popular.

The adjustment to college life at the University of Delaware was profound. By the end of their first year, freshman had learned how to balance responsibility along with their need for frenzy.

— Keri Csencsits

Phone bills are high first semester because of those calls home or keeping in touch with your best friend in Florida. Janet Dierwechter (ASFR) makes a phone call to keep up with things at home.



BETH JACOBSON



KIZZIE COBB

Decorating the cubicle called a dorm room is crucial when adapting to unfamiliar surroundings. When it looks like home, it feels like home.

DAVOR

ORIENTATION

The Freshman Class, approximately 4000 members, filed into their seats at New Student Convocation.

The yellow and blue signs pointed the way, as a long line of cars containing soon-to-be freshmen and their parents made way to Laird Campus for New Student Orientation, Phase 1. Not knowing what to expect, the Class of 1996 and their family members took their seats and listened intently to the opening remarks.

After welcoming the parents, the first move made by university officials was to separate the parents from their children. Unburdened, the new freshmen took the dreaded placement exam, discussed diversity in a required seminar, tasted their first installment of campus food in Pencader Dining Hall, and scheduled their fall semester courses. Many incoming students were heard, pleading, "Please, please, don't sign me up for an eight-o'clock class!" Finally, at the end of a long, hot summer day, the new students had their identification photos taken. The wear and tear of the day was apparent in these hastily taken photographs, popularly referred to as "mug shots."

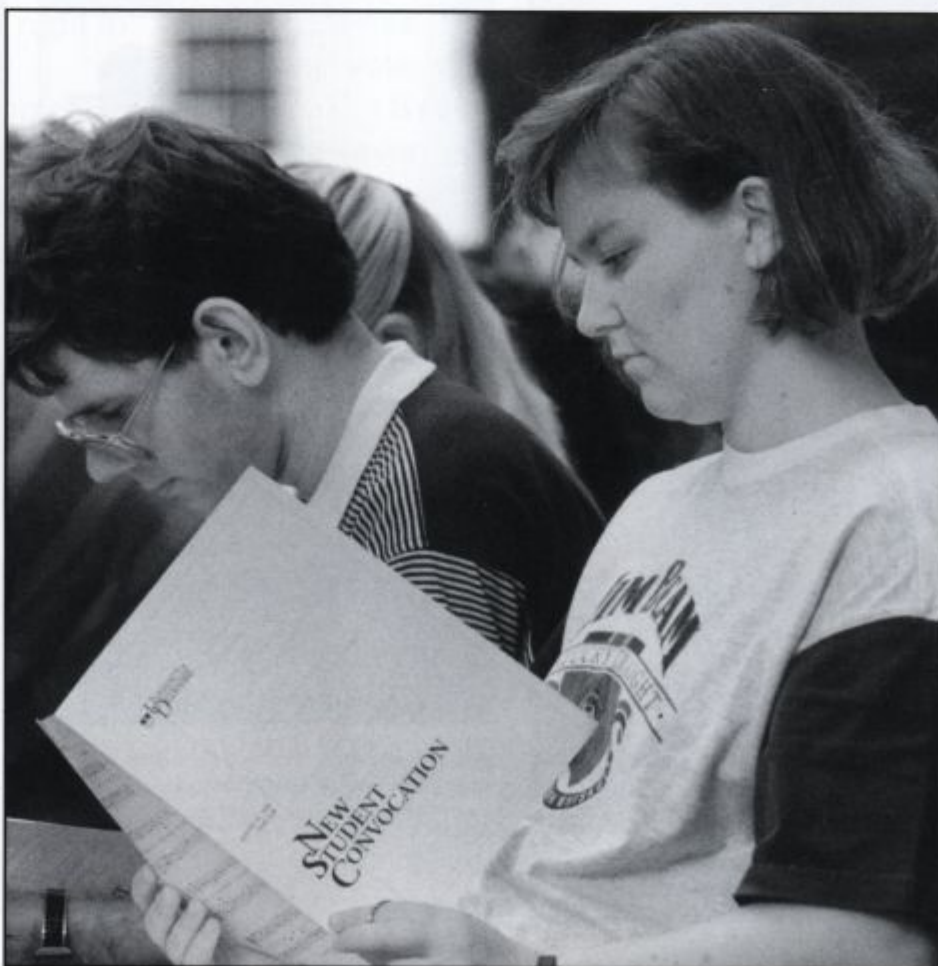
When the freshmen finally arrived at the University of Delaware in September, New Student Orientation, Phase 2 began. Over a period of three days, and without the pressure of a full campus, the new

freshman class met President David Roselle at a reception, attended more seminars on a variety of topics, and met with their advisors. The university also sponsored events designed to help the adjusting and overwhelmed students meet each other.

On the third day, the freshman class, approximately 4,000 members, filed into their seats at the New Student Convocation ceremony. Baking in the hot sun, the students listened to the Devon Brass Quartet, watched the processional of distinguished faculty members march in ceremonial robes, and listened as the freshmen were welcomed formally into the university community. Upon completion of the ceremony, the Class of 1996 scrambled to grab lunch at a nearby picnic. The preparation was over and the real work was about to begin; however for the remainder of the day, the energetic individuals enjoyed their newly obtained status as college students.

— by Keri Csenesits

The eagerness to start a new phase of life is apparent at the Convocation Ceremony. It encompasses the seriousness and enjoyment that each student will experience for the next four years.



DAVOR

Welcome
CLASS
of
1996

The Convocation Ceremony formally welcomed approximately 4000 new students. Here, Freshmen and Transfer Students were able to see some of the university's professors.

At lunch new students get the opportunity to meet new friends and socialize. This was one of the many events designed to help Freshmen adjust to college life.



The University's President, David Roselle, gave his speech before a crowd of anxious Freshmen.

Freshman 15

The "Freshman Fifteen" — everyone has heard of it, many have gotten to know it first hand, and only a few of us have been able to get rid of it after obtaining it. What causes this pesky little creature to attach itself to our middles? Some say it's the dining hall food. For starters, they put the dessert first thing when you walk in . . . as if that is supposed to HELP when you're trying to keep the weight off. Then there's the mystery meat with the mystery sauce with the mystery vegetable. The unknown content of these foods is probably 50% fillers and 50% saturated fat, but not even intense prodding of the dining hall staff was able to yield any results, since they too had no idea of the contents of the so called food they were slopping onto our plates. They said that it came to them in plain brown wrappers with the cooking directions, "boil for 5 hours or until the consistency of baby food." Gives you a lot of confidence, huh?

Some also blame their late nights out partying — beer bellies the size of party balls aren't just for middle-aged men anymore! You too can have one! Or, if you're a woman, you can have thunder thighs and buffalo butts! All you have to do is spend your Thursdays, Fridays, and Saturdays drinking until you build your tolerance up enough to drink Andre the Giant under the table.

Or, simply being the late-night studier can get you into deep water. When those munchies start to hit about midnight, it's either eat the textbook (which cost you \$75 at the bookstore, in paperback!) or, get yourself a large order of take-out Chinese food. Here comes the MUNCHIES. Yes, nothing is safe when you want desperately to avoid that psychology paper or physics project. Normally it's just a box of macaroni and cheese or a large pizza with the works, but you've got to be careful, because those month-old twizzlers you found under the bed might start to look a little too tasty if you go too long.

The "Freshman Fifteen," is a burden nearly every new college student has to face. Many are able to get rid of it through intense exercise at Carpenter Sports Building, but many of us are just too lazy or busy to deal with it and pray that it will go away eventually, but we haven't got much hope . . . Good luck with yours!!

— Stacey Lush

No matter how hard one tries, no one can resist an attack of late-night munchies. Andrea Shinn (AG FR) gave in and ordered from the Upper Deck.

Although microwave dinners are convenient, those tiny dishes are packed with calories. Linda Pill (AG FR) heats up her dinner the quick and easy way.



ALL PHOTOS — SHELLEY STRAIGHT



You can't see it happening, but one day you step on the scale and . . . AHH! The few ounces Karen Martin (AG FR) put on may feel like 15 pounds.





All transfer students started their academic experience at the University of Delaware with their own goals and aims, not as beginners. Every year hundreds of transfer students come to Delaware to be intellectually challenged.

Making friends at a new school was a priority of transfer students. Many returning Delawarians had old friends to find as non-natives developed new friendships.

KUZZIE COBB



Many obstacles such as new surroundings provided challenges for transfer students. Just as they became familiar with their previous college, they were engulfed in a different environment which in most cases became a huge campus.



DAVOR



DAVOR

Starting Over

They came from every place imaginable, other countries, towns, and cities. They pinned their hopes for success and academic challenge squarely on the shoulders of this university.

Over the years, the university served as host to hundreds of transfer students. Their experiences were unique in that they were all newcomers but not absolute beginners. Each came with his own goals and private aims.

Jay O'Neill (HR SO) transferred from Maryland because of the University of Delaware's larger range of studies. "Here, I'm studying what I enjoy and can make a career out of," he said. The adjustment to a larger campus came easier than expected. "My other campus was almost constricting. I wanted the change." Many uneasy moments and apprehensions for transfer students existed outside of academic life. "It's having to get used to meeting new people all over again," O'Neill explained.

For Susan Tan (AS SO), a native of

Hong Kong, the transition to university life was marked by obstacles; a language barrier, lapse of time between studies (nearly ten years), and difficult credit transfer.

Learning a new language was especially difficult for Tan but has inspired her to achieve her ultimate goal. "I want to become a bilingual math teacher in a secondary school. I've had the experience of adjusting to a new language. I want to help others." The University's mathematics and education courses helped open that possibility for Tan.

Her early experiences here were unsettling at best. "I didn't know anyone. I didn't know places or how things worked. It had been so long since I'd been to school," she explained. A short while later, like other transfer students, things fell more easily into place. Tan said, "I've made friends here. I can communicate with people. That's so important to me."

— Cheryl Jowers

Sophomore Slump

Postcards from the edge . .

In baseball, it is called the "sophomore jinx." A stand-out rookie player rides high into the season, on a crest of fame and exciting new possibilities. That rookie is bound for glory until . . . his second year hits.

The player is not such a new sensation, the excitement not so great. University students could take a lesson from this. If freshman year was the first great rush and thrust to the college experience, and junior and senior years marked the path from academically testing the waters to making a commitment — the move from student to professional, then what was sophomore year (in twenty words or less)?

It did not seem to fit any generalized pattern, not grounded in a set of expecta-

tions; not considered upper-classmen and too late to be "new faces," sophomores were in a state of constant limbo.

As a classification, it may have seemed that in housing and class preference, sophomores got the fuzzy end of the lollipop. In terms of stability as well, sophomore year may have seemed to be more like a knee-jerk response, an automatic offshoot of freshmen year. Sophomores at the university, and in other fields, may have shared more common threads of experience that they had at any other time. It was an experience that in essence "tied them over" until the next series of steps in their progression, their achievements. "Sophomore slump" was the hump they had to get over to set the pace for success.

— Cheryl Jowers

No longer new faces to the University of Delaware, sophomores are familiar with the woes of college life.





By sophomore year the excitement of the dorm diminished and second year students entered a state of "limbo." Although sophomore's may not have received their preference of housing on campus, Sue Papa (EDSO) and Monica Pie (ASSO) seemed content with their surroundings.



BETH JACOBSON



BETH JACOBSON

Not all students experience a slump! Few students enjoy the knowledge and experience of being a sophomore.

DAVID

TV Lounge

The television lounge was a great place in a dormitory for various reasons. The first and obvious reason was to watch television. However, with the television on there are always people watching it. So, the lounge became a great place to get to know the people on your floor and in the entire building. If it was really quiet, you could try to study in the lounge, but usually it didn't work out that way. Passing by the lounge to get to the dorm room, you were likely to see a friend. You would stop and talk . . . and eventually your favorite show would come on the television. You could most likely guess the times at which the lounge would be most occupied.

On Tuesday night was the *Class of '96* on FOX. Wednesday nights were devoted to *90210* at 8pm and *Melrose Place* at 9pm. Those who were not fans of FOX had to find another lounge in which to watch television. On Sunday afternoons and Monday nights you could be sure that the football games were showing. Some lounges even had VCR's so students could rent movies. TV lounges also doubled as program lounges. Topics such as Black History Awareness, Condom Awareness, and Long Distance Relationships were death with in the lounge. Apparently the television lounge had as many uses as a student could create.

— Debra Freeman

Relationships

Romantic relationships excite the lives of college undergraduates

Leaving the High School scene behind them, Freshmen enter college to make new friendships and experience new things. This, however, does not exclude romantic relationships. As undergraduates, these relationships are unique and exciting, but they can be classified in three basic categories: Sicly sweetening, incredibly jealous, and long distance.

Everyone has seen the couple whose hands have been surgically combined and whose friends refer to them by one name. Sure these relationships can be fulfilling, but one must ponder if they can actually last. No doubt, it is wonderful while it lasts.

On the other hand, jealous relationships can get extremely obsessive. Fist fights,

phone arguments, hate mail, and gossip may entertain neighbors, but it will take a healthy relationship and destroy it.

Sitting by the phone on a Friday night could be a symptom of a long distance relationship. AT&T and Amtrak love these people, but the post office could do without the innumerable love letters. Whether long distance relationships work is questionable. It definately takes an open-minded, trusting individual to work.

These stories do not always have sad endings. Instead few couples actually make it through four years in a normal, functional relationship.

Writing and receiving love letters is one of the best parts of a long distance relationship.



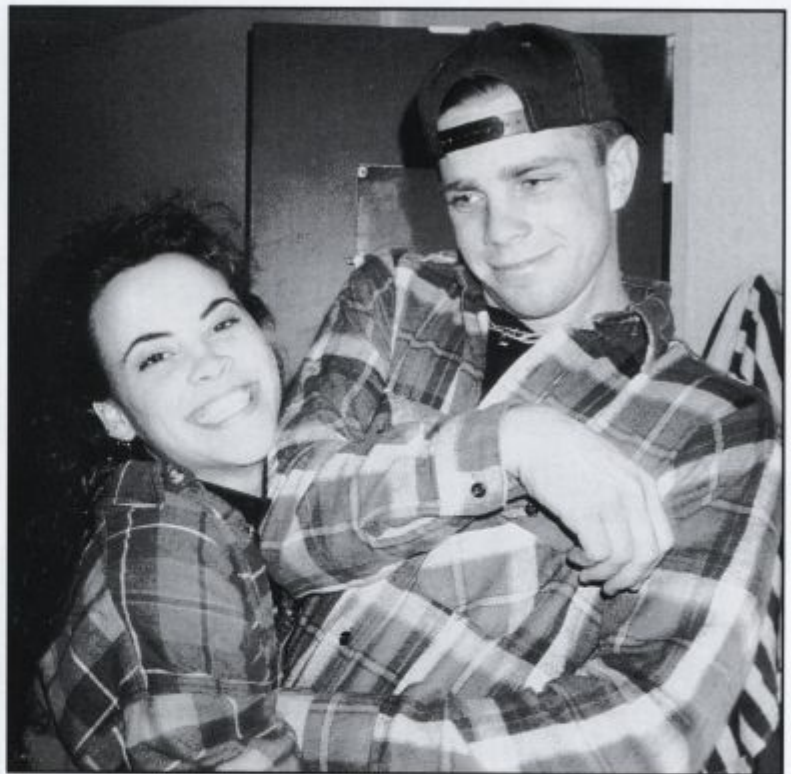
KAREN NYE



Some people call it love, while others call it destruction. This tree carving meant something special to someone, but was damaging to nature.

Having that someone special on campus is convenient for those lazy days in the sun.

KAREN NYE



ALLISON ASHURST

Couples on campus get to spend quality time with each other. This couple looked completely happy.

Choosing a Major

Beat the clock . . .

University students liked to think they had a game plan when they first arrived; some definite direction to travel toward, some area of study that screamed, "Take me, I'm yours!" Many believed that they needed something to settle into comfortably and decisively.

For many, the reality of choosing a major had more false starts than fair, or was prompted by unexpected changes in one's perspective and academic interests. To be an undeclared student, or one who switched majors along the way, threw the student's whole system of university study off balance and started a countdown in motion . . . against time and credits.

Claudia Weigl (AS UG) discovered early on that her efforts in her major were coming up short. She realized it wouldn't be possible to compete in her chosen career with her G.P.A. "I pretty much knew I had to do something else," she said. One professor helped plant the seed for a new way of looking at a choice of major. After returning a paper to her, a professor suggested that she consider majoring in English. "First I laughed, but then it started to make sense. I've always enjoyed my English classes."

Eric Morrison (AS JR) found his first area of study, Geography, through the process of elimination — he had already compiled several credits in it. He went one step further and chose a second major. "I've always had a real interest in psychology, I wanted to take advantage

of that," he explained.

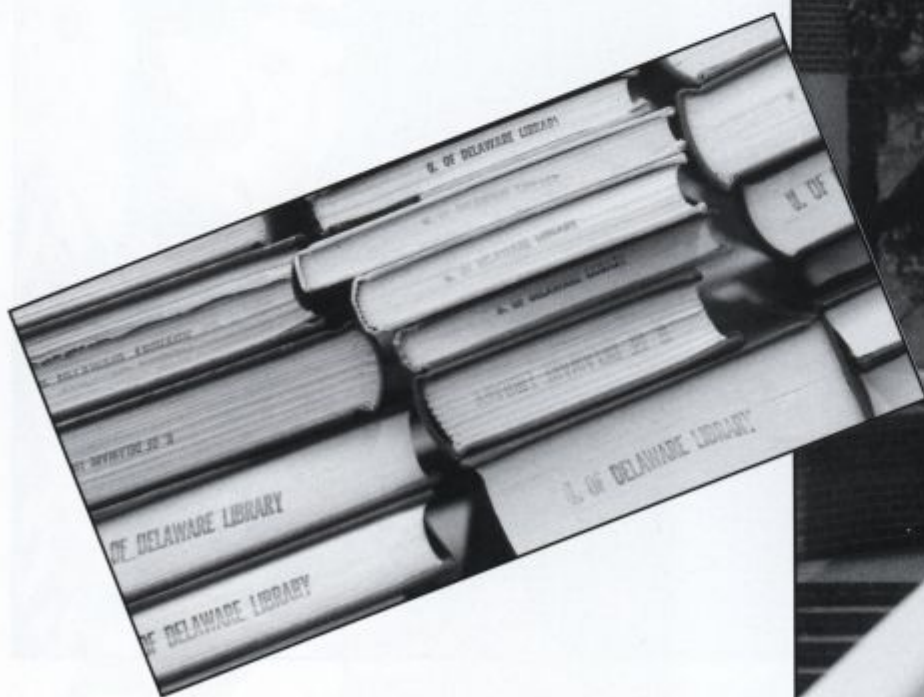
Although the time frame for graduation was more manageable for students who chose their major early, for some students this very structure served to compromise or discourage the discovery of where their true talents and interests lay. Weigl said, "I feel like I chose (biology) too early. I was so sure about it that I never gave anything else a chance. I had a really closed mind."

If finally choosing a major or leaping from one to another was unnerving, at the same time it gave students a sense of security and a brighter outlook. "I was struggling through work before, now I'm happy to do it. This work doesn't feel like work," Weigl asserted. Eric Morrison added, "I've realized I have to settle down and kick butt in all my courses. But so far, so good."

— Cheryl Jowers

From the incredible number of majors to choose from in each college, most students had a hard time deciding on a major. From this stems a long list of double majors and minors that keep many students busy studying.

Few students know what field of study they would like to enter into upon arrival at the University. Taking various types of courses is a popular way to decide where one's interest lies. Day dreaming about the future also told many people of their heart's desire.



DAVOR

Visiting the Student Services Building for class registration may have been particularly stressing for those of us who had no plan of action for graduation.



KIZZIE COBB

Junior Jitters

Inches from a clean getaway.

Further along the path of students' academic pursuits and experience lay a great watershed — junior year. For all intrepid hearts who chose to "go the distance" at the university, they had to come to grips with all the choices they had made before. The third year was the final cut, the bridge that separated the trials and errors of the first years from the more solid ground of senior year.

While freshman and sophomore years provided a luxury of time and freedom of choice for many students, the well ran dry during junior year. More than just settling in to their classes, students started worrying about their total credit count and the time they had left to achieve all they had set out to do. As upperclassmen, juniors had preference in housing and in classes. They also had pressure to decide, once and for all, their area of

study and career path to set out upon.

So close to senior year, the transition seemed to have countless obstacles thrown in one's path. The third year in college may have felt like the 30th year. It was an acute attack of "pre-senioritis."

Wanting to avoid the five year plan, juniors were ever watchful, arming themselves with credit checklists, a quadron of advisors (or whomever they could find), and if they were really desperate, may have resorted to reading tea leaves (although this could not be confirmed).

By junior year, all the goals students had worked toward either came together peaceably or were blown to oblivion — a sharp break from their expected path. For those students who were jolted into a new direction, tea leaves may have been required reading.

— Cheryl Jowers

As upperclassmen, juniors had preference of housing and classes. Being experts around campus, they looked ahead to senior year with horrible cases of "pre-senioritis"

TEO IS
IT!

Each Date:
Furs, Dec. 17 8pm-10pm
Dues, Dec. 17 7pm-9pm
Furs, Dec. 28 SPECIAL
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Staying aware of all the current news around campus and around the world is important to these students who are planning their futures.



All photos by Davor

Not all of junior is frantic. Relaxation and social activities consume a large portion of a student's time.

Winter Wonderland

Winter, the season most people scorn, is a welcomed part of the University of Delaware academic year. Some students looked forward to resting at home for the winter break with friends and family. On the other hand, many other students felt a sense of accomplishment by taking one or a few classes over Winter Session.

It is true that classes met every day for an hour and a half or twice a week for three and a half hours. This enabled all participating students to take an easier course load in the fall or just keep up with the necessary credits of a major. Finishing within five weeks made Winter Session an ideal time to take those classes that are dreaded.

Dorm rooms during this time were quiet. An eerie feeling of isolation took a while to get used to but once an appreciation for the quiet set in, everyone came back. Winter was the perfect time to meet new people in the building and helped struggling students to graduate on time.

— Debra Freeman and
Shelley Straight

CAREER CRISIS

Job Jamborees provided the first step in the employment search

For one afternoon each fall, the university served as host to more than 90 business organizations and government agencies. The "Job Jamboree" was sponsored by Career Planning and Placement as part of its Job Fair week. Juniors and seniors, especially, were encouraged to participate in the event.

For many students, it was their first exposure to organizations that interested them. Most of the organizations that participated returned later in the year to the Campus Interview Program.

Students had the opportunity to speak to representatives and find out what kinds of jobs and internships were available as well as what challenges and benefits their companies offered. Some students got the jump on the competition by bringing their resumes and appearing before the representatives polished and groomed to perfection.

Students could get the 'low

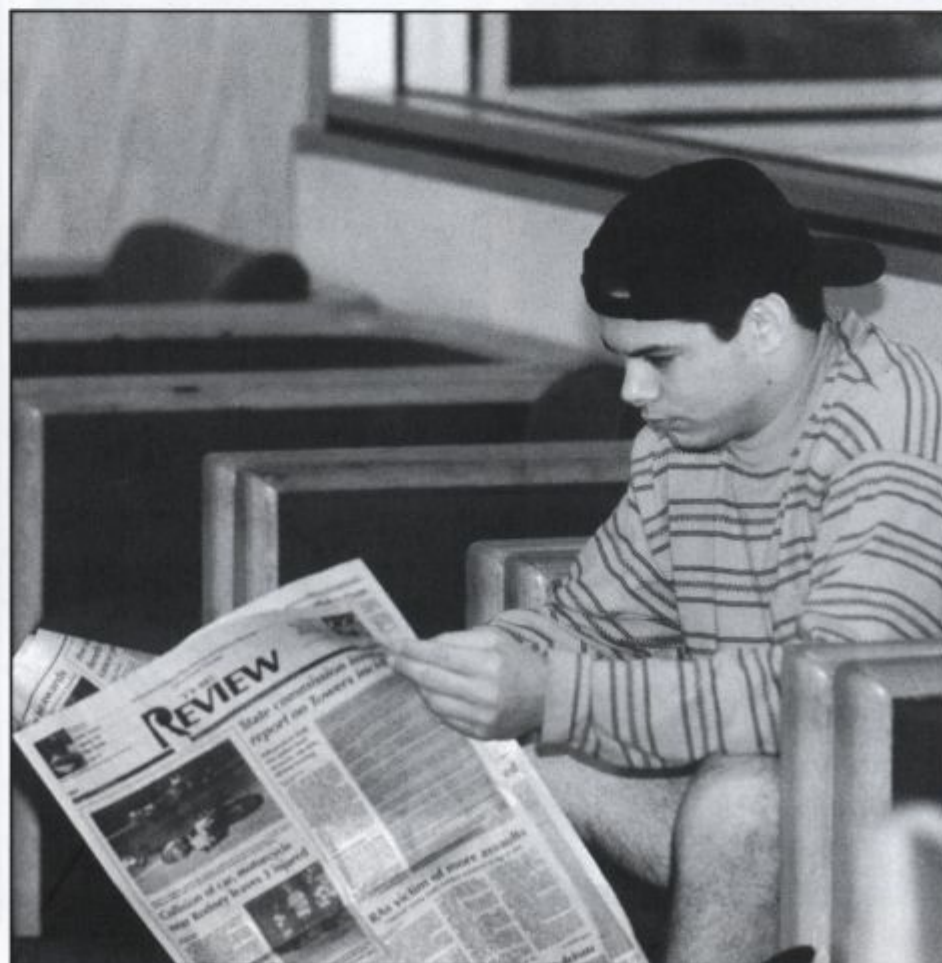
down" on the organizations by discovering the breakdown of entry level positions and what long and short term trends were occurring in the hiring process edge. Those who wanted to join ranks with a corporation on the "cutting edge" found out what new markets and products were being developed.

To make themselves more attractive to potential employers, students could discover what types of courses and field preparation were considered to be especially promising that would make them standouts.

Wanting all the information was one thing, getting the whole picture was another matter. One had to be quick on the draw — talk fast and literally beat other students to the tables. It was a taste of what the real job market would be like.

— Cheryl Jowers

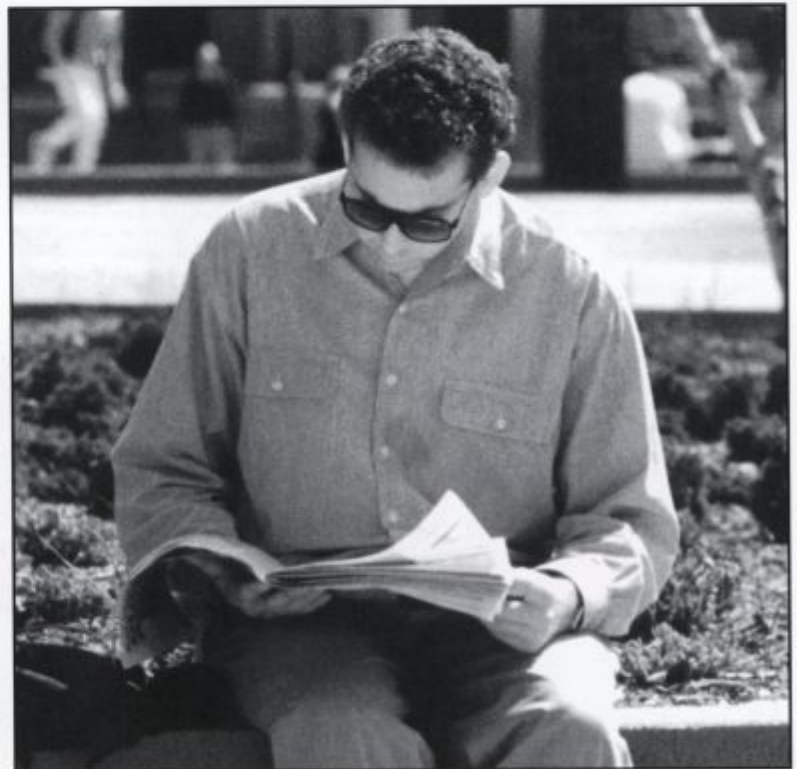
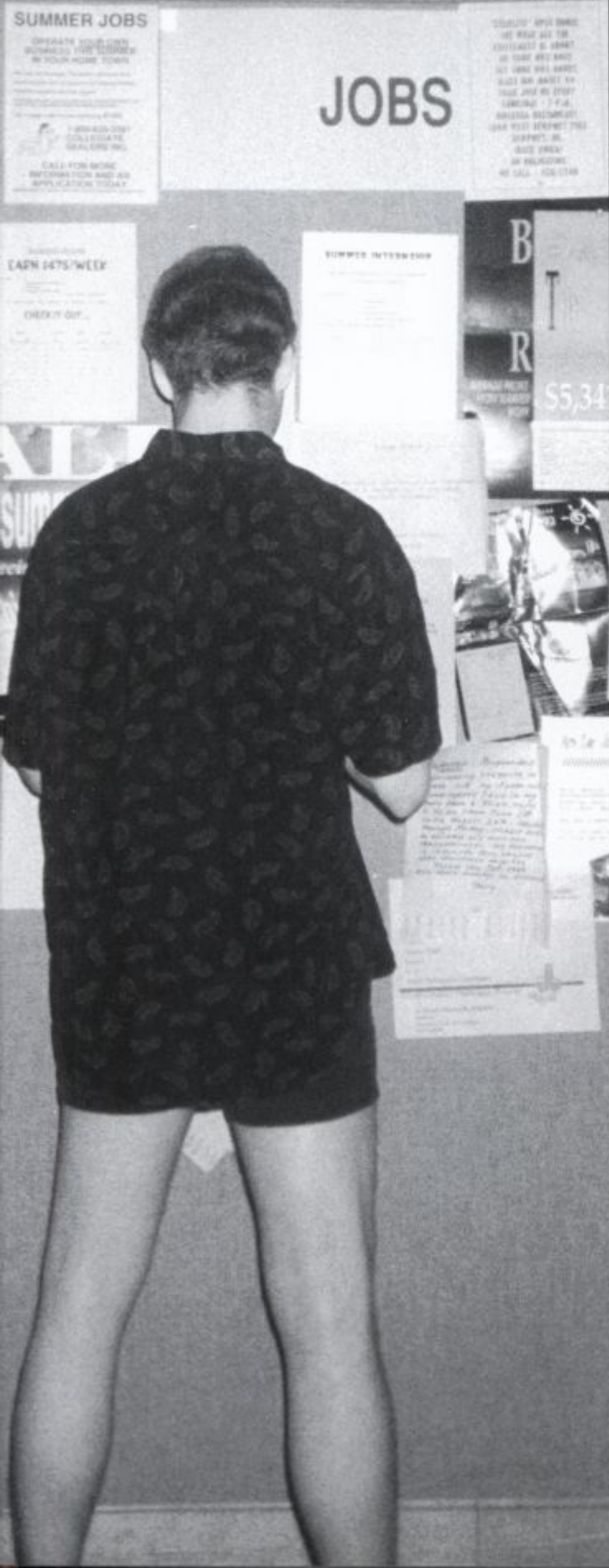
Many students began their job searches early in their junior year to get a head start for the summer and their future. Reading the wanted ads became a ritual.



DAVOR

Finding out what kind of jobs and internships are available can be helpful to gain experience in a particular field. Experience at specific companies can lead to a full-time job after graduation.

Students got the "low down" on some organizations from the Career Planning and Placement office. Resume counseling and research could also be done in the office.



All over campus students tried to discover what types of field preparation were necessary and what could make their resume stand out.