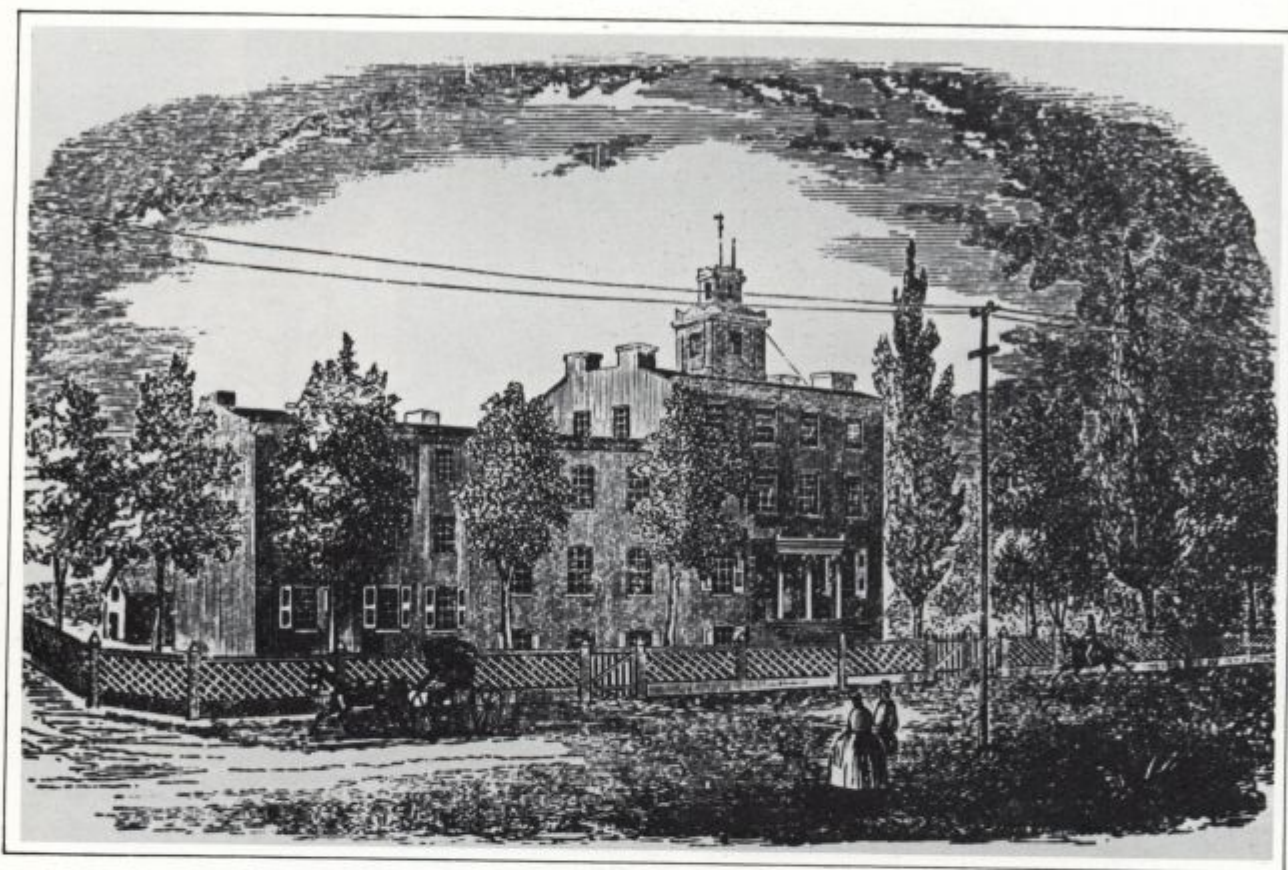


# ACADEMICS



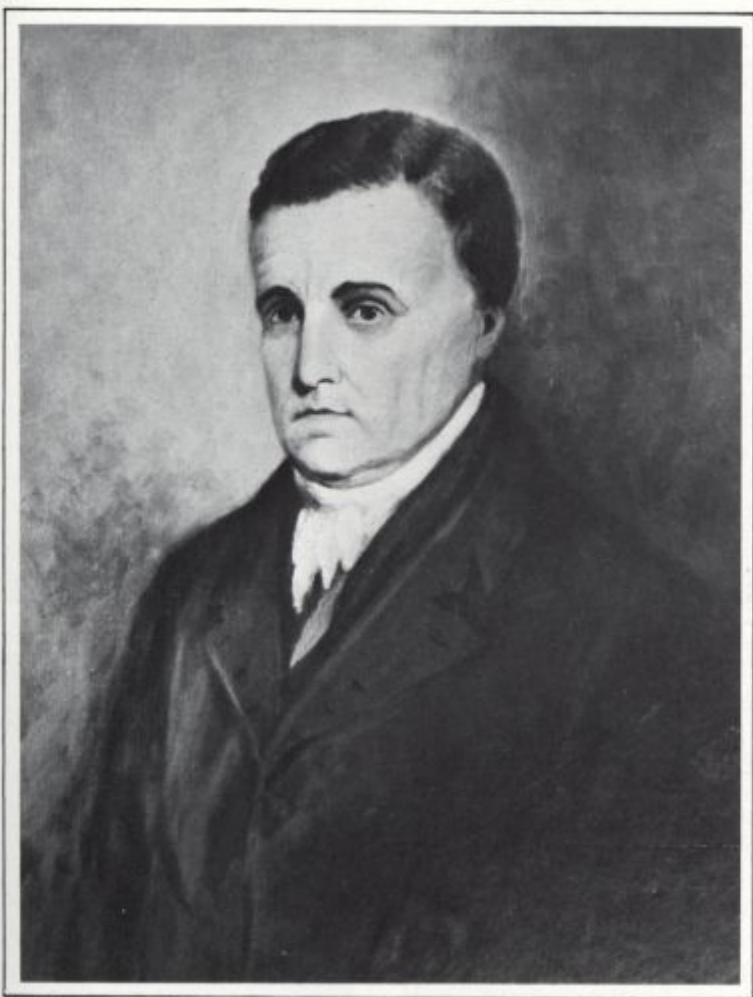
**The year was 1743.** The place was New London, Pennsylvania. A fiery Irishman and part founder of the University of Pennsylvania, the Reverend Francis Alison (above right) opened a private school in his home for prospective Presbyterian ministers. This action is credited with setting into motion a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

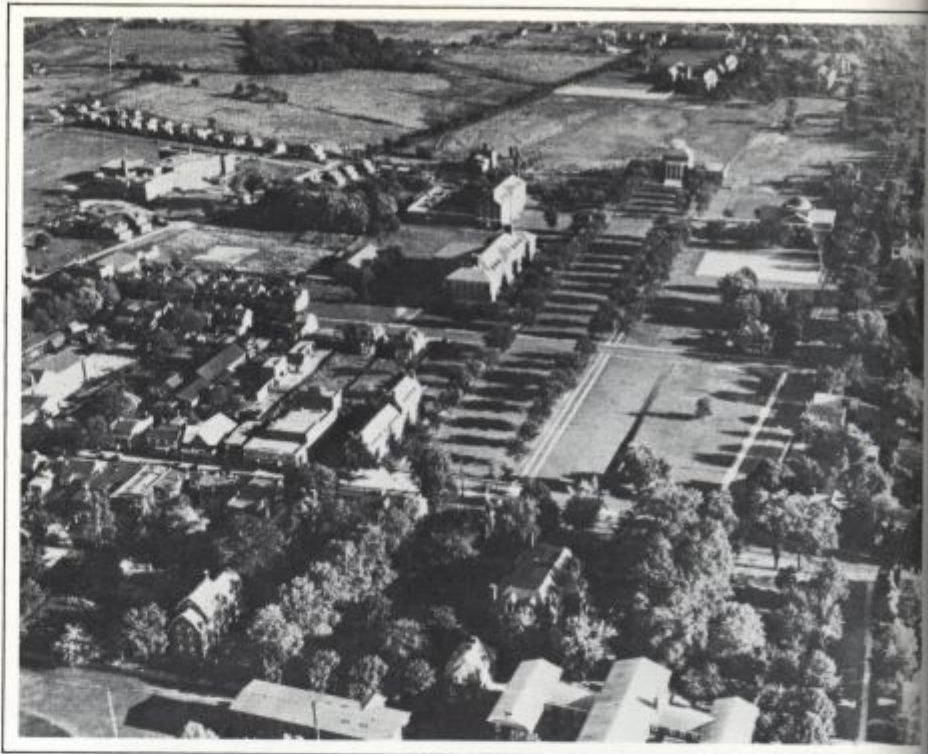
The church related school thrived in its early years with financial support from a wide range of sources including King George of England and the Penn family. Several graduates became leaders in the Revolution. Physically, the school moved to Cecil County, Maryland and finally settled in Newark in 1765, 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.





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 40 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.

Connected with the College is a preparatory school, conducted by a Principal and a Tutor, under the supervision of the Faculty.

A young man who has not time or inclination to pursue a full course of classical instruction may, in consequence of the connexion of the two departments, select such studies in either or both departments as are best suited to the object he may have in view.

Proper times for entering are the beginning and the middle of each term.

No student is admitted into the College under 14, nor in the Preparatory Department under 10 years of age.

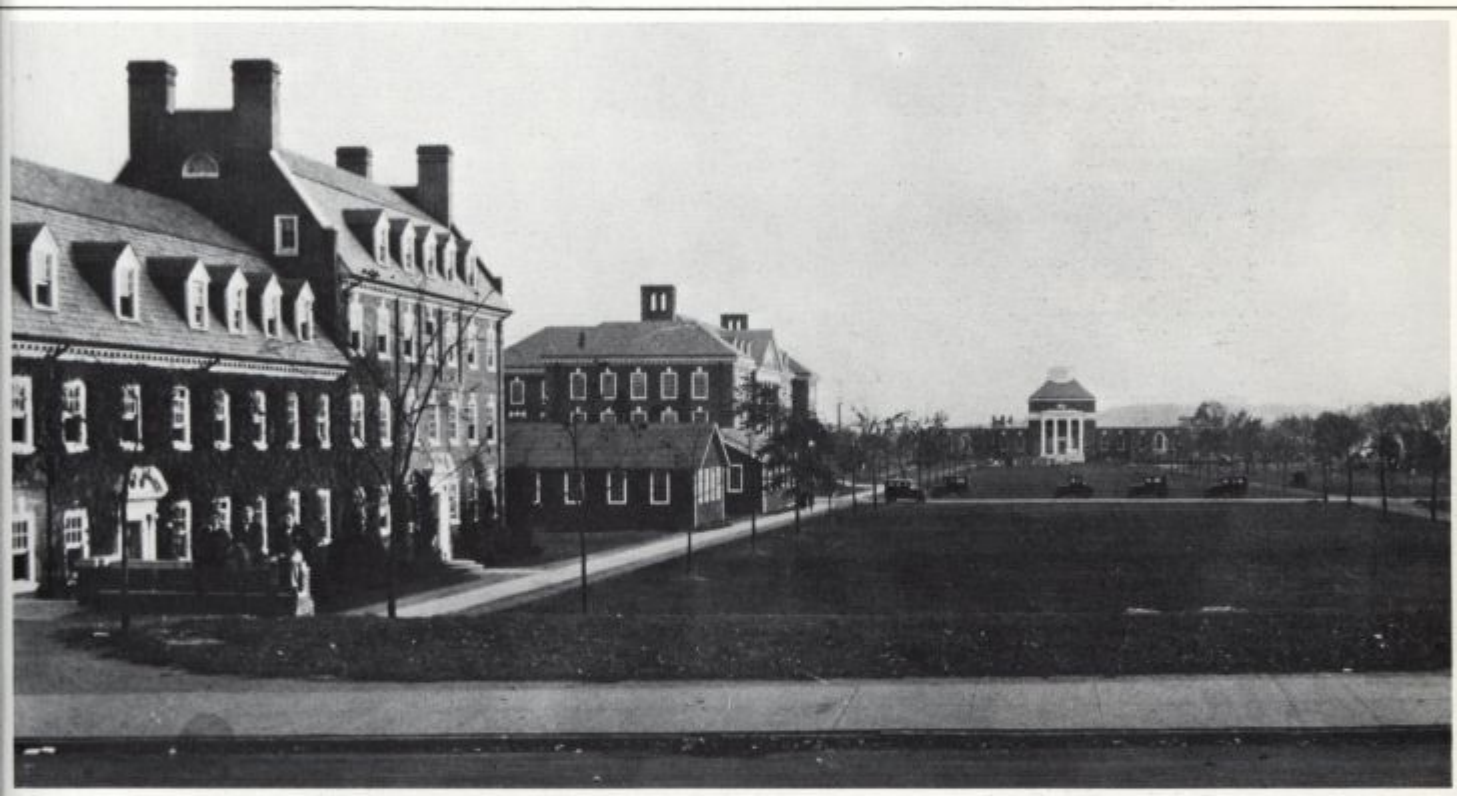
R. S. Mason, President

NATIONAL INTELLIGENCER, November 20, 1839



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



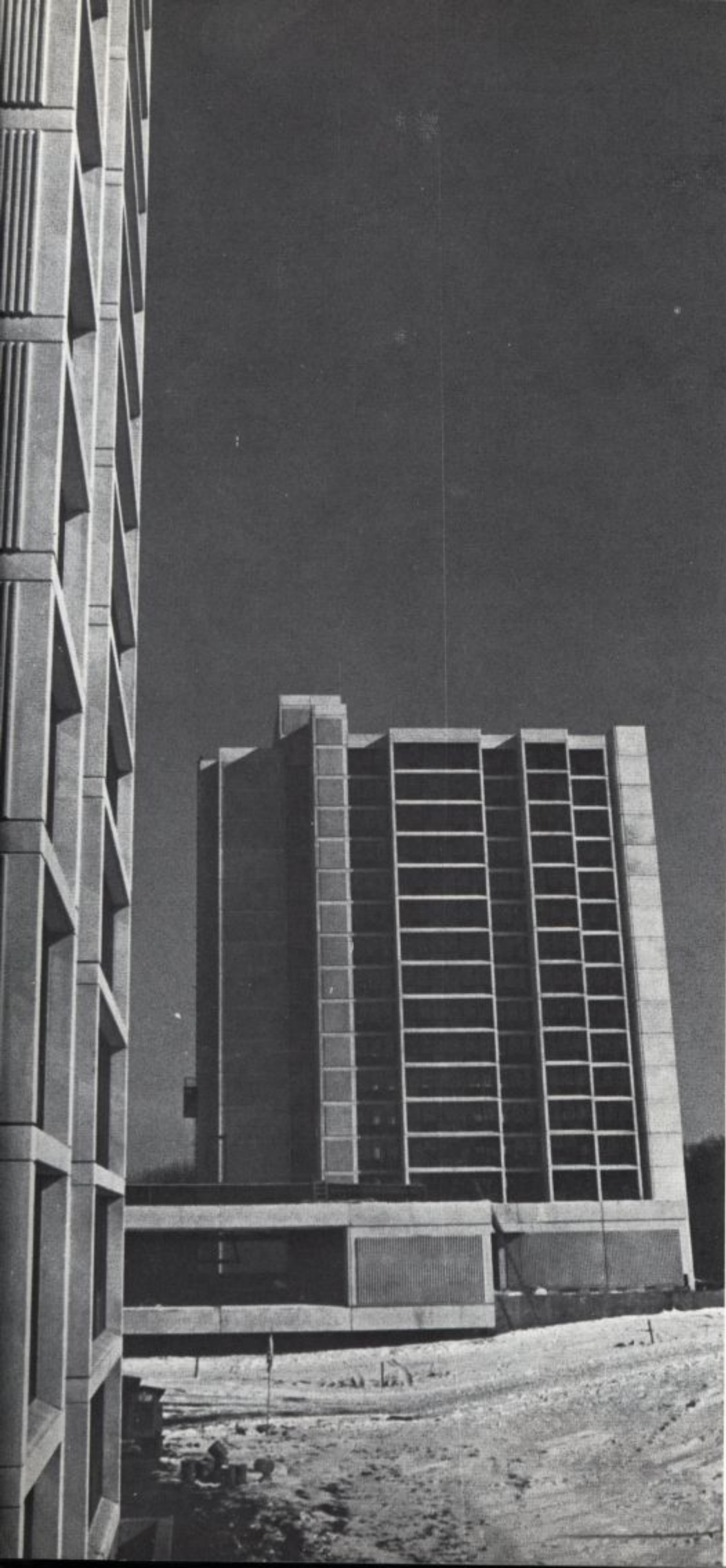
nation. The University also has acquired a reputation for the high quality of its undergraduate programs in chemical engineering and chemistry and for its distinguished graduate programs in Early American History, offered in cooperation with the Winterthur Museum and the Hagley Museum.

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 midsized 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.

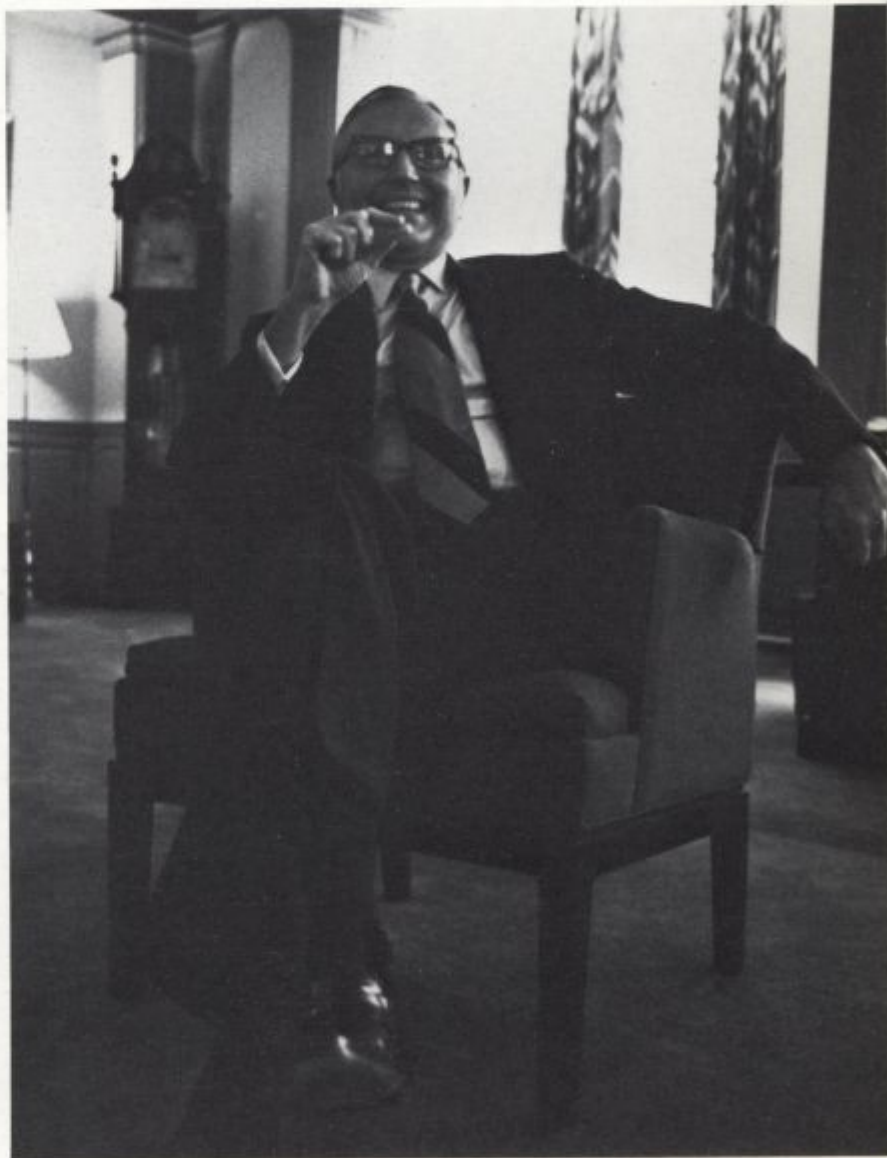
I have a very deep-seated belief that a university is a special purpose institution brought together by and for society to fulfill specific needs and specific requirements. So I don't view it as being a microcosm of the world at large. Our primary reason for being is education.

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 fac-

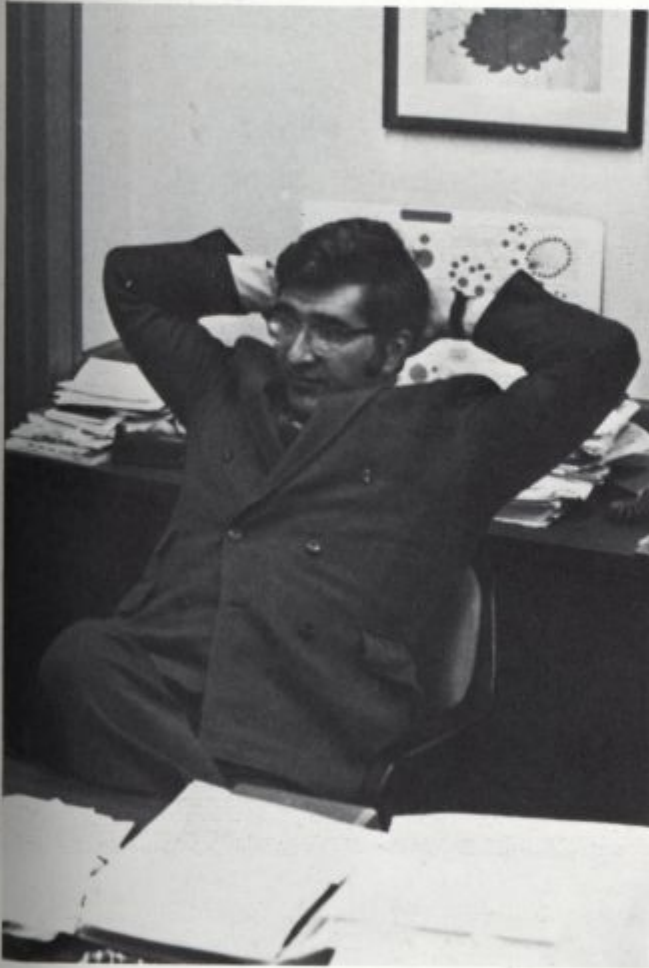
tor in the university community, as far as programs, money, and gifts. I think it's time they take their own place.

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. Worriow, 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.



Individual students will say "well, we were never consulted about this," while the truth is that person was not consulted while somebody else was. The interaction must always be representative. The move toward representative community has proceeded quite fast.

**Frank B. Dilley, Associate Provost for Instruction**

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.

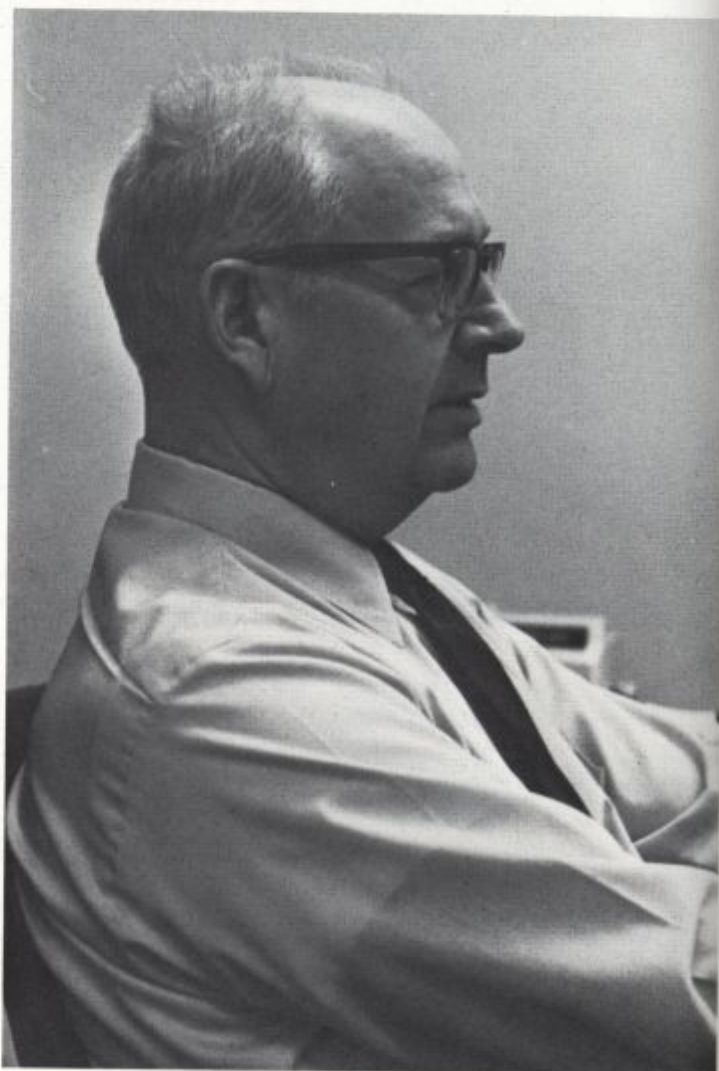
**Daniel Wood, University Secretary**



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**



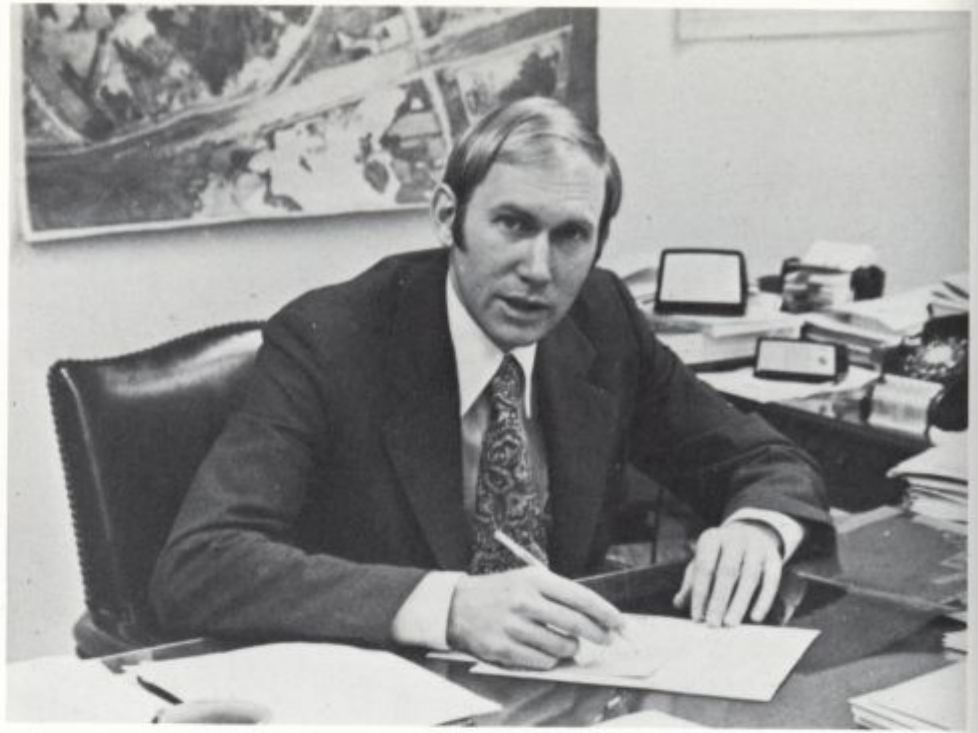
I feel that science here at the University of Delaware is not that heavily emphasized—it is the other way around. The high percentage increases in enrollment and large growths in programs are in the non-engineering, non-science areas. Engineering must relate to both human and social sciences.

**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**



**Mary K. Carl, Dean, College of Nursing**



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 its 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.

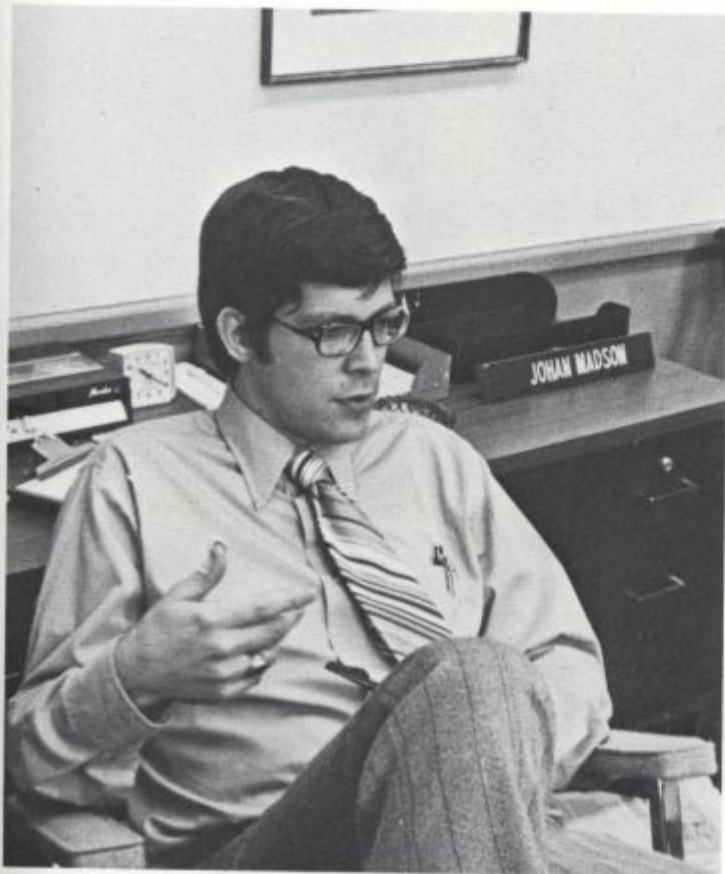
. . . I think we need to develop basically more opportunities for personal interaction and learning between students and faculty. We need to encourage basically a matter of personal relationship between people, for faculty not to be afraid to risk, if you please, getting to know students as people.

**Raymond O. Eddy, Dean of Students**

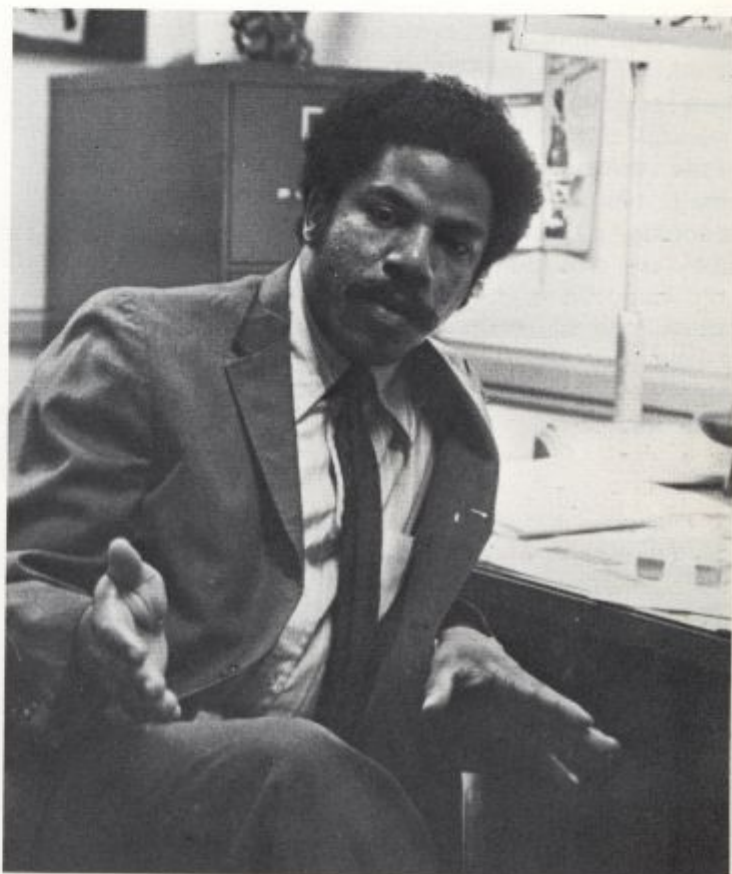


I don't see the University as being a community right now. I think there's some real hope for it to grow in that direction. As far as the total 10,000 people being a community in feeling, a sense of loyalty to that community, I don't think that's here yet.

**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

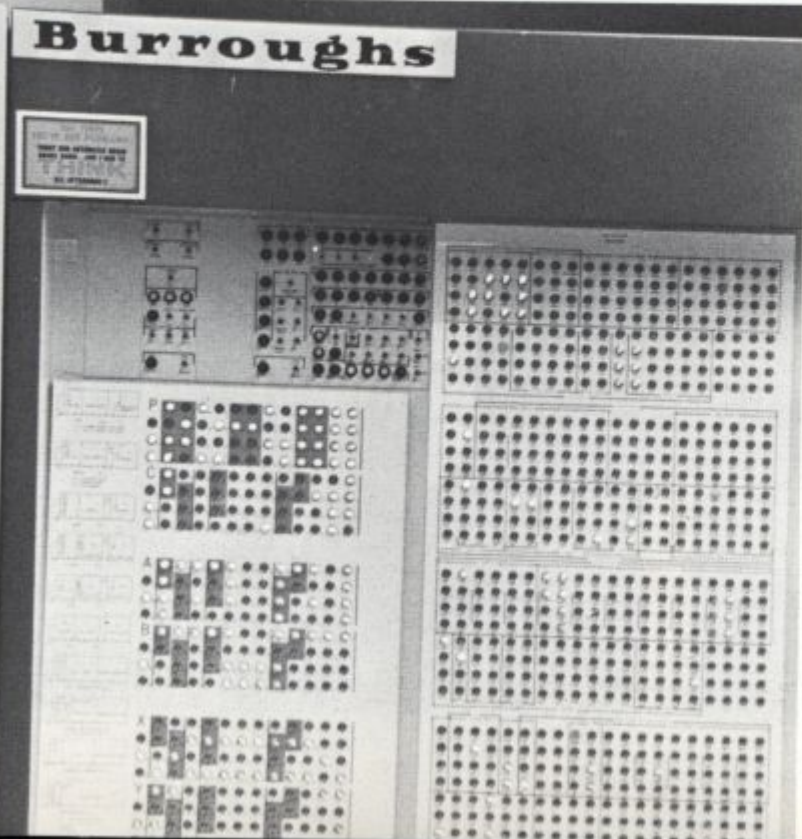


we can in fact have a community . . . I think the immediate agenda of the person transcends the larger concept of community.

**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.

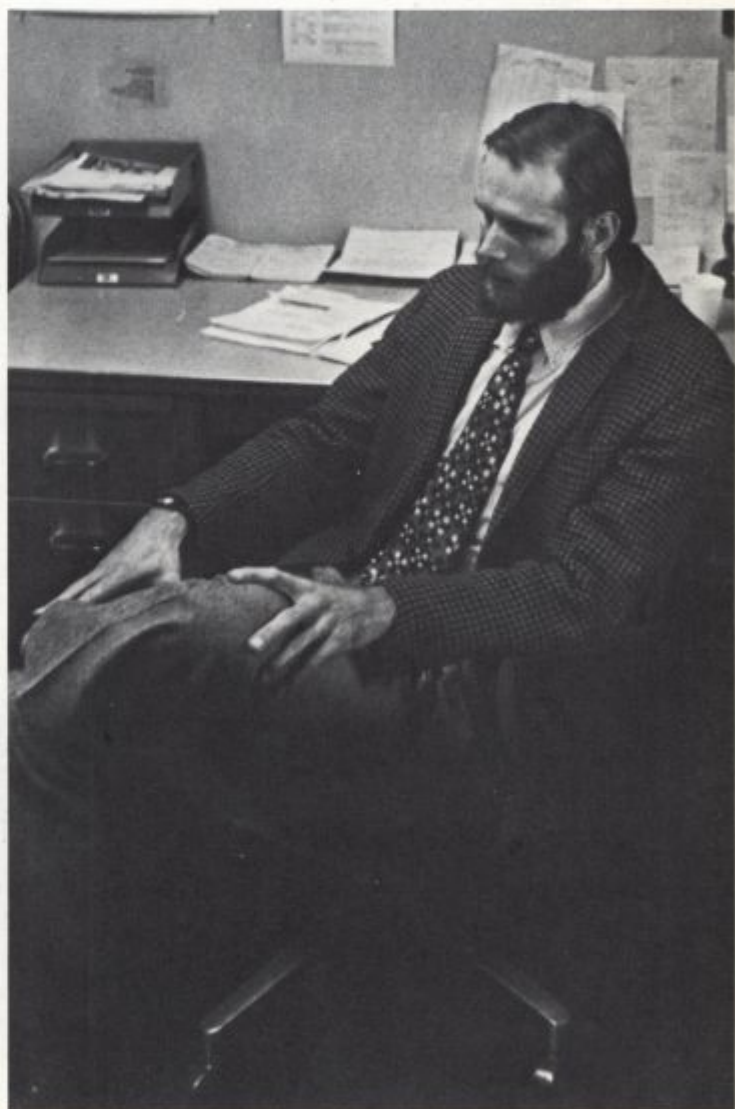
People working together towards common goals will grow in the direction of a community.

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.

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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.

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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.

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

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The entire curriculum must be meticulously examined and reevaluated. Many—perhaps a half or more—of the courses currently listed in the under-



graduate 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.

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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.

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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.

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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 re-

sponsibility 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.



# HONORS

## EXCELLENCE IN TEACHING

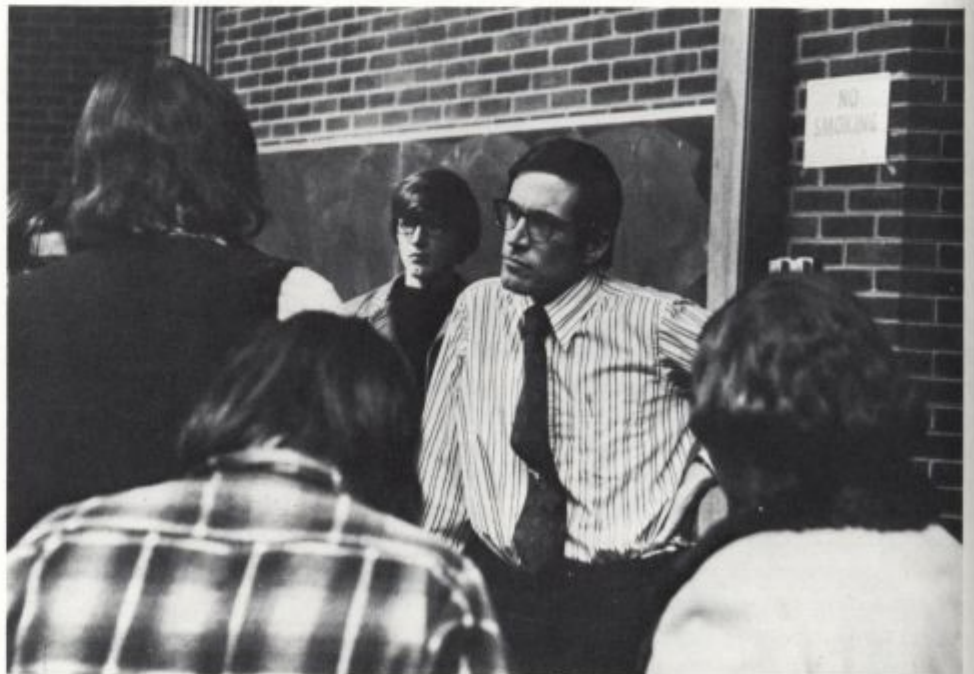
Members of the teaching community who have been recognized for their mastery of their subject matter; their sensitivity to the interests, needs, and concerns of students; and their ability to broaden the student's perspectives. (Listed are the award recipients of the past ten years.)

### 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

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

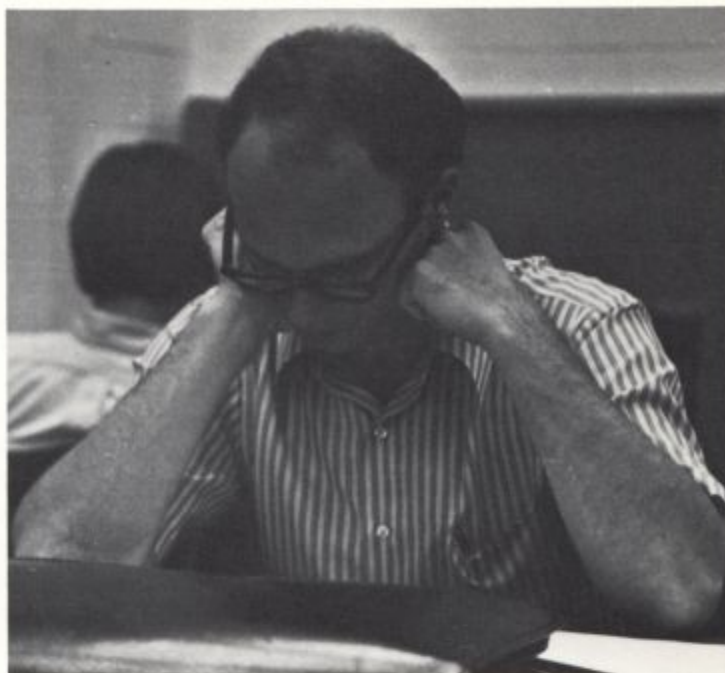


## ALPHA KAPPA DELTA

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  
Ranney Broadfoot  
Ethel Z. Budin  
Susan M. Burton  
Julie C. Close  
Michael Connors  
Charles R. Cooper  
Paul D. Craven  
Henry R. Davison  
Judith A. Dilorio  
Christine Dutton  
Linda S. Faw  
Margaret Fuscaldo  
Lynn C. German  
Kathlyn Giannaula  
Ellen D. Guinard  
William K. Hall  
Evelyn Heidelberg  
Mary W. Juers  
Rochelle Kaplan  
Ronald T. Keen  
Ruth E. Kranz  
Patricia Kreider  
Jeanne Korp  
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  
Evalyn Sayer  
Michele Scanlon  
Linda Schoenberg  
Jean C. Schoy  
Richard J. Seibel  
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. Bralton  
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. Petterson  
Clifford H. Probasco  
Leonard Queitzsch, 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  
Cornelius 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

## 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'Conner
Deborah DeKlein	Ellen J. Prestowitz
Victoria R. Dynda	Carole A. Rafferty
Madeline A. Elisens	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 Hebel	Elizabeth L. Upson
Sharon A. Helmer	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 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 Jeanes	John R. Walsh
Lynn Gene Mahan	Jo Ann Yates

## 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



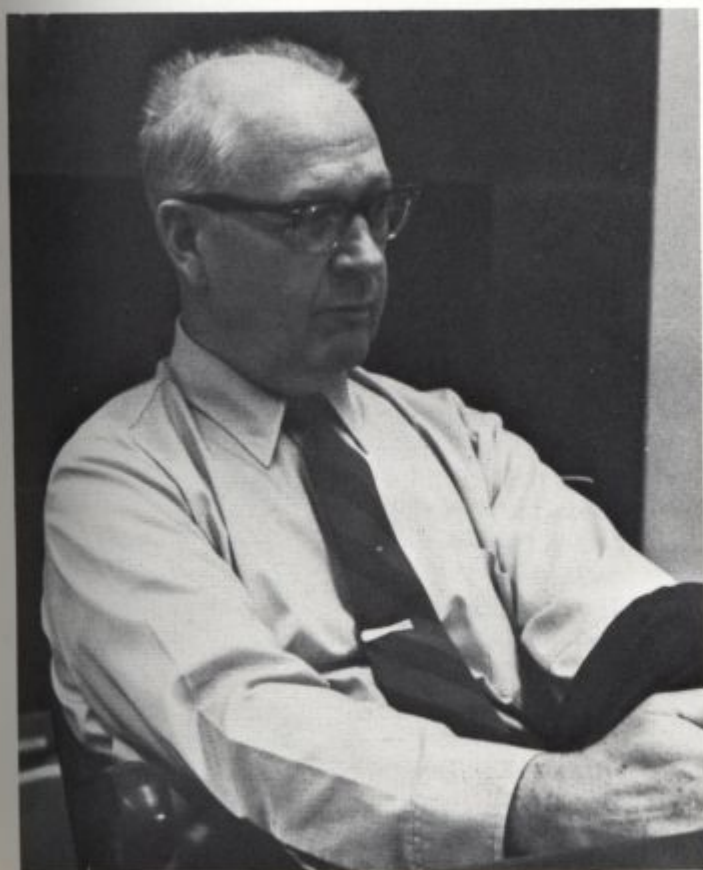
## KAPPA DELTA PHI

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

Kathleen Aiken  
Dolores Altemus  
Sarah H. Barnes  
Virginia L. Bartlett  
Cris Biller  
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  
Lauren R. Duff  
Louise M. Durante  
Donna J. Fearing  
Joan M. Fessler  
Rhonda K. Fried  
Karen M. Grady  
Sara T. Greevy

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  
Gerladine Smeijan  
Alice A. Smith  
Janet M. Smith  
Linda B. Smith  
Irene H. Talley  
Stephanie Wallach  
Helen Welch  
Harry J. West  
Joanne R. West  
Paulette 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. Fonner  
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



## 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. Lafferty  
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

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

Beverly G. Adam  
Christine E. Arllen  
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 Perrine  
Jane L. Roland  
Stephanie R. Schambron  
Ann C. Schaubert  
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

## 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 Coulet  
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 Lofland  
Roxanne Nolan  
Julie F. Peterson  
John O. Punderson, Jr.  
Jacinta Mary Purcell  
Elaine Ann Richert  
Marjorie Rosenberger  
Steven Elliot Ross  
Christopher Scarborough  
Joseph F. Schlosbon  
Linda S. Schoenberg  
Bronwen Davies Sewell  
Natalie S. Simpkins  
Anne C. Taylor  
Valerie Anne Urian  
Maureen Hawkins Vurlicer  
Robert E. Wagner, Jr.  
Robert S. Weiner  
Susan Lee Welkos  
David William Willis  
Valerie L. Armstrong Yost

# PHI KAPPA PHI

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 Cassel  
Anthony Celano, Jr.  
Alan Chernetsky  
Judith A. Cifone  
Barbara Ann Clark  
Mark A. Clark  
Sylvia Collette  
Nancy T. Conklin  
Ira L. Conrad  
Cheryl A. Corbin  
Cominique Coulet  
Du Gard  
James S. Cross  
Barry N. Culp  
Lenn C. Daugherty  
Susan H. Davis  
Henry R. Davison  
Debora J. Deklein  
Kianne DelGiorno  
June A. Demaria  
Lynne H. Dengler  
William Denman  
Thomas E. Dewson  
Susan K. Dickson  
Judith Dilorio  
Donna Lea Dinger  
Joseph DiNorscia  
Cheryl U. Dunlap  
Mary E. Durbin  
Linda Susan Elmore

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. France  
Robert H. Freedman  
Frederick F. Frosch  
Randall B. Garber  
James F. Garner  
Donna K. Gill  
Denise L. Green  
Lynette Grondahl  
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 Kebalo  
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. Leshinski  
Richard W. Linton

Victor Livingston  
Kay Ann Loreman  
Karen Elaine Lynam  
Leslie D. Lynam  
Deborah MacCormack  
John M. Maiorano  
Janet Malhowski  
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  
Raymone 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  
Renee R. Rochelle  
Carol Ann Rogers  
Marjorie Rosenberger  
Steven E. Ross  
Craig F. Russ  
Lynn L. Sack  
Beatrice Sammons  
David K. Saylor  
Stephanie Schambron  
Paul H. Schipper  
Joseph Schlosbon

Janet L. Schmidt  
Philip 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. Siemen  
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. Tibbitt  
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 Vurlicer  
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	director, american studies
Kevin Freel	president, sga
Susan McMullen	treasurer, sga
Pencader Residents	a semester at horne's and howard johnson's, a semester in the mud
The Foreign Student	too often ignored and homeless
Spring Sports	teams complete their winning season, most people don't even realize they started
Art Students	they decorate the campus only to have their works destroyed or stolen



## PI MU EPSILON

The honor society for Mathematics (partial list)

Nina Berselli	Susan C. McMullen
Kathleen Clendening	Mary Ellen McNutt
Joan F. Eisenhardt	Cathrine J. Reed
Margaret Flynn	Gene M. Sand
Margaret Hart	Joyce Wimmer
Julia L. Hutchins	Dana-Jeanne Fricker
Deborah Kozma	Nancy Searl
David H. Laucius	

## 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	Deborah A. Lake
Susan M. Brodessa	Ken H. Lazarus
Barbara A. Brustman	Keith J. McGrath
Wendy J. Clark	Vincent P. McMahon
Donna H. Coxe	Diane Pemberton
Pamela Ferrance	James R. Siemen
Elise D. Johnson	

## SIGMA PI SIGMA

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

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

## SCABBARD AND BLADE

The national military honorary society

Boris J. Bilas II	Edward F.
Christopher L.	McCloskey, Jr.
Claypoole	Edward K. Melville
William A. Collier, Jr.	Bruce Wayne Myers
Roger W. Davis	Walter Esaias
Louis C. DiNetta	Reifsynder III
Scott E. Downing	Robert J. Singley
Donald L. Emerson, Jr.	Lawrence P. Smith
Christopher F. Gallo	Stephen T.
Greg W. Hill	Snowberger
Christopher R. Hoff	William Stoebe
Gerald A. Hopper	James D. Taylor
Mark J. Hudson	Robert L. Temple
David P. Jensen	John C. Ufford
William S. Knightly	John M. Wickersham
Joseph M.	Edward A.
Kwiatkowski	Zabielski, Jr.
John B. Latchford	Alfred L. Zimmerman
Christopher M. Leahy	Faculty
Harry Lenderman	Col. Joseph E.
Myron J. Leskiw	Beavers
Charles B. L. Maynard	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	Mary K. Haines	Alexander D. Smith
John Ballantine	Gerald A. Hopper	John K. Smith, Jr.
William A. Bizjak	P. Richard Jeanes	Carl F. Stoner
Robert W. Bloom	David C. McKibbin	John J. Sullivan
James A. Bragdon, Jr.	David T. McKibbin	James M. Tibbitt
Alan R. Chernetsky	John C. Orfe	Michael M. Todd
Lenn C. Daugherty	William E.	Thomas B. Townsend
Thomas E.	Philhower, Jr.	James W. Trost
Dewson, Jr.	James H. Poole	John C. Ufford
Eddy Dharmawan	Douglas C. Reber	James W. Vanderhaar
Joseph J. DiNorscia	William L. Reiffel, Jr.	Terence L. Waltz
Raul Esparza, Jr.	Richard W. Rocheleau	Ralph W. Weis, Jr.
Austin C. Everhart	Paul H. Schipper	Robert C. Wetherhold
William D. Fitzharris	Charles E. Sheets	Thomas B. Willing
Robert H. Freedman	Joseph S. Shen	Jo Ann Yates
James F. Garner	Brent J. Sickles	Glenn R. Zeichner
Ronald A. Greenberg		