

W.C.

1911

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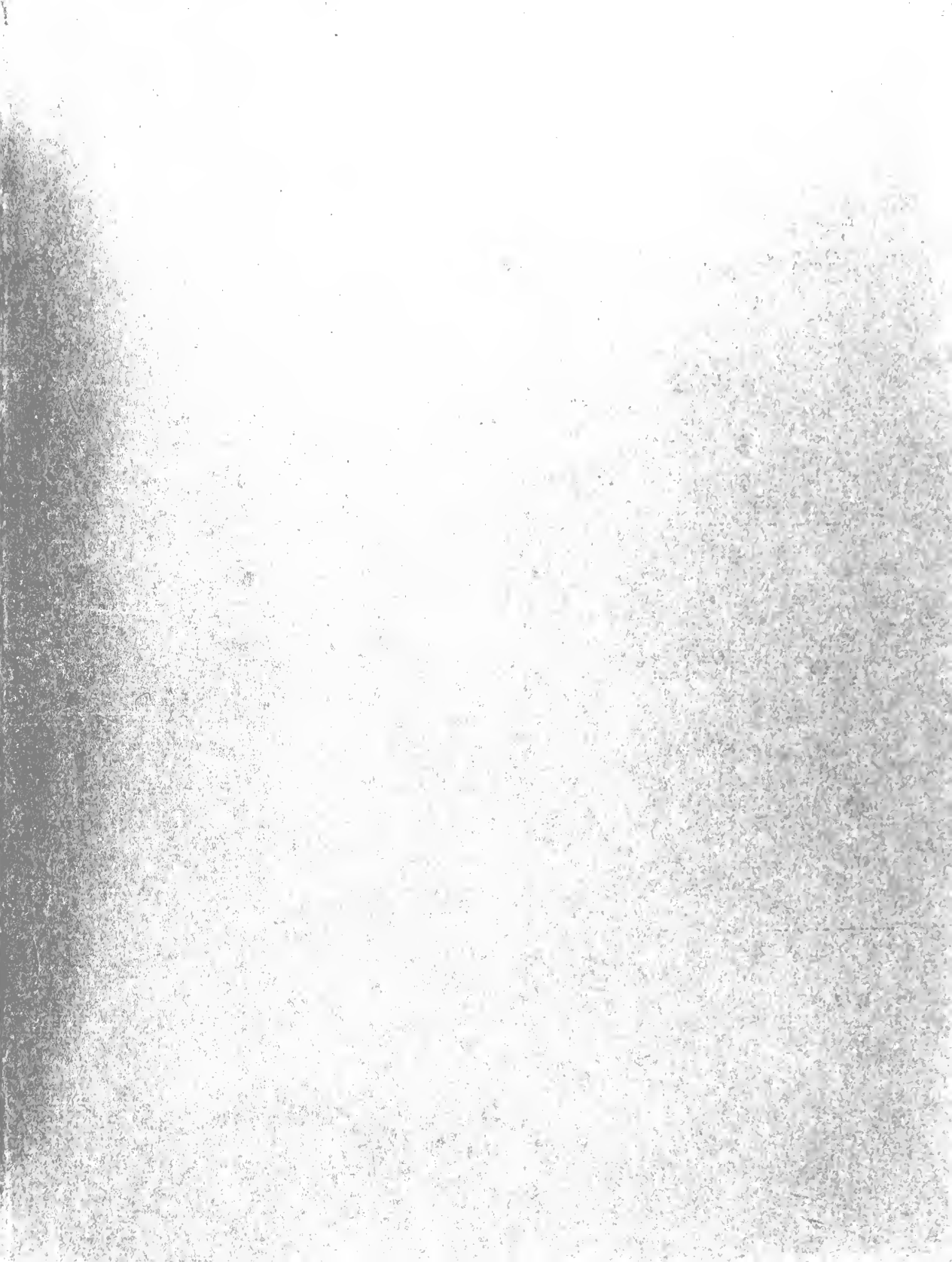
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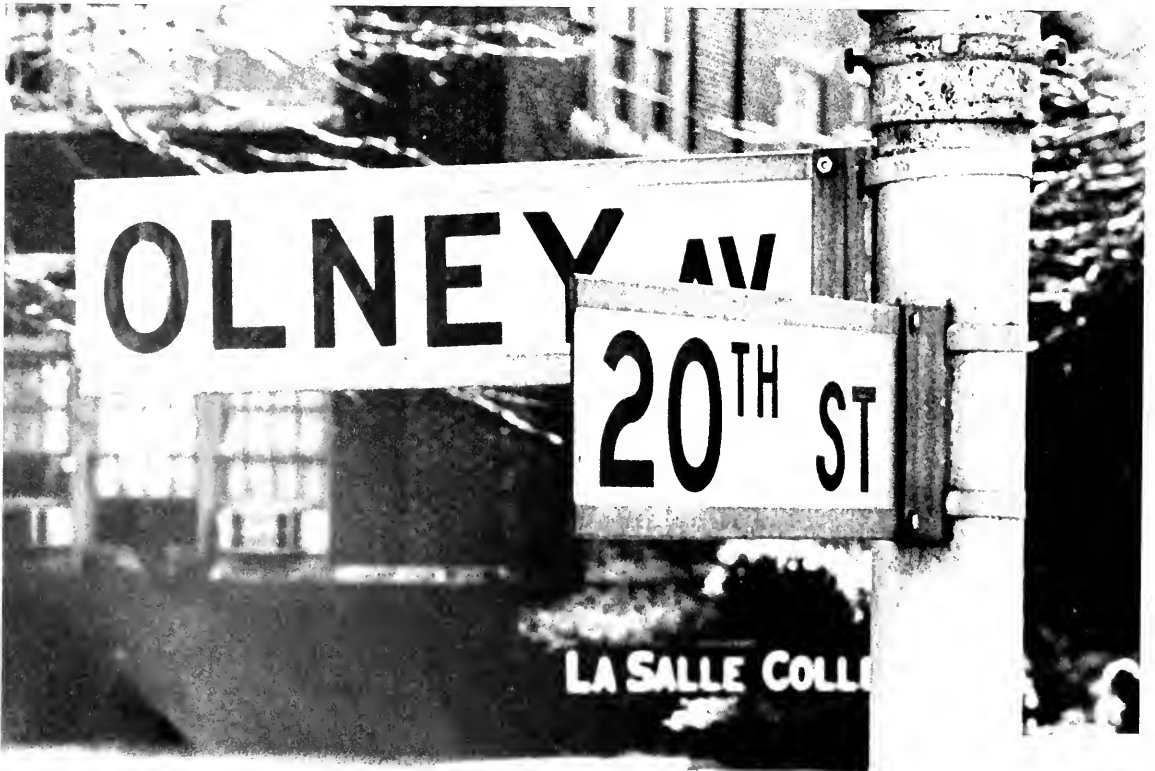
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1971 EXPLORER

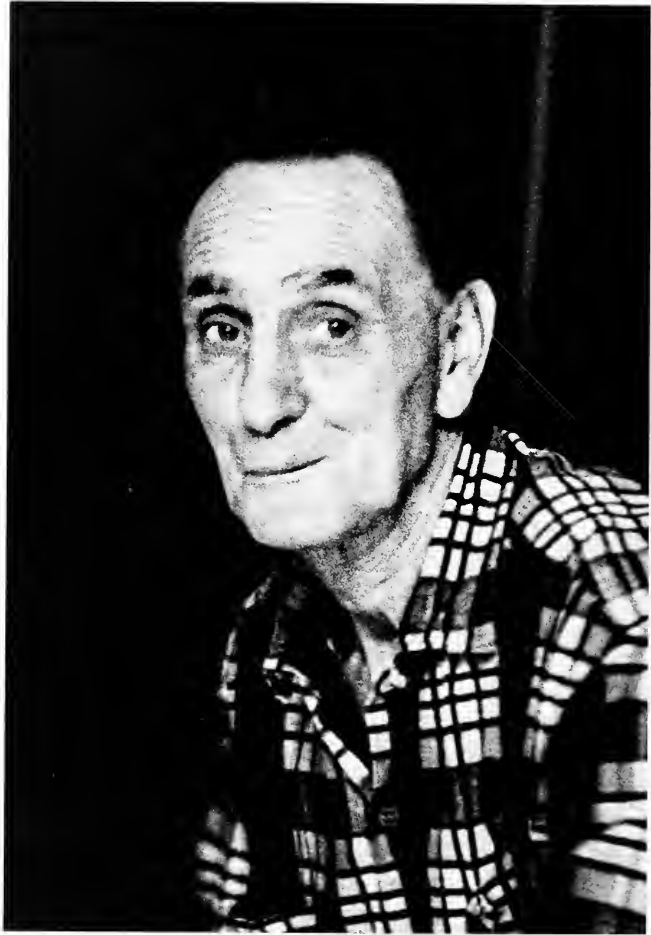




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LA SALLE COLLEGE





NIHIL OBSTAT: Rufus Q. Pooch, Q.U.A.
IMPRIMATUR: Stuart Kougats, C.K.
WM. J. KELLER INC. of Buffalo, N.Y., willfully published this book.

Yes, this is volume one



"We, being the gunkies . . ."

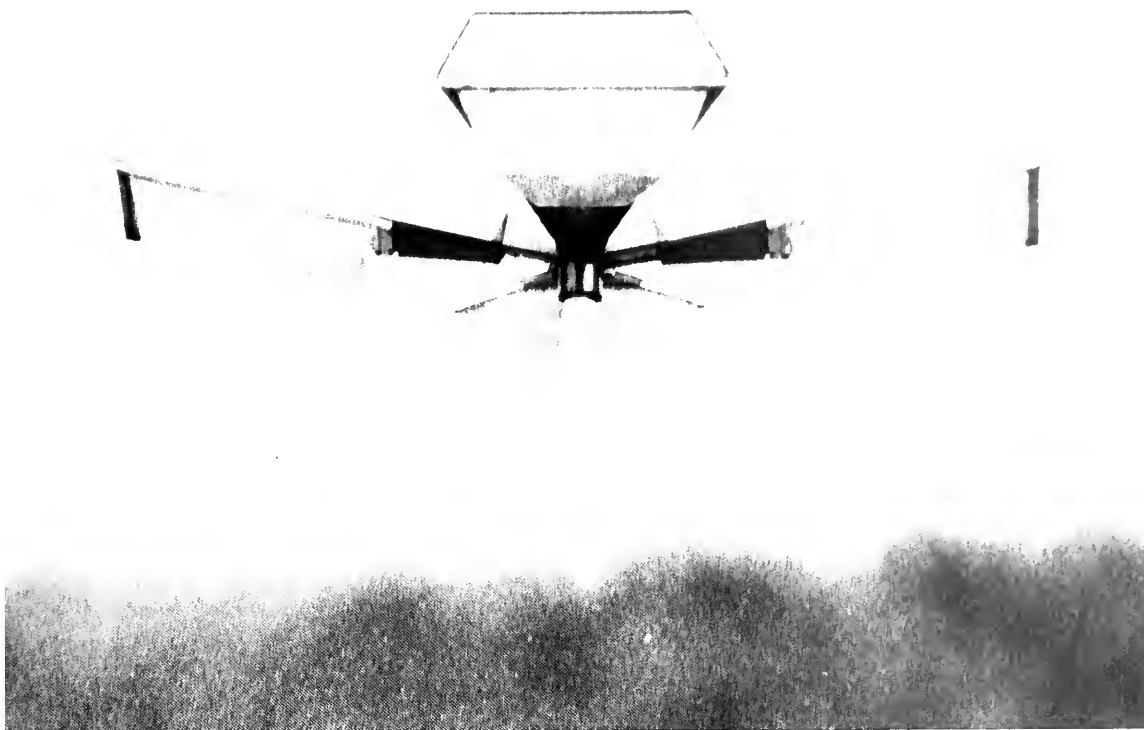
Bob Gutowski.....	Colonel Mustard
Jim Girardi.....	Socrates Napsack
Eileen Rausch.....	The Ziegfield Chorus
Michelle.....	The Third Eye Of Eruditii
John Zagorski.....	Ten-Ishu Zen
Bill Stevenson.....	Chips Buffalo
Paul Smith.....	The Malingering Mayonnaise
Tony Lopresti.....	Spiro's Mustache
Bob Coulton.....	Nikon Unchained
Reds Rogan.....	Sir Walter's Pouch
John Roberts.....	Rap
Tom Smith.....	Rastus Duck
Gina.....	The Baltimore Lady
Anne Marie McKeaney.....	The Cast of Thousands
Bill Sudel.....	Norman Rockwell, M.D.
Mary Jane Oselund.....	New Caldonian Mission
Jerry Dees.....	Memotor
Zook.....	The Expatriot
Bob Davine.....	The Sword of Damaclese
Abe Orlick.....	The Red Cross
Kevin Nolan.....	Progenitor

Shadow catchers for this book were: Jim Girardi, Bob Gutowski, Tony Lopresti, John Zagorski, Bob Coulton, Reds Rogan, Tom Smith, Fred Strathmann, Abe Orlick, Kevin Nolan, and not Frxl.





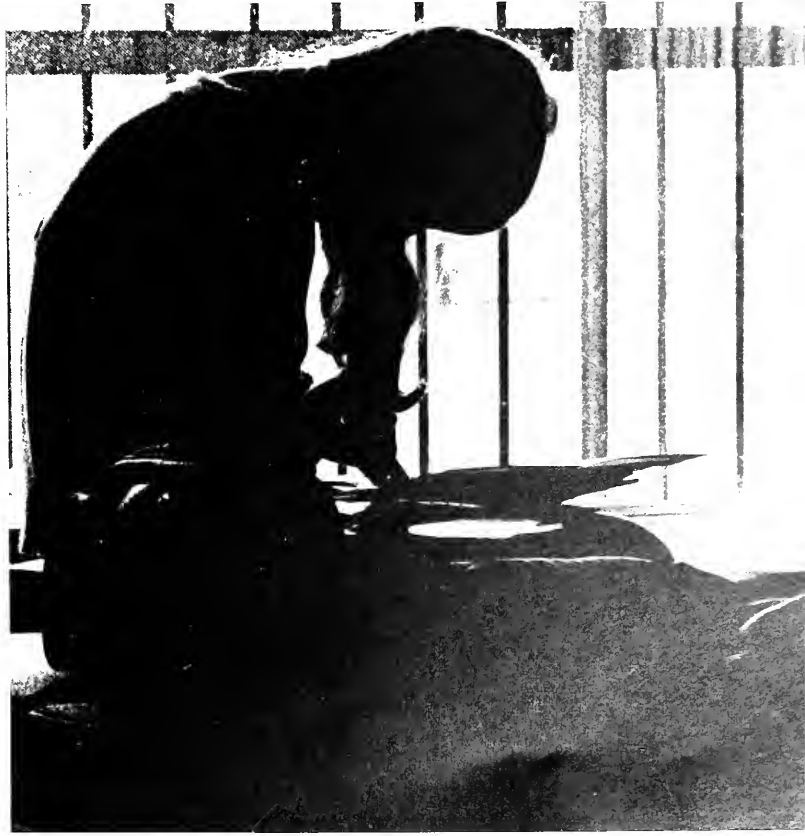








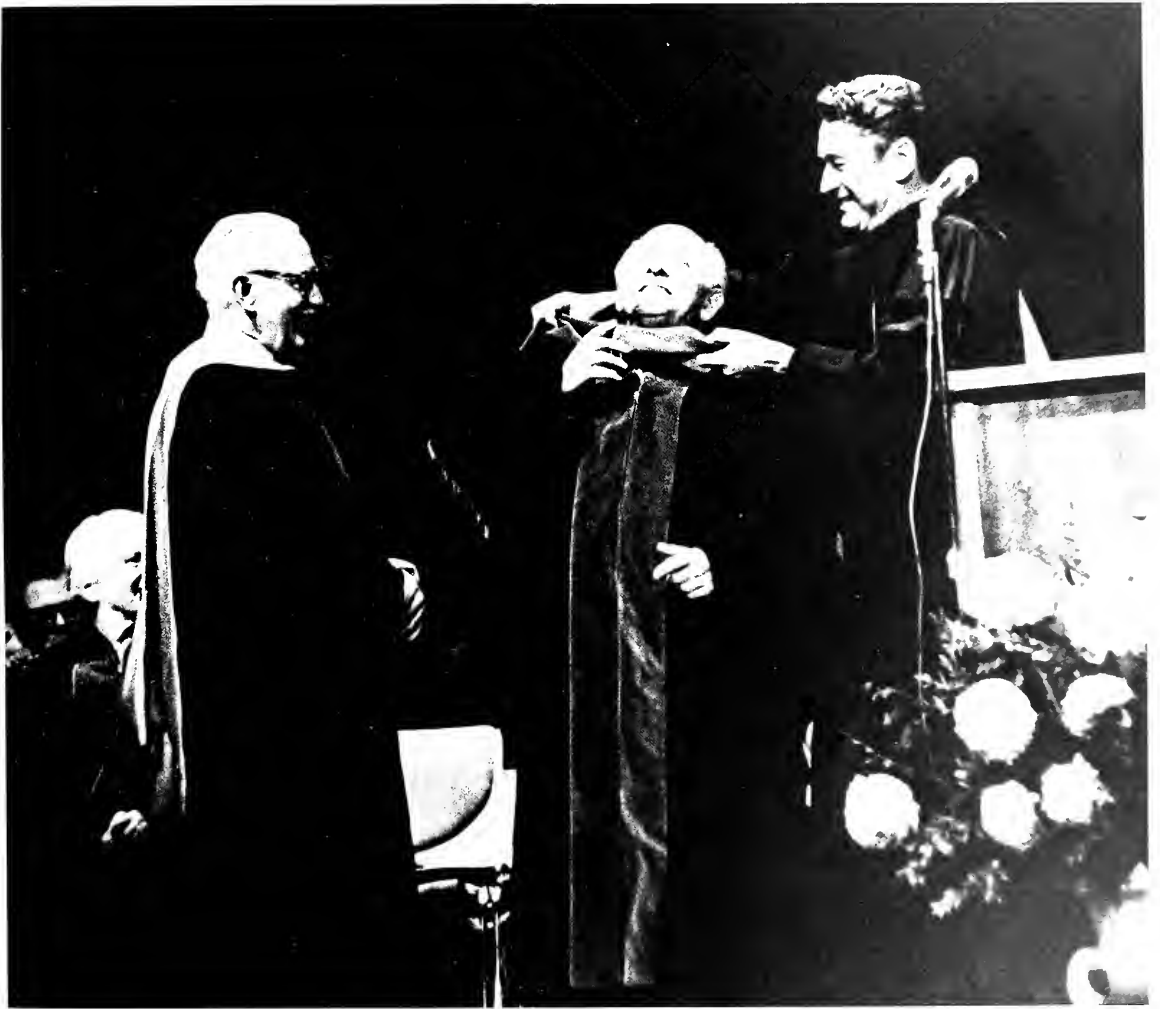






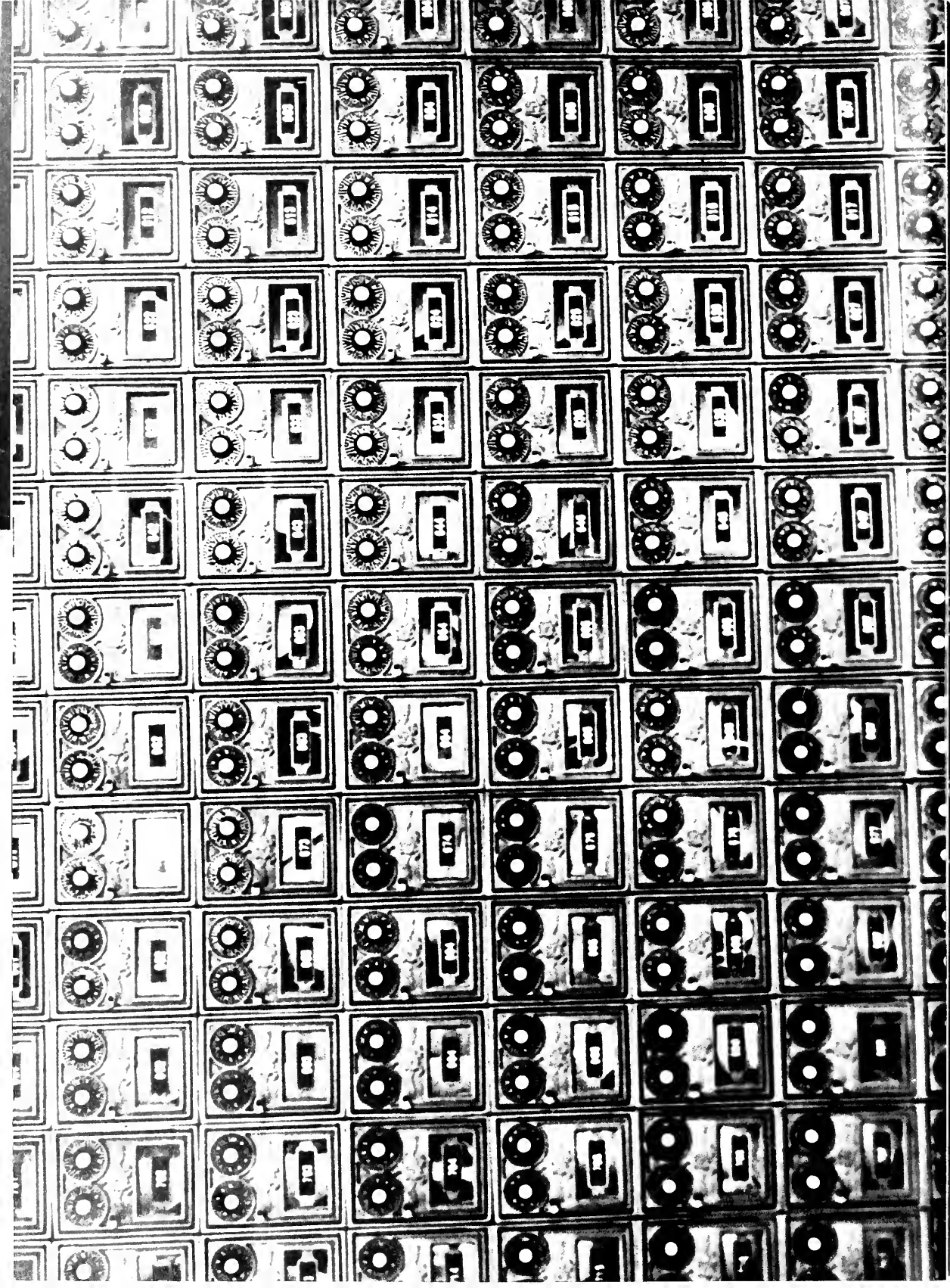












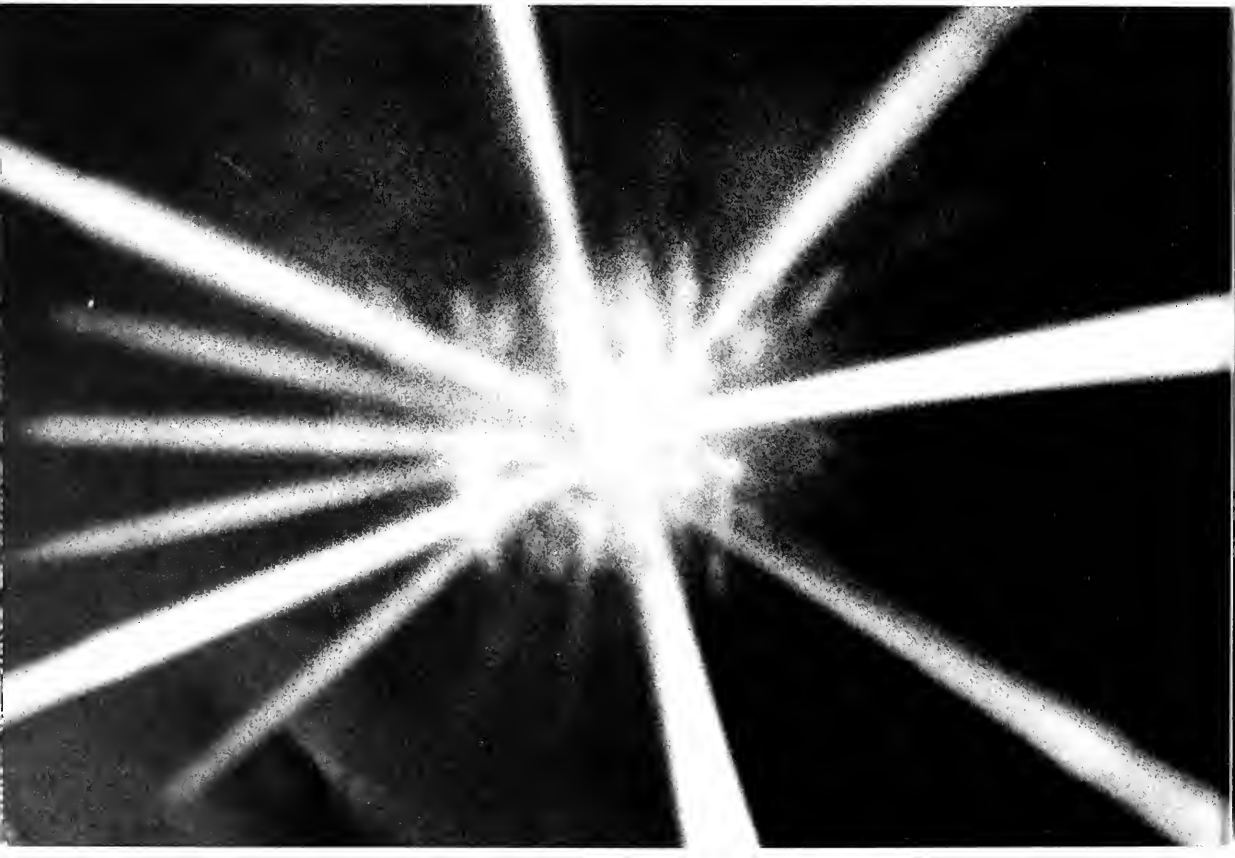


"Shock and death can result if the body has become accustomed to heavy doses. LSC is a point of no return among the non-addictive substances, it is dangerous because it is unpredictable. An individual who (takes this trip) can panic, can lose control of themselves especially in an unfamiliar setting, may cause harm to themselves or others. Another complication can be acute paranoid reaction.

Prolonged depression may follow a trip. When this occurs, there is difficulty focusing or concentrating even after the trip is over. More important is the flashback . . ."

—Plagiarized from: LA SALLE, A Quarterly LaSalle College Magazine, summer 1970.

Flashback on the Class of '71 in the initial encounter in the days of Wister fanfold paranoia. Faces. People you knew and some you never got to know but haven't seen lately. One in four, (one in three?) are gone, not graduating Class of '71, La Salle. Why did they leave when you chose(?) to stay. Where are they now; who are the ex-patriots?





EXIT

S.A.T.'s back; the guidance counselor: "Now here's one I think you'd like, I'm pretty sure you'd get in . . ." "Hey, I got accepted!" "Where at?" "LaSalle," "Where's that?" "I dunno . . . Philly . . ." . . . "La Salle was founded in 1863 by a group of brothers, priests, and laymen. The nucleus for the new college was the Academy conducted by the Christian Brothers as an adjunct to St. Michael's School . . ."

* * *

"La Salle, La Salle, thy glory, thy triumphs we praise . . ."

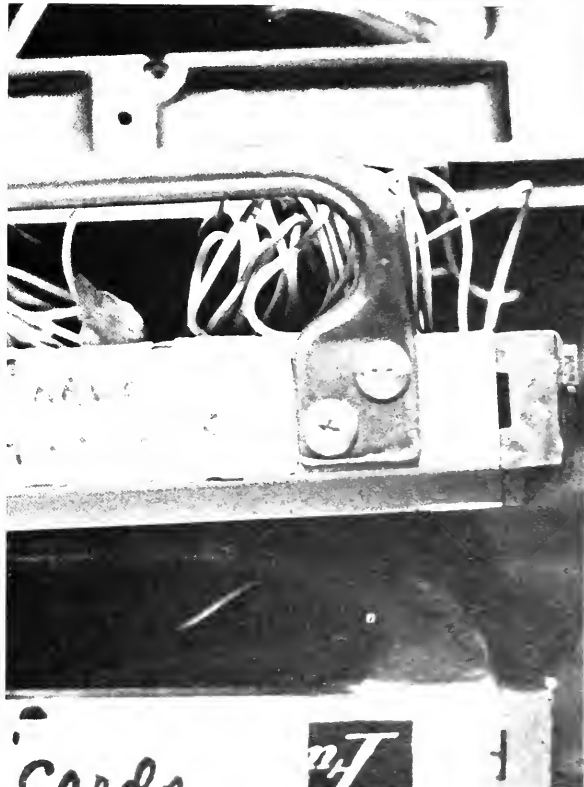
Yeah, right.

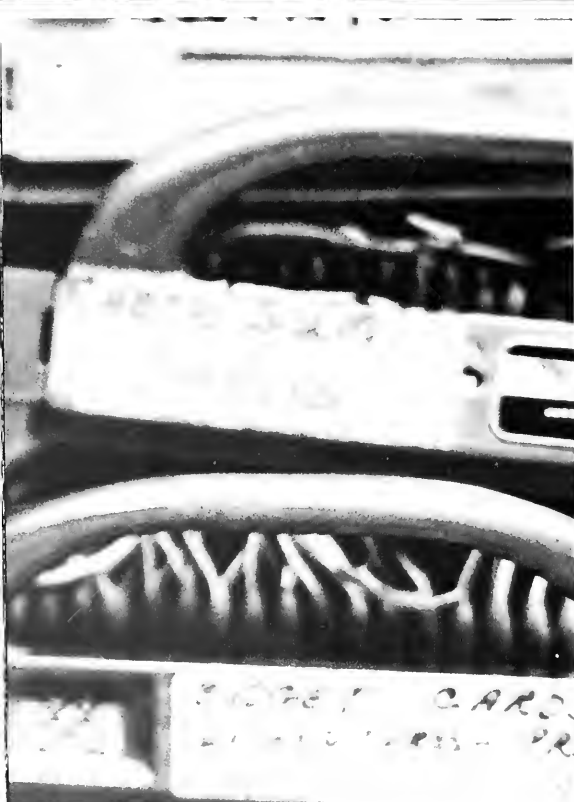
"Sittin' in the Quad, blowin' them J's,
Who could've seen it in the good ole day's?"
Ah, the good ole days . . ."

"On that fine fall afternoon, 230 young Christian men, awaiting their official entry into an institution . . ." stood outside the dorms with parents, girlfriends, and luggage, checking each other out. (Wonder what kinda smack I'm gonna get for a roommate?) 230 students, 230 ties. (Shit, I gotta get a new pair a wingtips!) 230 students; 230 crucifixes await within. (They make ya go ta Mass here?) 230 students; 230 . . . *Beanies?* . . . 230 students; 1,150 salmon cards . . . Time marches on, and so do 230 cadets; the smell of Brasso mingles with those of Seagram's 7 and . . . (What's that? *Incense?*)"

* * *

Midterms; the lounge was pinochle, *Laugh-In*, *The Smothers Brothers*, and *Mission Impossible*; the rooms were mild battle-





grounds (a pumpkin replaces a crucifix; Diana Ross and Jimi Hendrix vie for superiority) or amicable residences (Tensor lamps shine on slide rules; mixers, three-dollar nights, and the upcoming season are discussed). But something's happening . . . It is. Quietly at first, then louder, the students begin to be heard. Curfews are questioned, petitions are signed; committees are formed, meetings are held. And new things are planned for

* * *

next year. Familiar faces now; familiar roles. Familiar, that is, in the context of the past year, but not of the previous fall . . . 230 faces; 230 goals? But wait: 227 faces; 222; 210 . . .

The parade goes past (St. Barbara's Day?). You step out, and watch it go past. They think they've left you behind; but after they went by, you didn't stay there looking at them get farther away; you went on, too, but not in step. And every now and then you'd see them, and walk along with them for a few paces, and see them still marching . . .

Still marching? At a glance, the precision is remarkable. But since you fell out, you know what it's like, and see traces of it in each of the marching ones; step by step, no two feet fall exactly together. Each is in step with the others—and in step with himself.

Curricula are planned, girls are checked out; Marx and Watts join Playboy on shelves . . .

* * *

Call it walking, but it's still marching. A beat is a beat,



whether somewhat shared with others or not. And every now and then you'd still catch a glimpse of them in another street, and their beat was different now, but they still shared it. Or you'd catch a glimpse of another like yourself, and you shared, not sharing. And the feet keep falling around you and behind you; and there are times you want to rush to join them, and fall in, but you never do; you were with them once, and it was you who stepped out. And you think, Alright: or, Just wait: or, I blew it: but it started at La Salle.

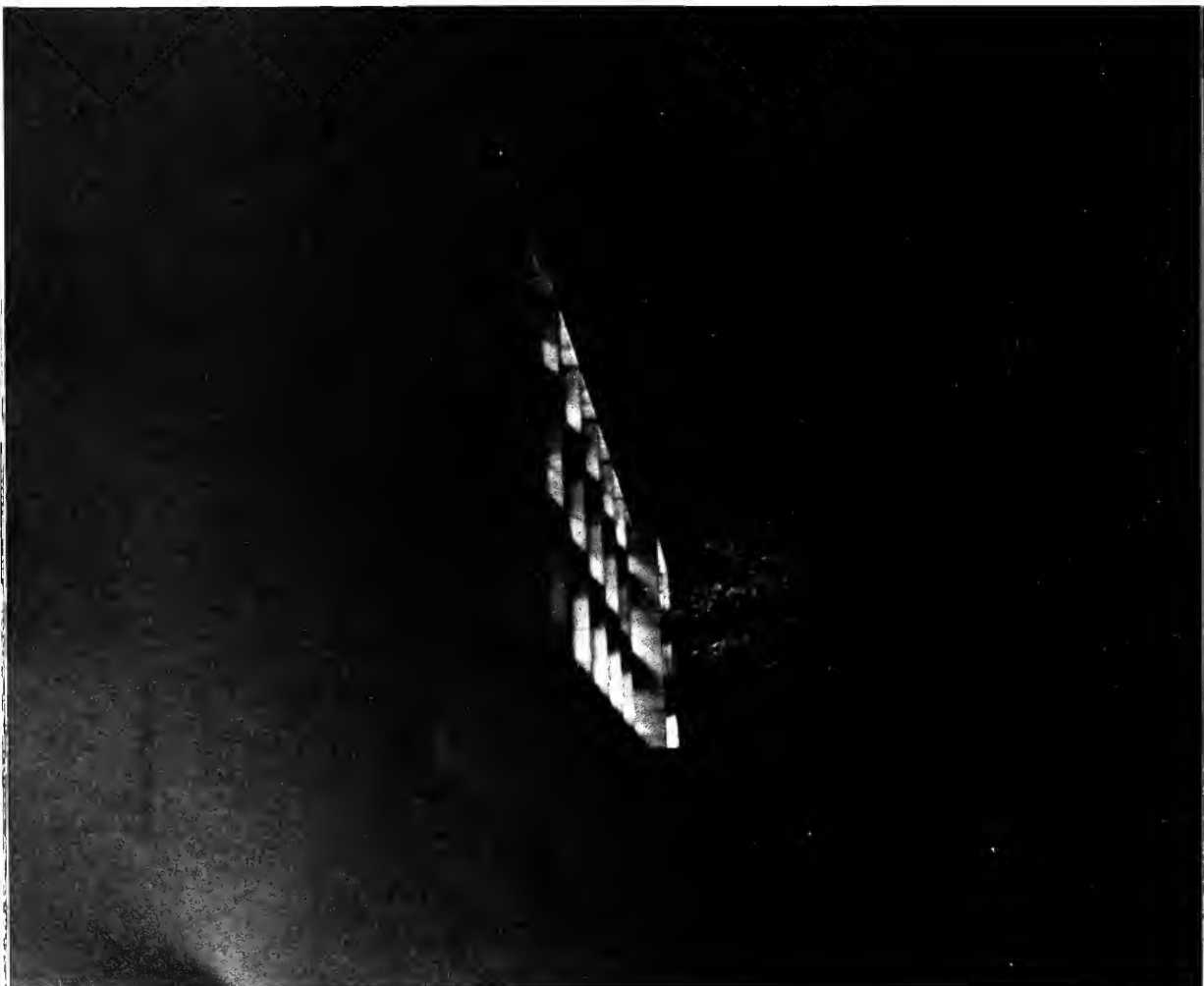




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SPEED

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LIMIT

SPEED



Maybe the ivy has grown a bit more dense and the bricks slightly more weatherbeaten. There might be a little more grass in McCarthy Stadium, and there's a lot less room to park in the morning. The hamburgers still taste raunchy, and the steaks are still more gristle than meat. But have the students changed from 1964 when I started here?

The graduates of the class of 1964 put on their Ivy suits, went for job interviews and were hired, and happily led meaningful existences ever after selling insurance, cars, and real estate. Some went to war and were killed; some went to graduate and professional schools. Most got married and had children. Some joined the alumni association, and some go to the meetings.

What will the graduates of the class of 1971 do? Many will shave their beards, cut their hair, put on brand new 1971 suits and be interviewed for 1971 jobs to put 1971 dollars into their 1971 pockets, and will happily lead 1971 existences ever after selling 1971 insurance, 1971 cars, or 1971 real estate. Some will go into the service to protect the 1971 country from the 1971 menace, and some will go to professional schools. Some will join the alumni association, and some will go to the meetings to spice them with 1971 things.

Where is the difference? People spoke against the president way back in 1964, but not as frequently (but then, Richard Nixon wasn't president in 1964). There

was organized protest in 1964, but organized protest wasn't "in" back in '64 as it is today. In 1964 drivers snarled at you when they cut you out on the road; today, they give you the Peace Sign while they still cut you out.

Which of the 1971 graduates will protest against sins against the ecology when these same people now work for the very companies polluting the air and streams, and dollars spent for ecology will mean less profit-sharing or perhaps the loss of a job?

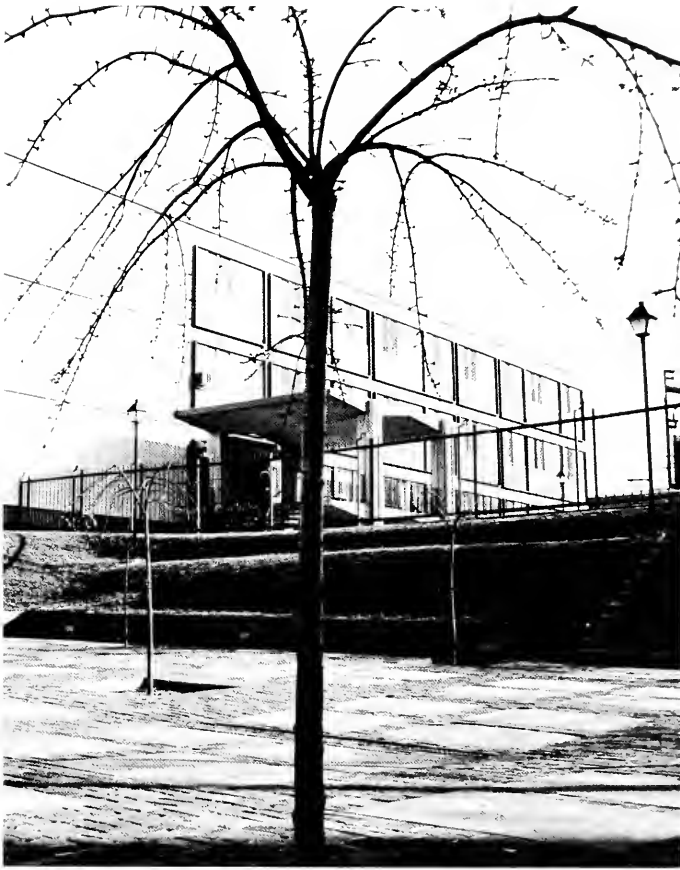
Will the graduates of the class of 1971 grumble against intellectuals causing unrest when today's graduates are running the country? Are the graduates of the class of 1971 a bunch of phonies who wear long hair and beards because this signifies a cause which they believe in, or because it's "hip"? Will the graduates of the class of 1971 follow the example of their predecessors and lead meaningless existences in a dehumanizing society, or will they remember some of the causes they led protests for, remember that they are members of the Love Generation and the Woodstock Nation, and be genuine, feeling people, or will their humanity and sincerity sink into the corporate image?

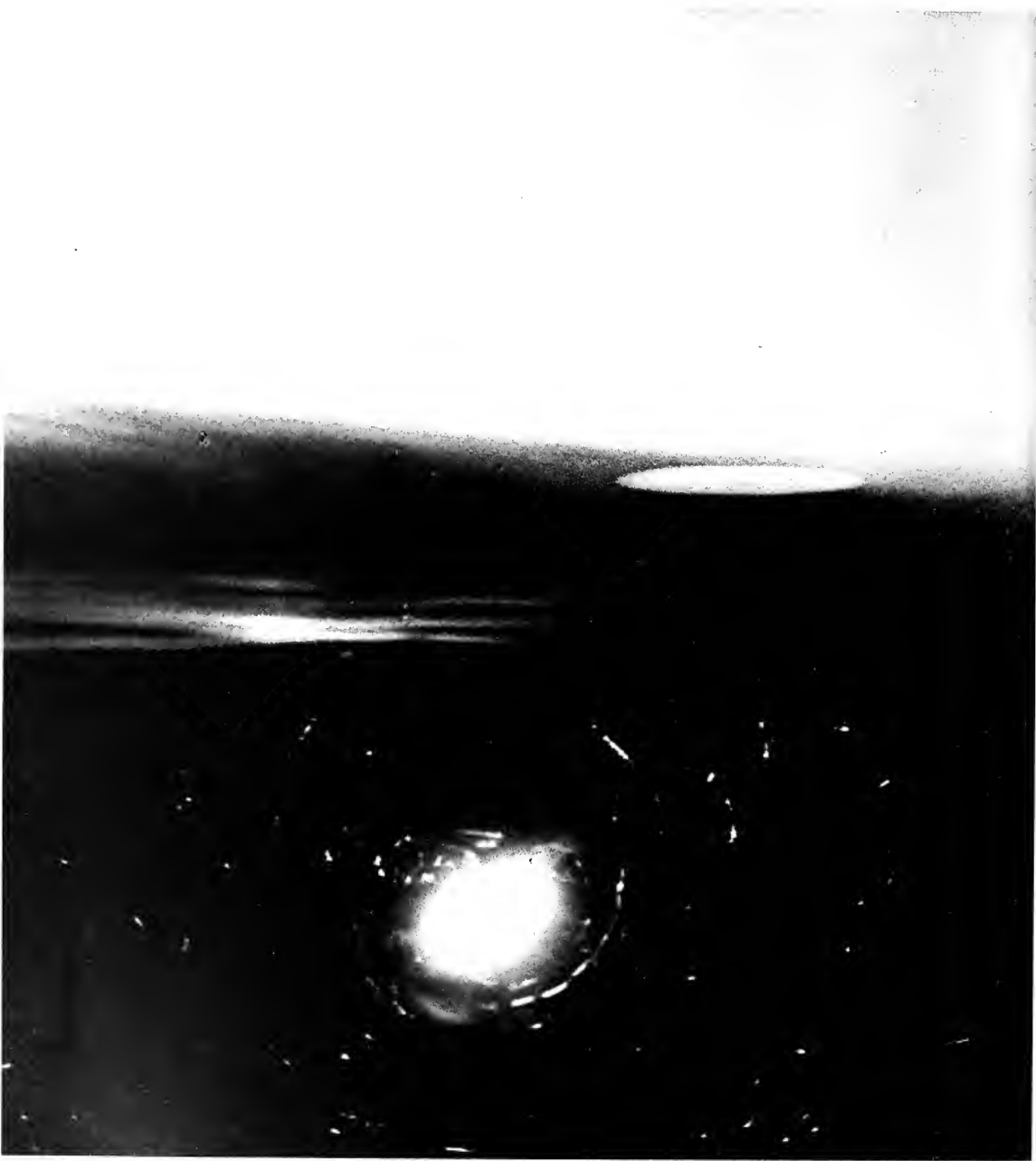
Until now, no class graduating from La Salle has been different. The class of 1971 has yet been untested, but from all indication it will follow the way of the others, but damn, I hope not.





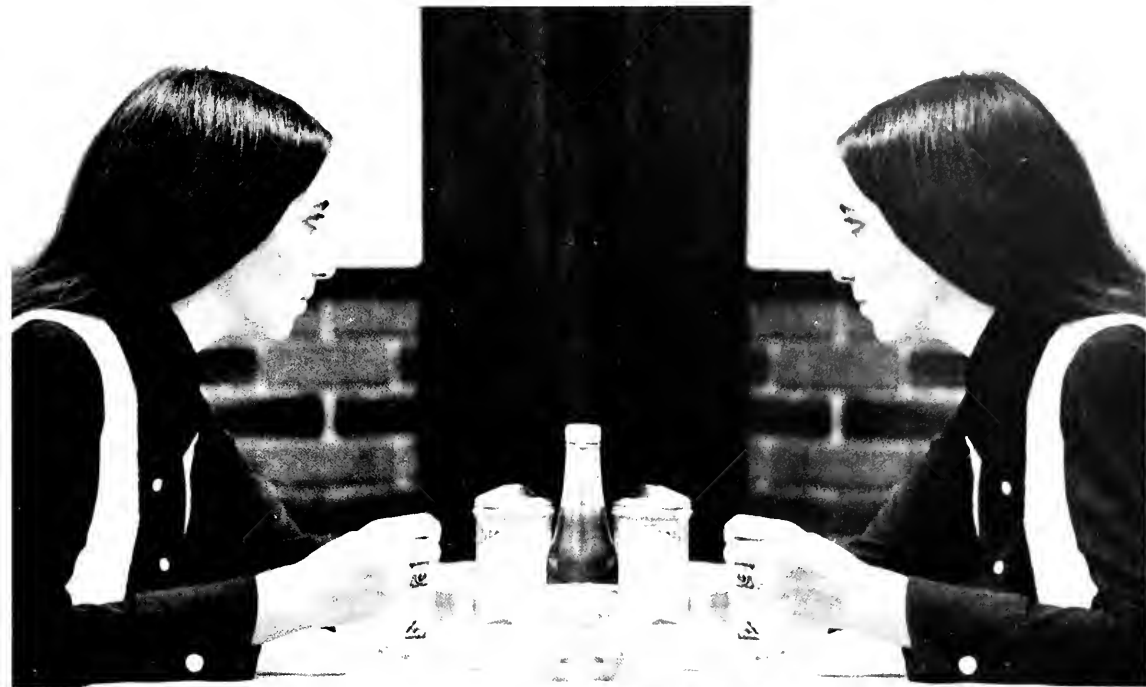












Get a room in St. Francis, boys, and you can watch Star Trek with girls in the same room!

There's a kitchen in the basement of St. Edwards. Somebody decided the girls should feel at home. Besides, where would they go if they had a mad, uncontrollable spirit of domesticity. Cost as much as about eight or ten scholarships. But we were generous guys we voted you twenty-four hours use of our facilities.

"Smart move," my girlfriends tell me. "You picked a school with a good ratio, sixteen to one, or something like that. If you can't come home with a boyfriend now, there really must be something wrong with you."

Can't help but wonder what it was like without us. Wouldn't know. Is it really that big a difference? So what if the cafeteria was just a bunch of guys. It's now just a bunch of people. She wears a skirt or jeans or anything at all. And tries very hard to be what she always *thought* she should be. And then some joker comes over with a napkin. It has an address written on it. "I'm pledging for a fraternity. And, ah, I'm supposed to give you this. It's a party, Friday night. If you'd like a ride just call that number." Yeah, thanks. Try to forget the fool the Collegian made out of itself. And ignore the banter of opinions. Some of the girls like to cheer for the basketball team, some of them like to watch the games; some don't give a shit.

"The state of affairs, was, excuse me, girls, screwed up." If you want to change the state of affairs, apologize to everybody. If you're talking about your language, which of course you are, don't apologize to me. Leave me alone, maybe.



eat this book . . .

letter of promise from tomorrow . . .

despair today.

well one can't expect sunshine every day.

what abstention brings good fortune

perhaps some unthought mode of action . . . or non-action.

the middle path. so mysterious as to be outside the grasp.

well, that's what the buddha said.

grasping. so close you can't see what it is you are holding on to.

headaches come and go. what is in the heart stays and stays.

perhaps waiting for some miraculous release, some person, perhaps . . .

imparting new freshness, lightness for the soul. not bringing answers,

but putting one on a plane where the questions seem less important.

is it release from pain that is sought? perhaps not. perhaps

we simply need a way to make the pain come to life, to give it

meaning. some link to the beyond. some way to see the relation

of our own little world to some grand and mysterious plane

where destinies are prepared and later collected. perhaps everyone

feels these things in their hearts. I think so. separated so far

from an essential reality . . . abstracted to the edge of endurance.

we placed ourselves in this situation . . . We have the wisdom to

return . . . back to that primeval level we all seek . . . unwilling to

surrender those things which bind us to a mundane plane.







Talking with & about Evening Division Students:
J—John Corrigan, B—Bob Denver, A—Ann Marie
McKeaney, *Snack Bar Representative*

* * *

*"Why did you select LaSalle Evening Division—
why choose LaSalle over other schools?"*

J: "Most come to improve their economic status. They might develop a curiosity or a love for learning once they're here, but it's not the initial reason. I went to the Naval Academy, I flunked out, went to St. Joe's both day and night, then heard the course outlines and the atmosphere were better here. I had no way of judging, but I switched and I'm damn glad I did. I might have gone to Penn but I used to meet a guy on the train—I met him from his ninth year to his thirteenth year. The course requirements kept changing. I thought thirteen years and no degree, the hell with that."

B: "It's a bit of PR work on the part of the instructors in industry. A catholic school, small classes, good course outlines—it sounds good."

A: "I started out in the Archdiocesan Teaching Program. Representatives from all the colleges were at our first meeting. LaSalle seemed to offer the most and it was the only school at which I could take six courses in summer day school. I did that for two years and enjoyed it here very much. Then I switched over to a full-time evening division





student.”

“How has LaSalle helped you? What are you Learning?”

B: “It helped me a lot. I’m a Marketing Major. Studying statistics and advertising has helped me in my field. Now I don’t have to take things on faith. I can understand basic terms.”

A: “It’s kind of hard to define learning. Not just the grade counts, but what you get out of the course does too. It’s possible to get a C and still have profited from the course in some way. When I read, I have to pick out little things that apply to my life in general. Knowing who Hemingway is in Literature or all about Faulkner’s works doesn’t help me as much as contacts with other people. I’ve met so many wonderful people here. Basically, learning extends beyond the classroom. You have to learn for life and to live it.”

“How does what you learn relate to your actual work?”

J: “It fits right in. I understand better now what Accounts Payable and Accounts Receivable is all about. I used to feel that I couldn’t make suggestions because I didn’t have the background. Now I’m no longer fearful. I make suggestions and do things on my own.”

“In the Evening Division, is there a common

point of view, a topic, or a joke?”

A: “Not really. There’s such a diversity and so many who don’t know a darn thing that’s going on, it’s pathetic. The same people are involved with everything. There are too many who go to class, go home, and that’s it. They don’t want to do anything about changing it, either.”

J: “That’s right. That’s the most common point of view. “Let’s get the hell out of here”—whether it’s this year, this semester, or graduation.”

B: “Time is an important element. Many have class from 5:45 until 10:00 with only five minute breaks. When 10:00 arrives, they’ve had it.”

A: “So has everybody else.”

J: “Sure, everybody suffers under this.”

“What is the major concern of the Evening Division student? What are you learning for?”

A: “Basically, to live a better life, to be a better person. Much of what I learn is helpful in teaching. Many in the Evening Division are married, and their major concern lies with their family or their job because they feel it has to.”

B: “How about all the girls who are looking for husbands?”

A: “Oooh, that makes me so mad. So many people have that assumption. Anyone looking for a husband would have dropped out a long time ago. The work’s too hard if that’s your main purpose.”

B: “I know. I’m only kidding.”



J: "The median age is younger than when I first started. Evening Division students want to work, make a few bucks, and go to school on the side."

"Is there a major concern with marks in the Evening Division?"

J: "There is. They're important for a better job and status. No marks—no degree. There are few altruistic people who want to better the world. Like hell—you want to better yourself."

B: "Grades are important if your employer is paying your tuition."

J: "There should be a concern with grades. Otherwise, you lose whatever it is college is for. If you just drift along—did it mean anything?"

A: "I think grades are important, sure. As long as you're not obsessed with them. If I decide I need an A in every course I take, it can have bad effects."

J: "I'm upset now. I just flunked a test tonight."

B: "Grades are important in another way, too. I want to know how I stand in relationship to the rest of the class. Am I getting it or is something wrong?"

J: "Right or wrong, the world is a competitive place. We have to live in competition with others."

"There's an overlap in the Snack Bar when the Day and Evening Students are together. What do you think of the typical day school student? What



does he do? What does he think about?"

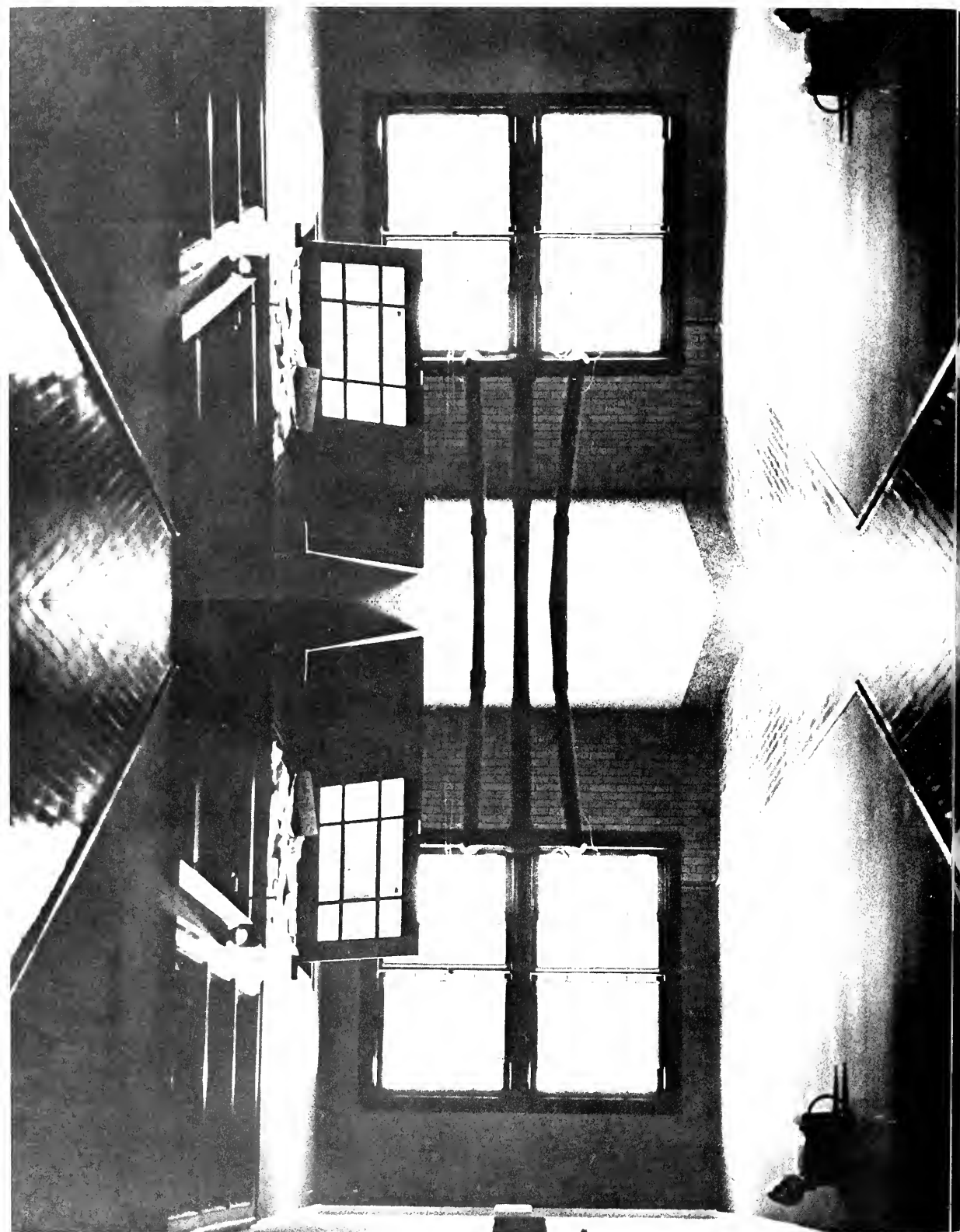
J: "They're facing many of the same problems I was. Dress is a major distinction—whether they comb their hair or don't etc. The majority do what everybody else does. There aren't too many rugged individualists. There's a difference in attitude, too. When I was 18—I was more conservative than I am now. I've become cynical about some things in society. Signs like "America—love it or leave it"—turn me off."

B: "Did you see "Joe" (movie)?"

J: "No, but I can picture the guy. I've seen millions of them in my time. They're so narrow-minded. It's amazing how they can do two things at one time."

B: My brother-in-law is a senior at Penn State. I do think the day school is more involved with the outside world than I was at their age. We were sheltered—there was no war—everything was booming. Now there are real problems to be faced—something has to be done. They can't put the world out of their mind like we did."











Gary Clabaugh has been awarded the highest recognition by the explorer staff committee on recognition for his teaching at La Salle. This entitles him to a free copy of the book, the loss of possibility of ever receiving tenure, and a free lunch at Gross Tillies Chuckhouse. The reason for this generally dubious honor is that he teaches remarkably well. His course is education, and that is what he manages to do.









We are happy here, all of us. Anyone would be happy here. Look at the trees and the grass. Bucolic, picturesque, collegiate, right? Here, look at this: registration lines. Just like those big schools, huh? See, that poor schlep over there just got screwed by the computer, but come on, let's be happy together; even he's happy underneath it all. Besides, if he's still griping in two months when the academic affairs committee has its fall meeting, he can complain and then we'll take the matter up next spring. Committees; we've got committees for all of our little problems so everybody can be happy.

Look at all these courses. Aren't they impressive? *Everybody* can find something here to make him or her happy. This is *education*, pure, raw knowledge, and it's here for all you lucky people. You get to set up your own roster, pick your own courses; this is the big time. We treat you like adults; you get to make choices. Sure, we know you might be a little uncertain about what to do. That's why we laid it all out for you in your college catalog. You not only get to choose freely, but you also get the benefits of our experience in helping you select wisely. We've been around; we know what makes you happy. And when you're happy, we're happy.

These courses don't only look good on paper, either. Our faculty is dedicated to helping you, just as we are. We hand pick each and every one of them. We know what dedication is. Teaching our courses makes them happy, and that makes us happy. Sometimes it happens that teaching our courses doesn't make them happy. We're always unhappy to see someone leave us, but we can't afford to have unhappy people around because they might make you unhappy and then we would be unhappy. We always try to make you happy. Then we're happy.

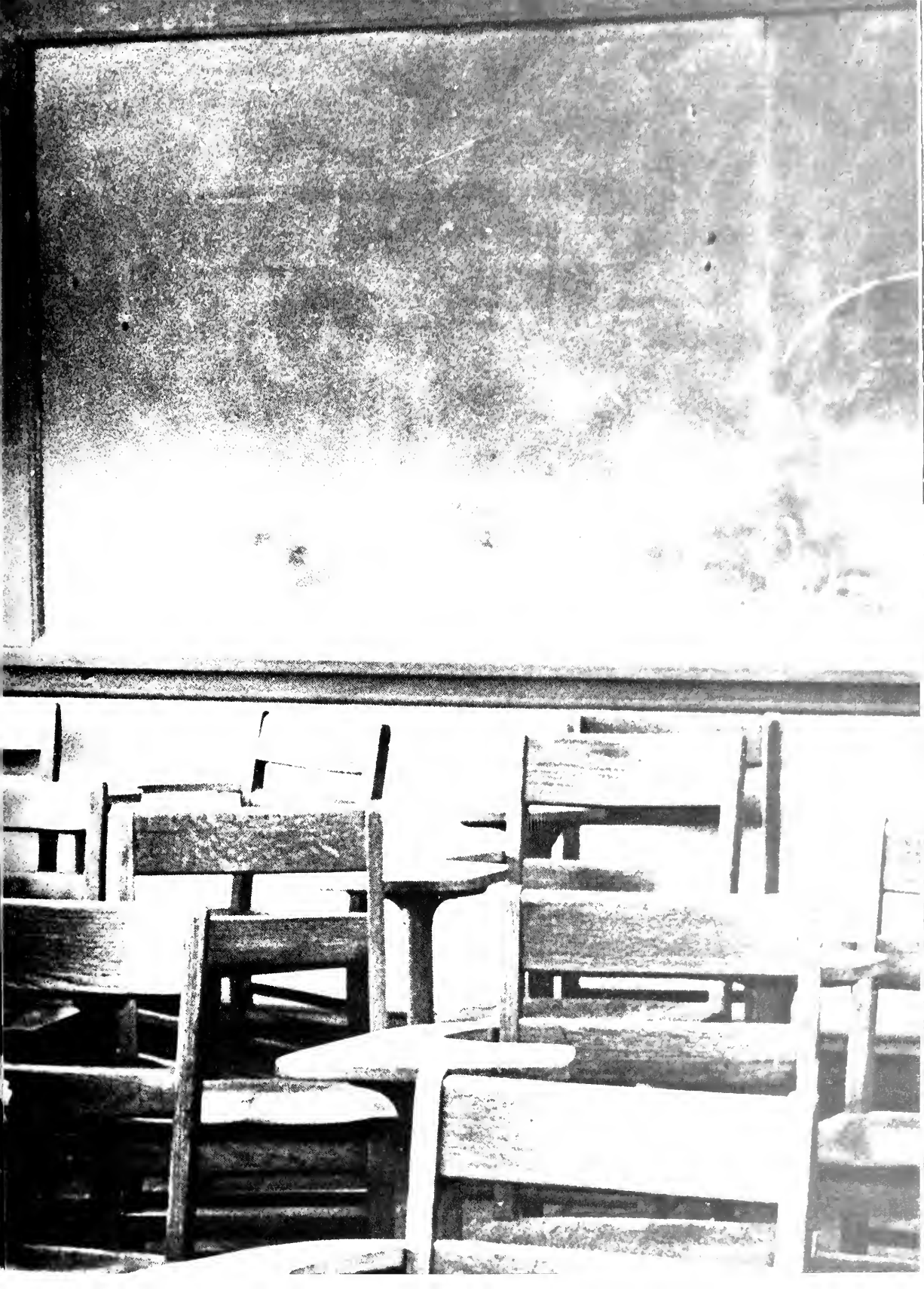
Take our new coeds. A lot of thought went into that decision. But happy as our young men seemed, we thought we'd make them even happier. Next year there'll be even more girls. Now don't get me wrong, these are intelligent young ladies, good students all. They fit right in at our college. And they're happy. You're happy. We're *all* happy.

See that big building going up right in front of those other buildings? That's our new gym. Your tuition helps us pay for it. It will have a big swimming pool. You and the coeds will go swimming in the *same* pool. Won't that make you happy? We hate to ask you for all that money. We don't even like to *talk* about money. But look what you're getting for what you pay. And look at this new classroom building we're putting up. Now you'll have a shiny new place to go to class and take tests and hand in term papers. Isn't that wonderful?? Well, we can go back to talking about the swimming pool if that makes you happier.

Sure, we've had our problems. Some of the people who came here just weren't happy. They were always talking about ugly things that didn't make anyone happy. You weren't happy. So we weren't happy. But now they're gone, and now we have coeds and a new gym and our basketball team is doing just swell. Everybody's happy again. Don't worry about those unhappy people. We're building a fence to keep them out.

It's hard to see all this in perspective, we know. But we have something that will help you. We have a scale model of our college that shows where everything is at. John Facenda tells everyone about LaSalle, while the little buildings light up. Whenever you get confused, you can watch La Salle go round and round and light up and you can listen to John Facenda. Then you'll know why everybody is so happyhappyhappyhappyhappyhappyhappy . . .







Education would seem to be a major concern of the phenomenon known as "La Salle." Any discussion of either the college or of education will necessarily be brought into the rhetorical realm of generalization, which it is assumed your experience has taught you something about. The Explorer asked several occupants to generalize for a little while this issue and now generally presents . . .

Opinions on education and La Salle, from the people who brought you Administration.

Featuring . . . **Daniel Burke**, President
Emery Mollenhauer, Vice President, Academic Affairs
Thomas Coffee, Dean of the Evening Division
Charles Gresh, Dean of Students
Phylliss Montgomery, Dean of Student Life
John Cimino, Chaplain
Gerald Dees, Director of Student Activities



How would you describe your position in relation to the students?

Burke: Presidential. While I am still learning what that means in general I have found, that at one time or another, it has meant cordial, embattled, puzzled, attentive, disbelieving, supportive, understanding, misunderstanding, wistful, and happy.

Mollenhauer: The Vice President for Academic Affairs is charged with seeing that the educational program of the College attains its objectives as fully as the College's resources permit. As I interpret this charge, my main assignment is with faculty and curriculum. Obviously, however, a sensitivity to student's ideas, needs, objectives, and feelings is an integral part of the teaching and learning process. This awareness of student interest does come, I believe, through my work with the Students Academic Affairs Commission and through the participation of students in all academic committees of the College. To some extent, this is implemented by my teaching one sophomore class each semester and by my being available to students, as well as to the faculty."

Coffee: "In my view the students, faculty and administration are in positions of mutual responsibility. The latter must provide the best possible educational situation and the former must seek to maximize their academic efforts."

Gresh: "I would like to envision my position as one centered around service—a role that permits me to be an advisor, counselor and friend to students."

Montgomery: "The position is one of service to the students. Hopefully my contacts with students will allow me to define the responsibilities and functions associated with my position."

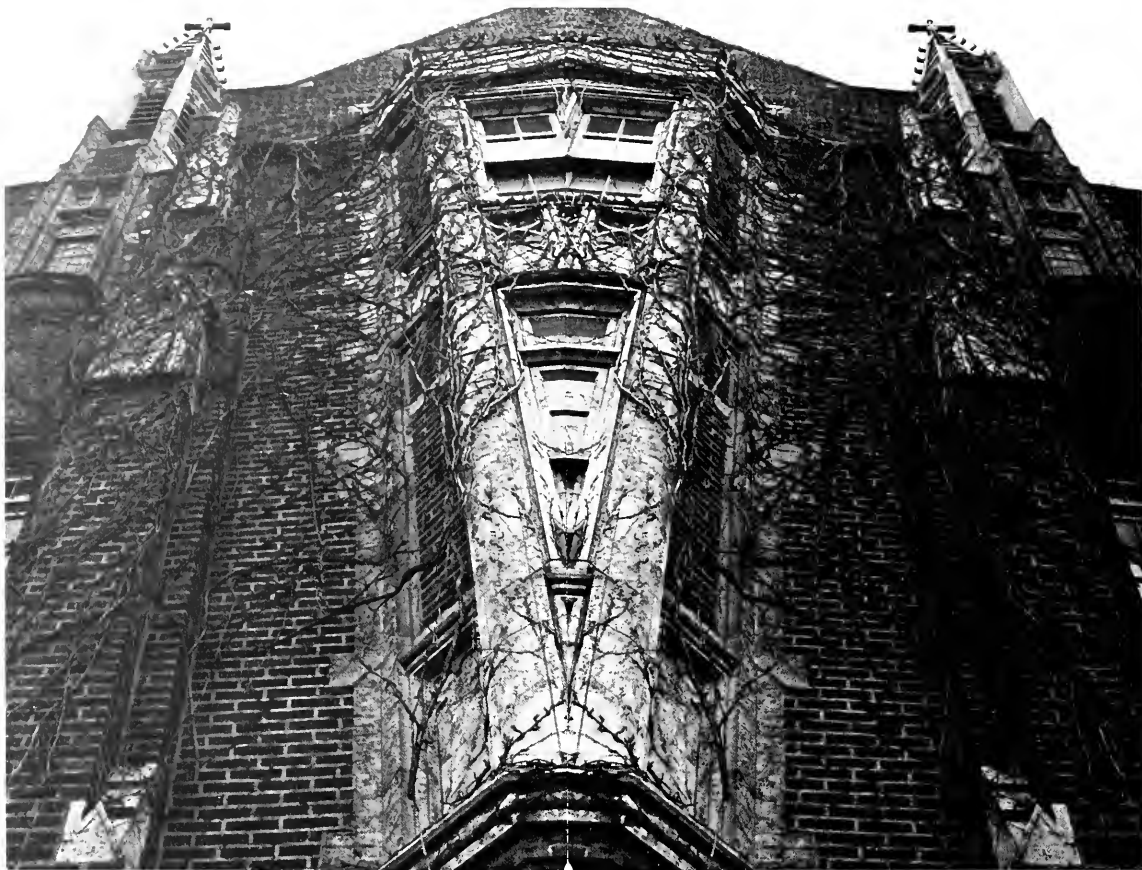
Cimino: "The very title of my position, Chaplain, already stereotypes me. It is expected of me that I say spiritual things and administer to spiritual needs. All of which I say and do. All of which is not totally me, nor the relationship to the students I deem more necessary."

For me the human is beyond the spiritual; surely, in being truly human are we most spiritual. If my vocation is, "all things to all men," then my purpose is an ever-becoming relationship—an ever-becoming "resident human being," affording, hopefully, a non-judgemental acceptance of all whom I am privileged to touch."

Dees: "My position in relation to the students is perceived by myself as a partnership situation. Particularly my work with organizations would be described as a working toward common goals that have as their end product a better La Salle experience for as many students as possible. My reference here is to making available on a consistent basis, the out of class learning experience in all its diversified forms."

What does "education" mean to you? How and why, if at all, has your concept changed in the last few years?

Burke: The personal growth that goes on first, in schools, and second, in every other place where there is life. Like most people today, I would like to see more precisely defined relationships between these two, be-



tween the encounter with tradition in the school and the encounter with present problems and future possibilities beyond the school.

Mollenhauer: "Perhaps imperceptibly, my concept of education has evolved in the last few years toward a more acute awareness of the need to approach teaching and learning from the focus of common exploration; such an attitude implies a conviction that the individual course, major or total curriculum is the more effective if the student emerges with the right questions, rather than if he is graduated with packaged answers."

Coffee: "Education should, in my view, have as its principal effort providing members of the college community the best possible opportunity, a) to become aware of and conversant in the various perspectives from which "reality" can be defined; and, b) to learn to use and to rely upon best knowledge in performing those behaviors that are specifically human, viz., values, beliefs, attitudes, opinions, etc.

This is what education has meant to me for many years."

Montgomery: "Education has been a continual process evolving from all of my life experiences. While I am grateful for receiving higher education, my education did not begin when I entered college nor did it stop when I ceased to be a student."

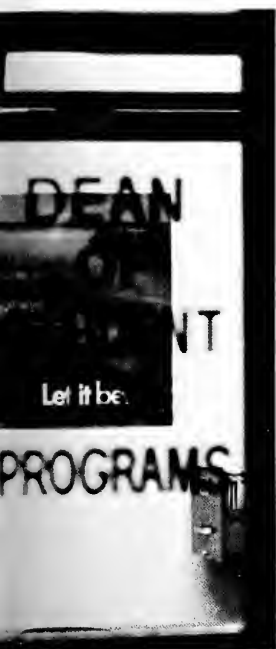
Cimino: "Inevitably, education-goals always center on knowledge for its own sake, technical skills, and hopefully, leadership, all done, ultimately, "ad maiorem dei gloriam."

Fortunately the II Vatican Council has highlighted man's individuality, his religious freedom, and his sense of responsibility to his individuality and that of others. As the result of such concentration, problems of the here and now confront the task of education. More dramatically, problems of the here and now confront the conscience of knowledge. No longer can education posture as fostering elitist neutrality, especially as the purpose of "Catholic Education." No longer can education promote membership into the "Establishment." No longer can leadership be equated with training for reliably, but modestly, intelligent, decently liberal-conservative, semi-responsible, biologically obligated, but down Catholics. What is desperately needed is scholarship necessary to promote conscientious ecumenical unity, social action, and political learning all integrated into action and conduct.

Lectures and books can train a man's mind; only experience, example, and responsibility can educate his conscience. Alexander Pope's "the best study of man is man," once easily dismissed by Catholic educators now demands much re-appraisal."

What do you think "education" has meant to the students?

Burke: Three or four things, in varying combinations: growing in learning, social awareness, all-around ability; training for a career that is satisfying in quality, even exciting and financially secure; preparing to serve the needs of others—in a family and the community; devel-



oping a personal philosophy about the ultimate questions. ("Meant" is ambiguous in the question. It suggests understanding purposes, the acts of faith made about what is of value in life and how college can get in some instance toward these values; it also suggests estimating the actual growth in these directions, a distance institutional statements of purpose, like our Catalogue's on pages 10-11, tend to overestimate and seniors tend to underestimate.)

Montgomery: "I am still unsure of what education has meant to me, so how can I tell you what it has meant to others. Answers to the intriguing questions in life do not suddenly appear when one becomes an administrator or faculty member."

Cimino: "I hesitate to speak for other people. May I simply repeat some "judgments" spoken to me: "Education is simply a necessary process . . . it gets one out of the draft . . . gets one's parents off one's back . . . gets you a better job . . . my boots are my classroom . . . my boots are my baptismal robe, my feet my salvation . . . my Catholic education has not hurt my sense of moral responsibility . . ." Other statements were also spoken, more cynical, surely, less obscene."

Dees: "I think the meaning of college education to the individuals who have experienced it might all be boiled down to a learning of oneself. It would seem to me to be the beginning of knowing one's hopes and aspirations, one's purpose of life. Your question is phrased to me as "what has education meant to the students." I truly believe the often repeated phrase that "it's just the

beginning of learning." I know that everyday there is something new to be learned; specifically something to be learned about people which is what it's all about. Referring to your first question of describing my position in relation to students, I see myself and the others who work at La Salle as being in the "people business." We are a part of life and life is about people."

What are the most immediate problems you foresee La Salle coming to face?

Burke: Renewing faith in our ability to face the ultimate questions; improving teaching and learning, especially in the freshman year; establishing a realistic service role to the city and community; reducing financial pressures on the students and the institution.

Coffee: "The most important problem facing the college is a continuing one. It is to provide the best possible faculty, student body and curricula, organized in a way that provides maximum access to learning experiences for all. In other words, to provide the best possible educational situation."

Gresh: "Sprialing costs that might necessitate higher tuitions."

Cimino: "Immediately, La Salle faces the problem of survival, financially and otherwise. Thereafter, its problems are simply the problems of man, his alienation from self, hopefully, his reorientation to society; the problems of the city, its deterioration, hopefully, its re-integration; the problems of the global village, its destruction, hopefully, its re-creation. A more important



problem is the quality of La Salle's survival; that in the process of survival it not compromise its answers to those problems, and lose its intellectual, moral, and spiritual identity."

What are the most significant accomplishments and/or failures of La Salle in the four years the Class of '71 has been here?

Burke: Some significant accomplishments, in no particular order: broadening of participation in governance for faculty and students; several experimental and standard programs (freshman interdisciplinary; double-major; majors in correctional work, earth science, and theology; expanded graduate theology program); Urban Studies Center and program for disadvantaged students; the reorganization and expansion of the Board of Trustees and institution of an advisory council; beginning of a successful capital campaign; new building program; completion of Project 74 in the library—and coeducator. But most important, some 6000 young men and women studying, dancing, reading, weeping, sitting-in, lingering in the cafeteria, and taking some forty courses. Some failures: lower level of performance in some of these and other projects than might have been achieved, overestimating possible performance in others.

Mollenhauer: "I suppose that to me the most "significant accomplishment" of the last four years is an attitude or process which is still in the making: the sense of collegiality and openness that indeed did exist before

1967 but has in the last four years been more directly and positively responded to."

Gresh: "A very real participation in institutional governance. A marked increase in the realm of student leadership."

Montgomery: "I haven't been here long enough to answer the question."

Cimino: "Not having been here that long, don't feel qualified to answer."

What do you think we have gained by being a part of La Salle?

Burke: Boredom and ecstasy. Debts. Some realism. Some knowledge of our potential and other peoples' goodness. Some time to think. Some appreciation of how much opportunity we can waste. Some hope.

Montgomery: "For most—a diploma."

Cimino: "Again, I hesitate to speak for others. Let me answer with another question. What have you put into your four years at La Salle?"

What is the greatest hope (in terms of learning or otherwise) you have for this class?

Burke: "Christ."

Mollenhauer: "I feel ill at ease in offering a comment on my "greatest hope" for the class of 1971 since I do not want to indulge in the rhetoric of prophecy and since such projections are inevitably tempered by the argot of experience."

Coffee: "My hope is that their years at La Salle have been educational in the sense noted in my response to



your second question. If it has been then I think that they are in a much better position to live intelligently and responsibly. This is my greatest hope for the class of 1971."

Cimino: "Pindar once said, 'Become the person you are;' to which I add, (hopefully) and the person you could and should be."

Dees: "One of the hopes I have for the Class of 1971 would be to see its members find their place in our society. For many, I'm sure this will involve great adjustments. I hope those who have the opportunity will have the courage to change things that need changing and yet be able to accept the things that cannot be changed."





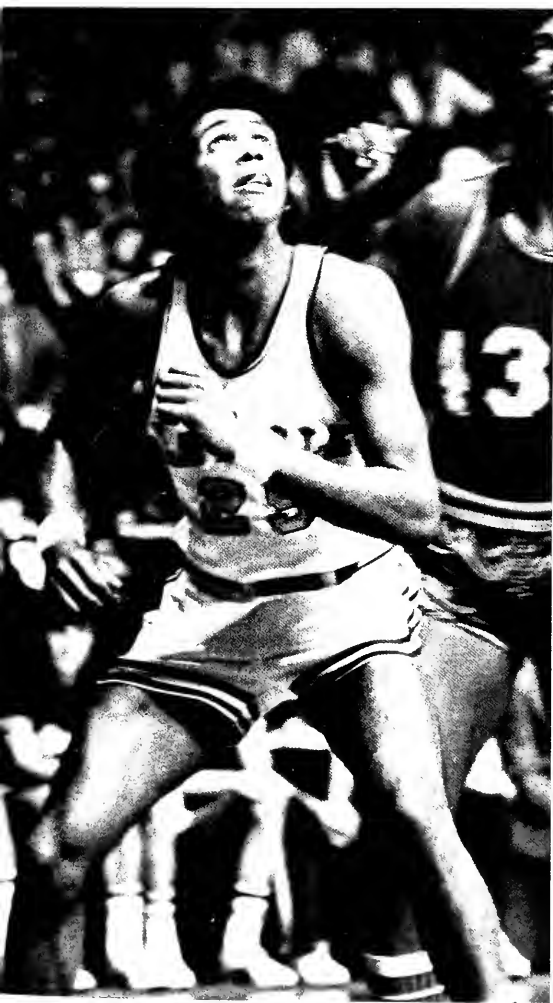




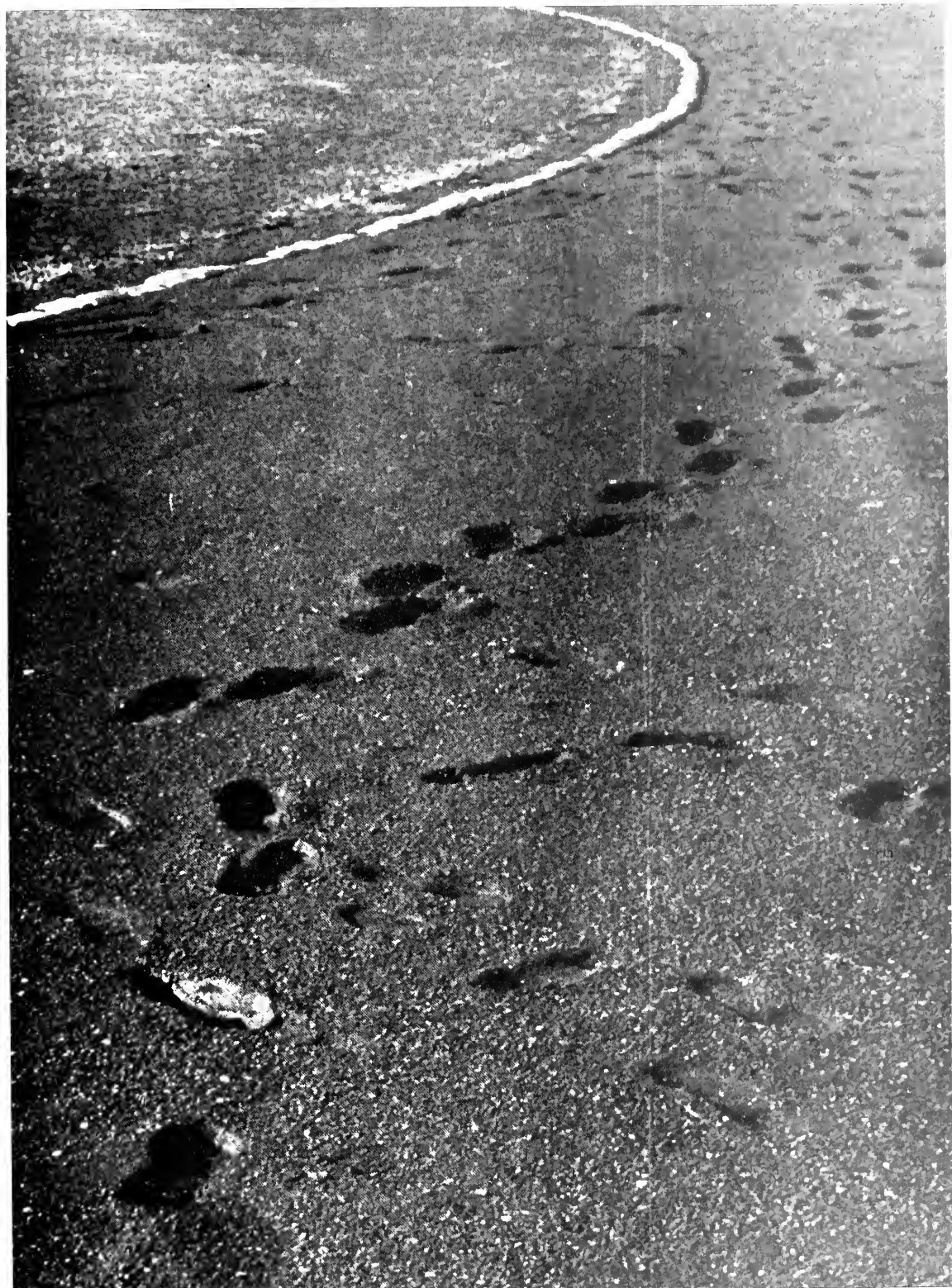


Sports
and
Other Activities





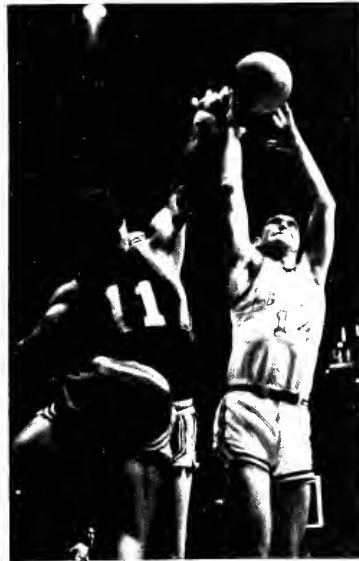
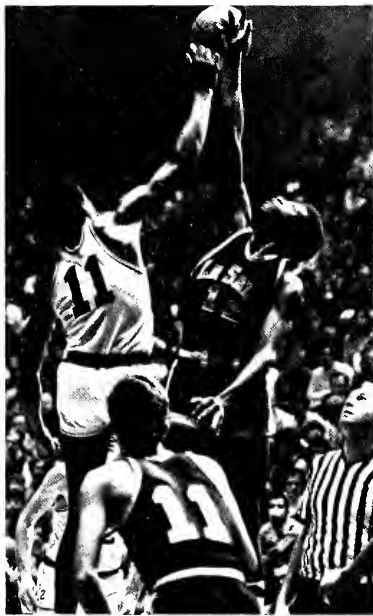
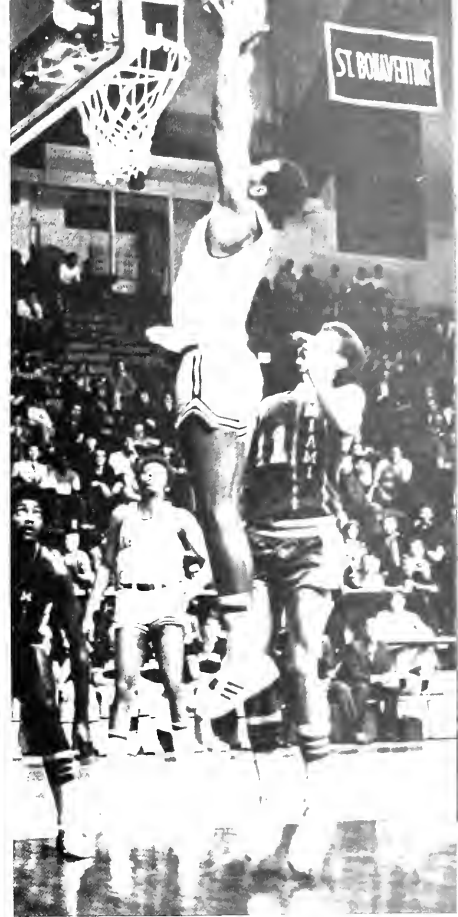




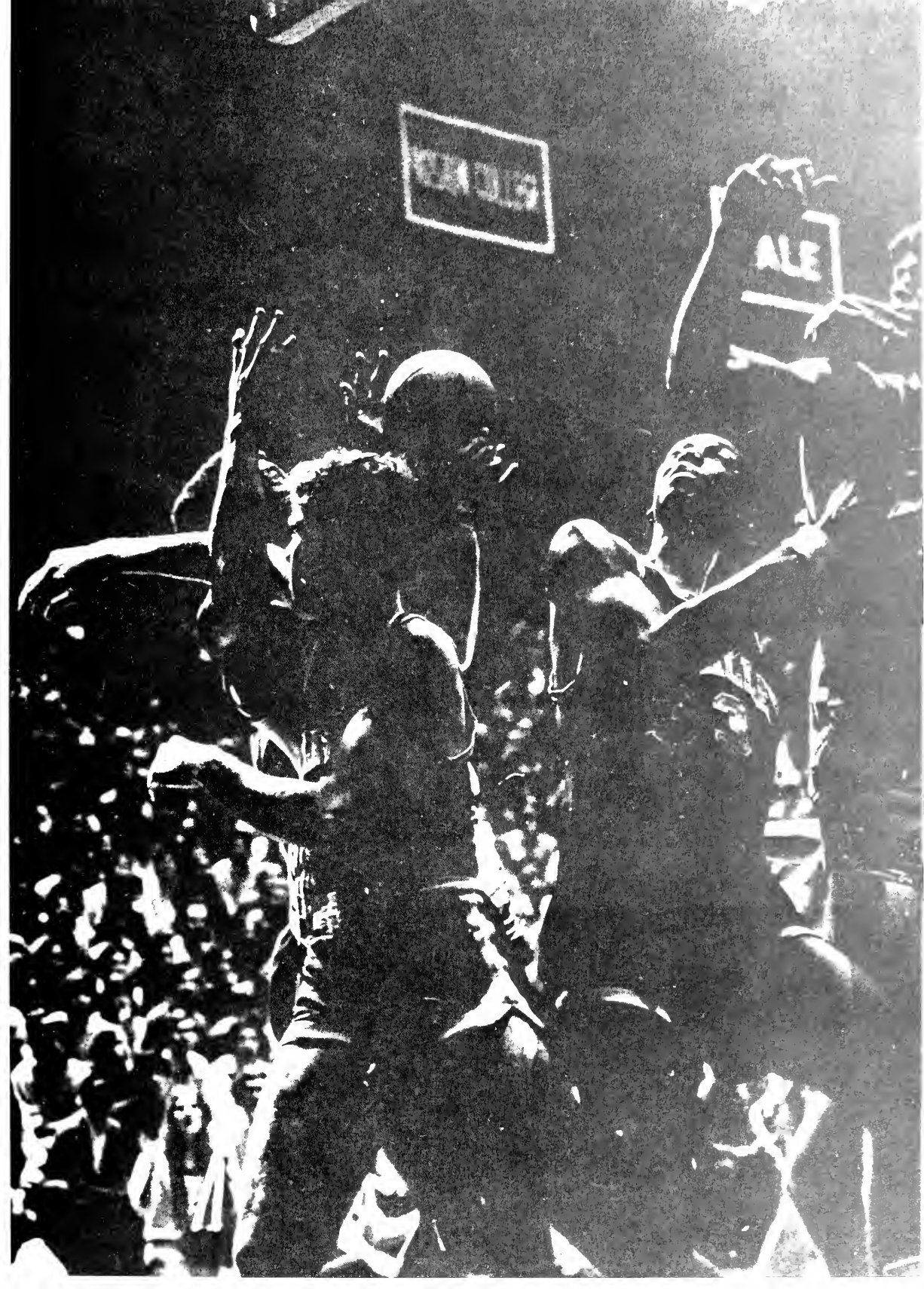


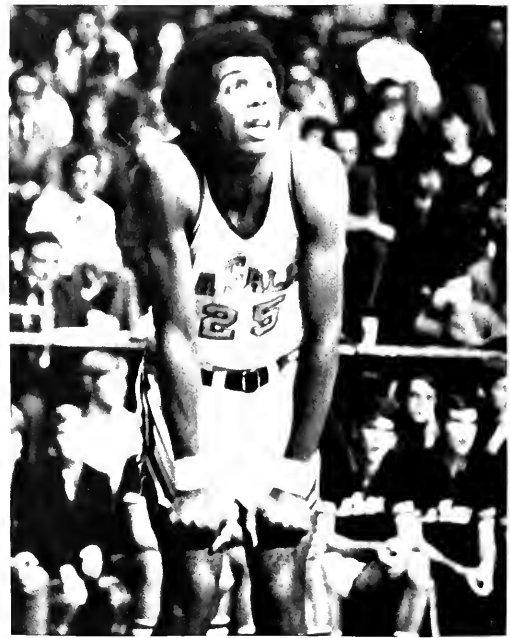


















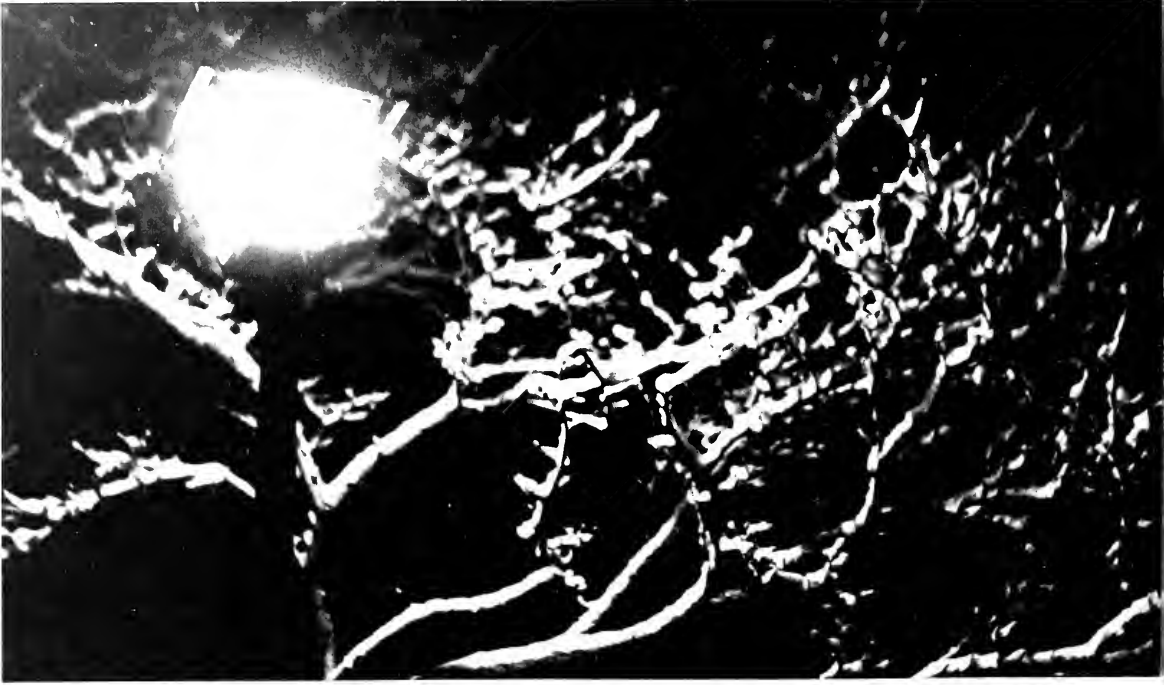






Residence Council





Evening Collegian

E.D. Class Officers





E.D. Club





Cross Keys

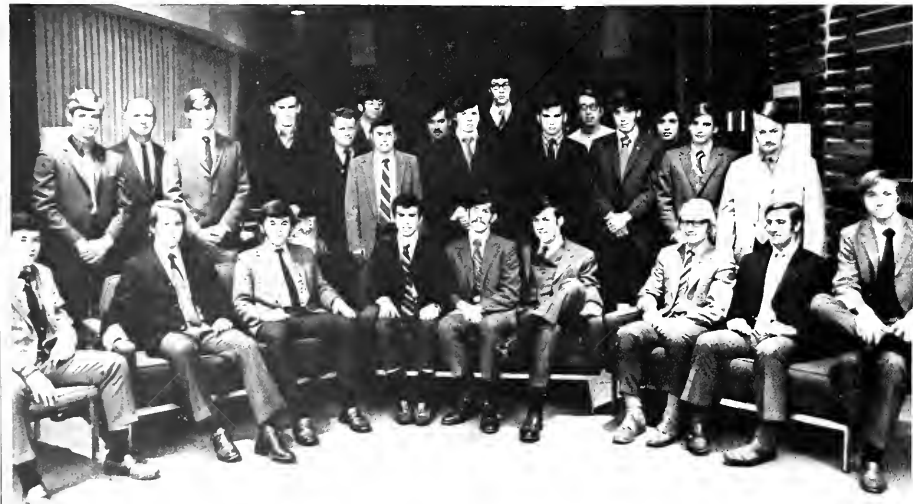




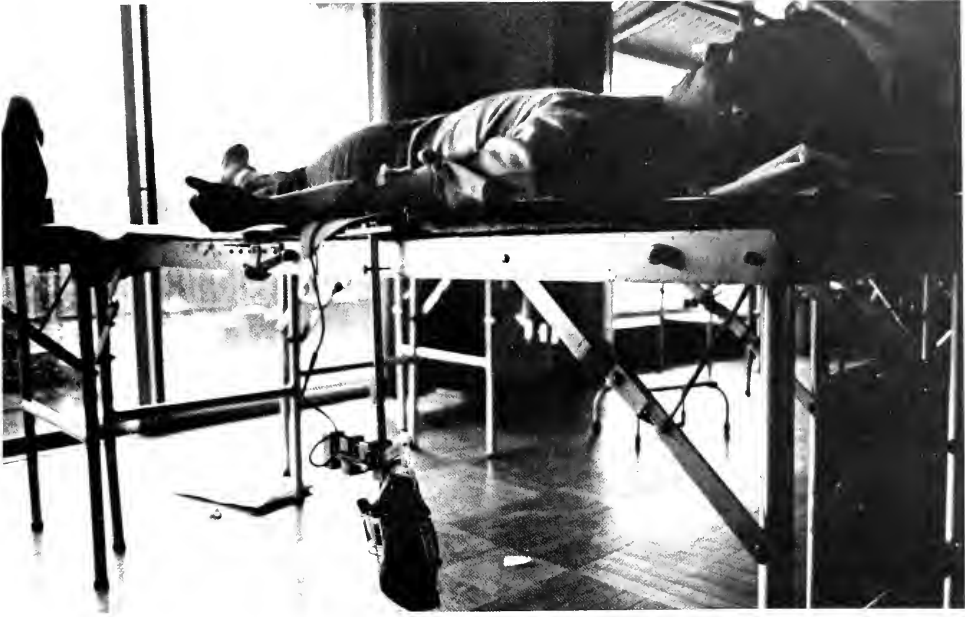
S.A.M.



St. Thomas Moore Society



ΦΚΤ



ΦΣΕ



ΠΣΕ









X.G.I.

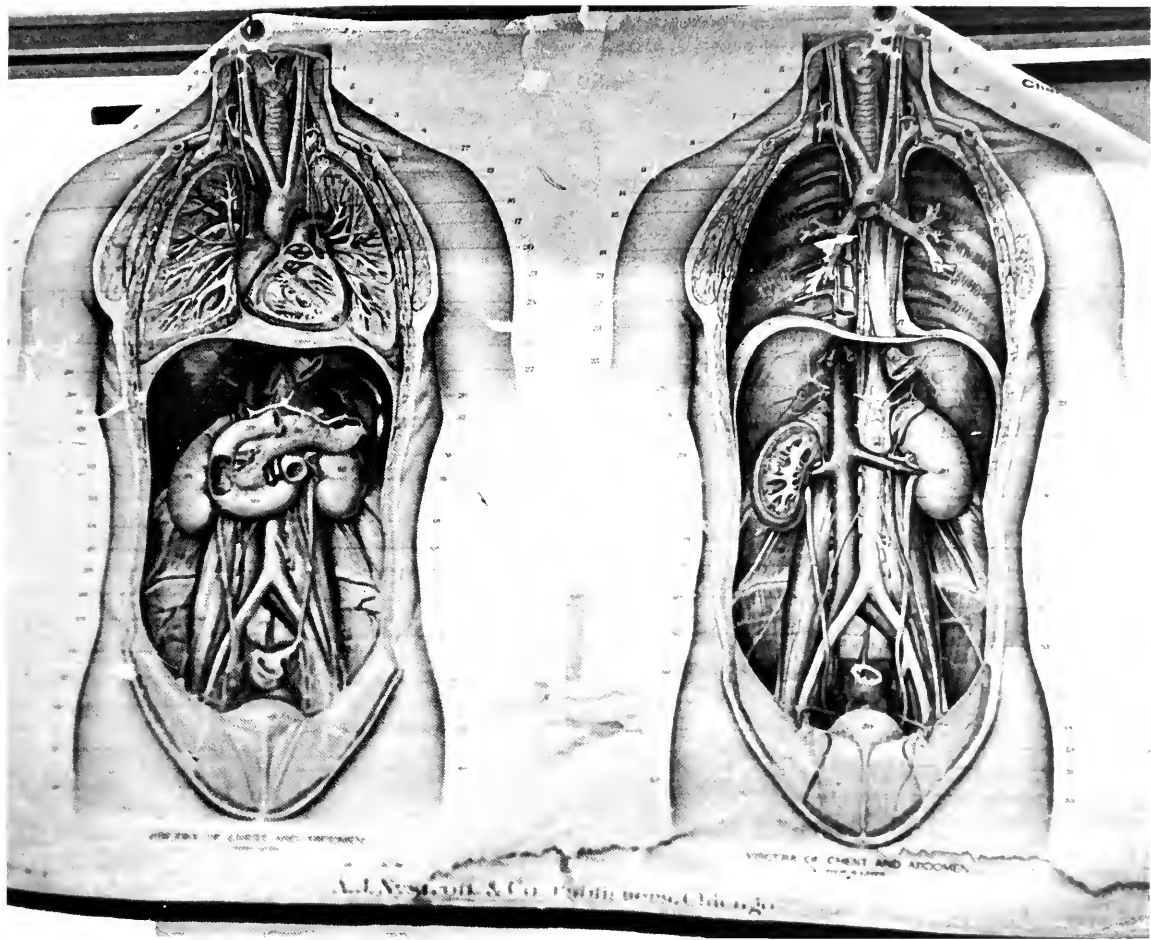


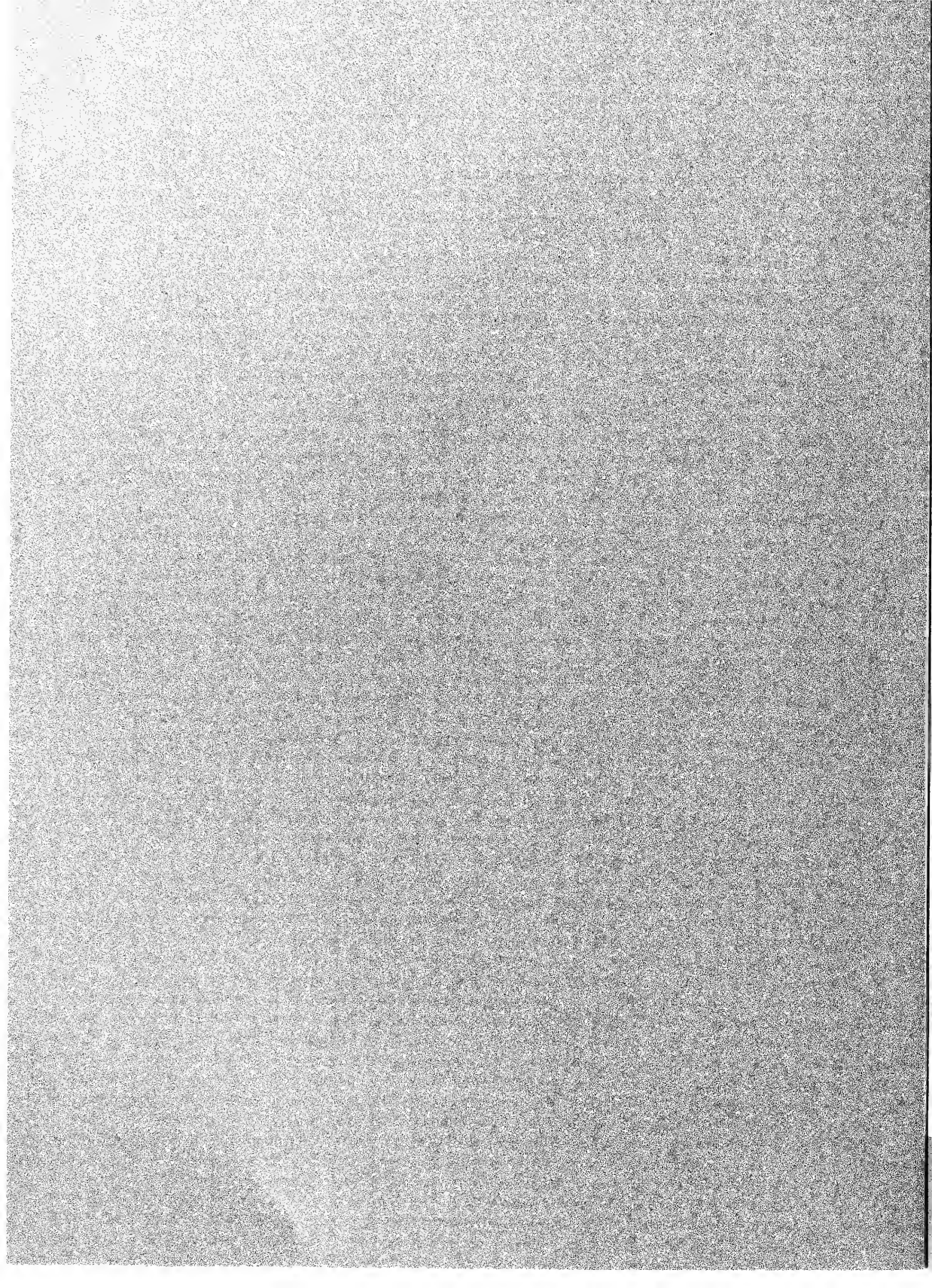


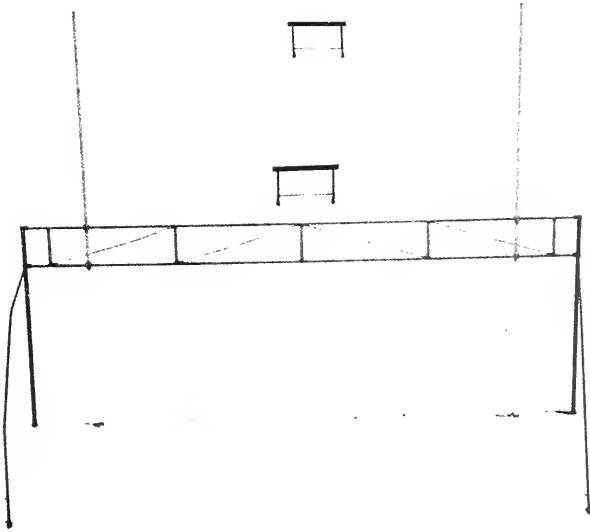
Semper Fidelis Society





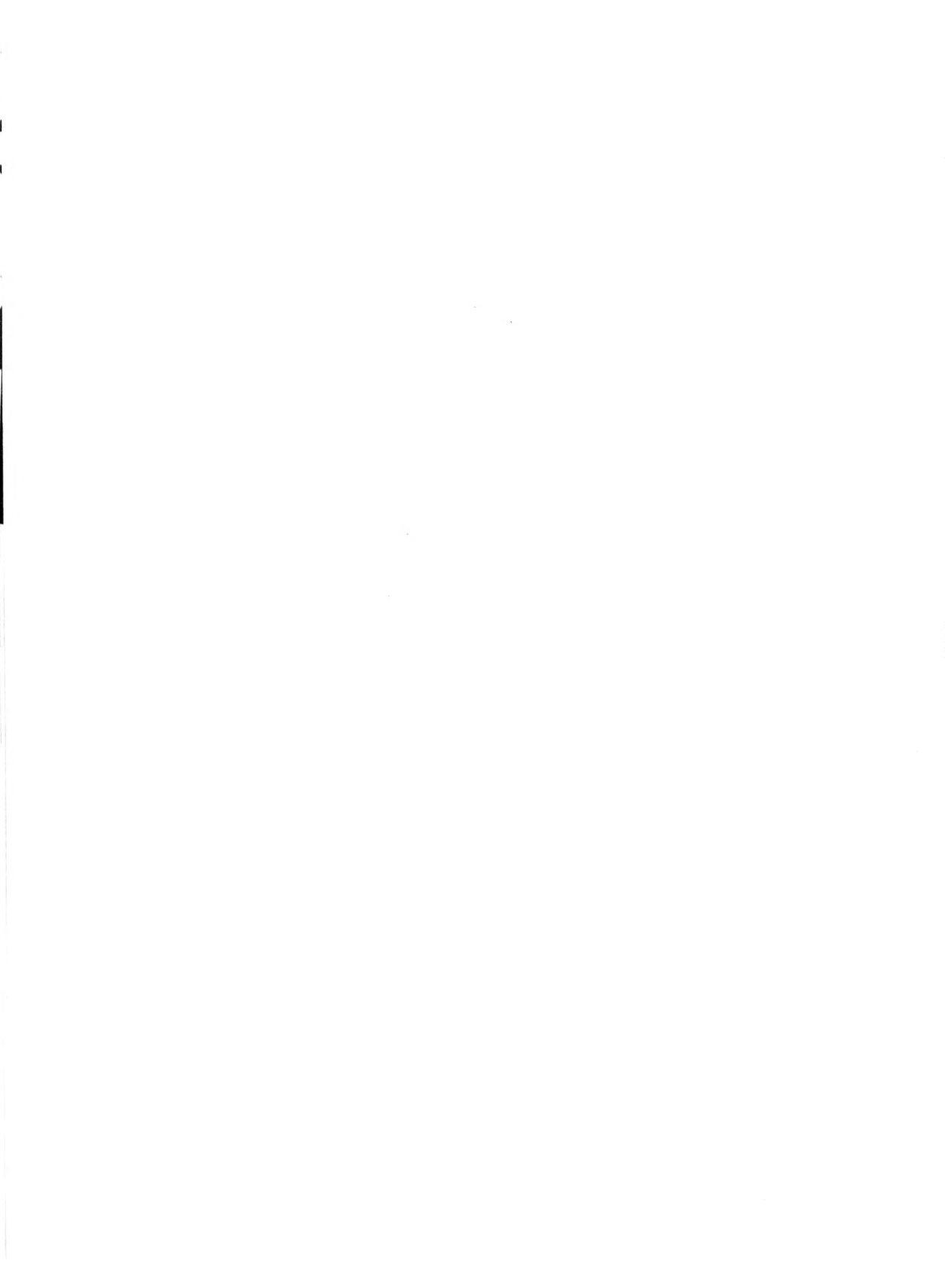






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Merlin was no duck. He did have a few things going for him like remembering what was going to happen and predicting the past. Most people believe that they can remember what happened, what they know. For them this book would be better used to patch cracks in the wall. Eat pie my friends.

I didn't know what was going to happen when I started this book. I had a lot of people and things in mind. From them and for them came this book. Part of a part for them:

The Singers and the sung; the seeing and the seen; the polar bears and elephants; the USA and cosmic environs; Susan and the first sun of August; Sandy, who taught me about the earth; Con for every ocean, every shore; Daniel Hoffman and all the strikers of stone; the village fire keeper and salt maker; Rufus, whose not a dog, and the whole Family Band-Con, Billy, and Fred, the livers at Keyser Street; Tom and Nancy, Zipper and Cathy; Gabe, mad philosopher and teacher of some of my first lessons, trust and friend; Socrates and Kant for conformations rendered (Kant was not a Kantian); Steve, Hands across the space-time continuum; the sacred stones, their pupils and confidants; Pat, last keeper of the stones; Barbara, Colorado ocean of sun that rose from the west and returned; Good times and those who shared them; the Jiva; Times and spaces without themselves; my mother and father; Stink, Vince, and Frank; Castle Shannon, trees bearing fruit and other growing things; all of the faces I've known more than and mountains I've been within . . .

Merlin, wherever you are, you are right. There are many faces, many teachers, and this is, after all, ink and paper. A rather inadequate medium, for what I want only an extension of another part never completed.

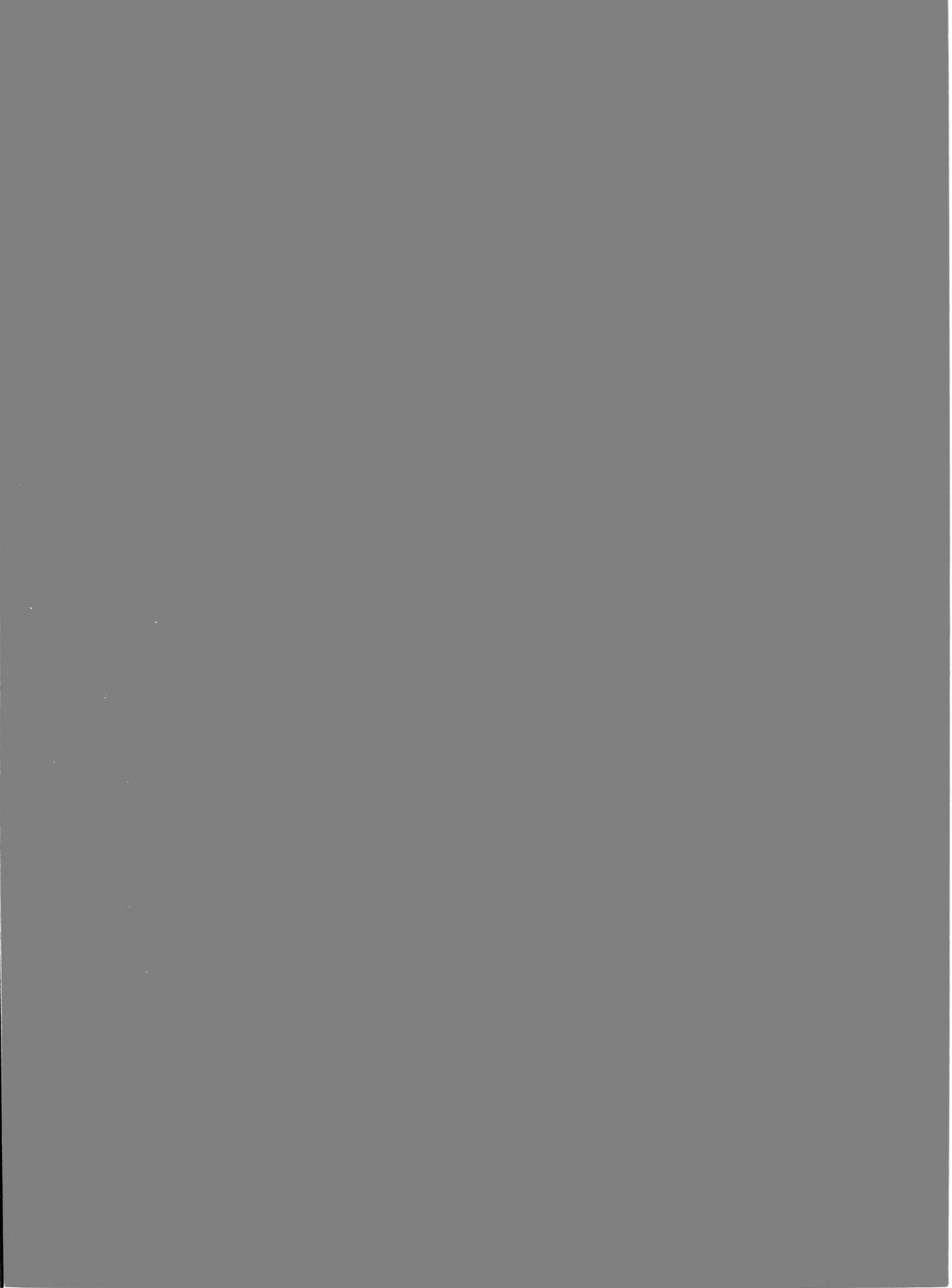
So, here it is, La Salle and world, another yearbook. Make of it what you will. Some good people helped to put this together. Jim, my co-procrastinator and head of cameras, Eileen and Michele provided control points for the general disorganizational flow, Tony, John, and Bob took occasional pictures occasionally on time, Bill Stevenson kept me sane with his chipping in, Bobbie and Anne Marie brought the evening division into day light, Tom Smith brought the ducks and fed them, the CU maintained bureaucracy without limits, Gina, Josie and Barbie provided company and cheer, Jerry Dees and Annette served as the essential last resorts, Abe Orlick immortalized many an unsuspecting moment and many suspecting people, Bob Davine, ever a phone call away, provided representation without legislation, and Stu, may he rest in peace, provided inspiration. De Gustibus Non Est Disputandum.

Quack, quack, my friends I'm off to learn everything there is to be learned and wonder at everything there is to be wondered about. May you all live your lives as well as you discover you want them to be lived.

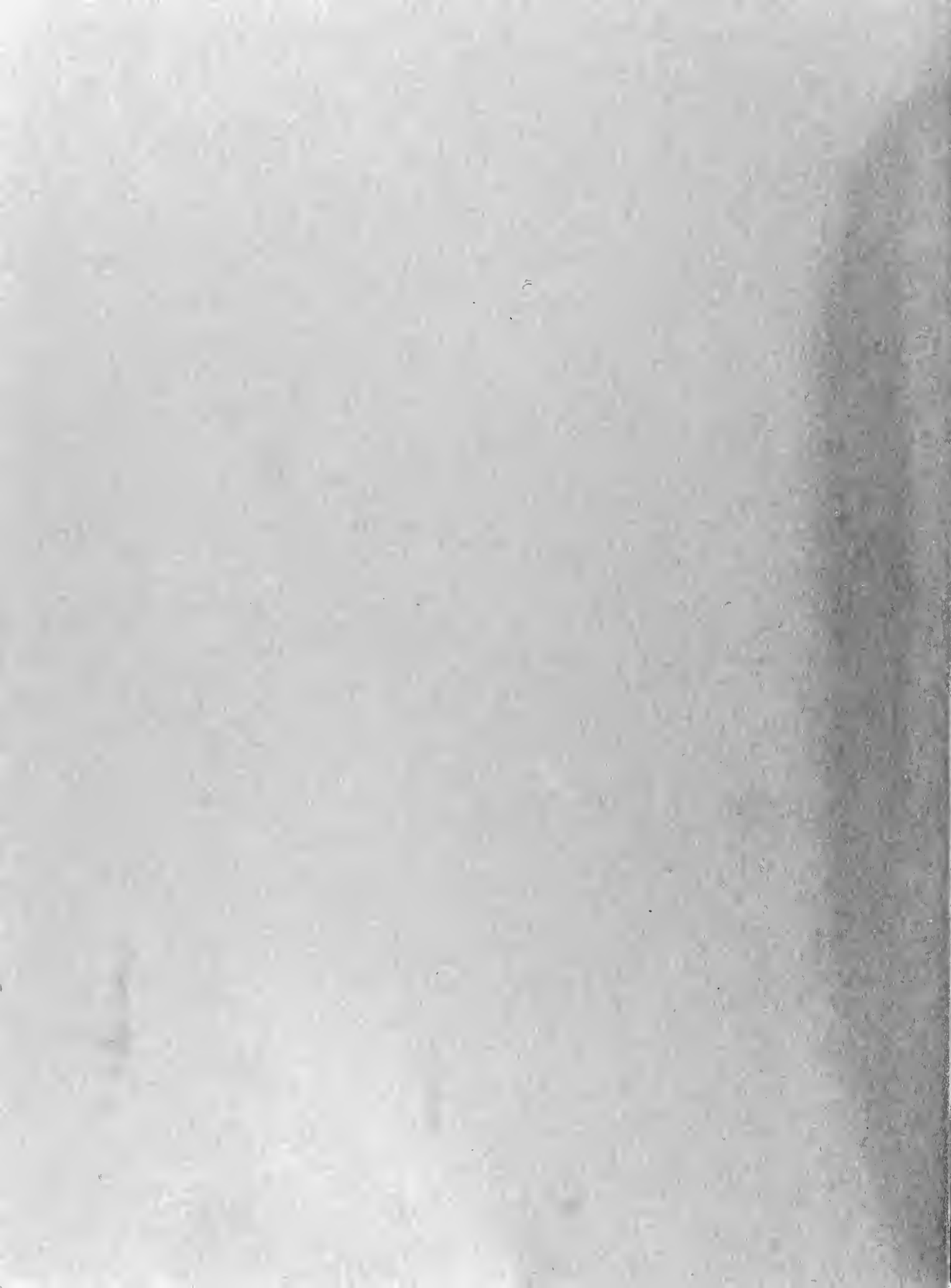
Bob Gutowski













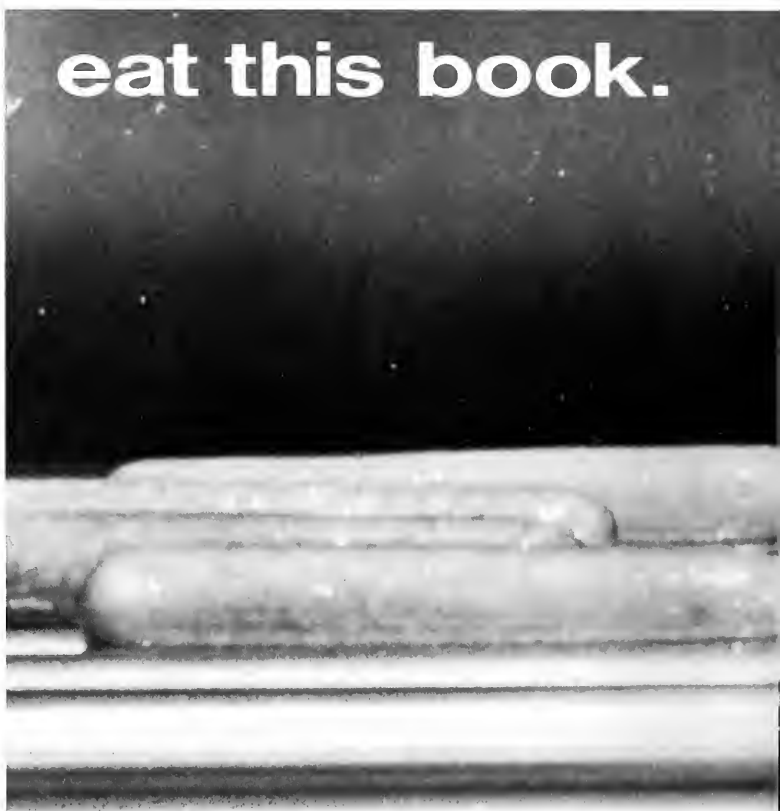
Ah! Ah! Ah!

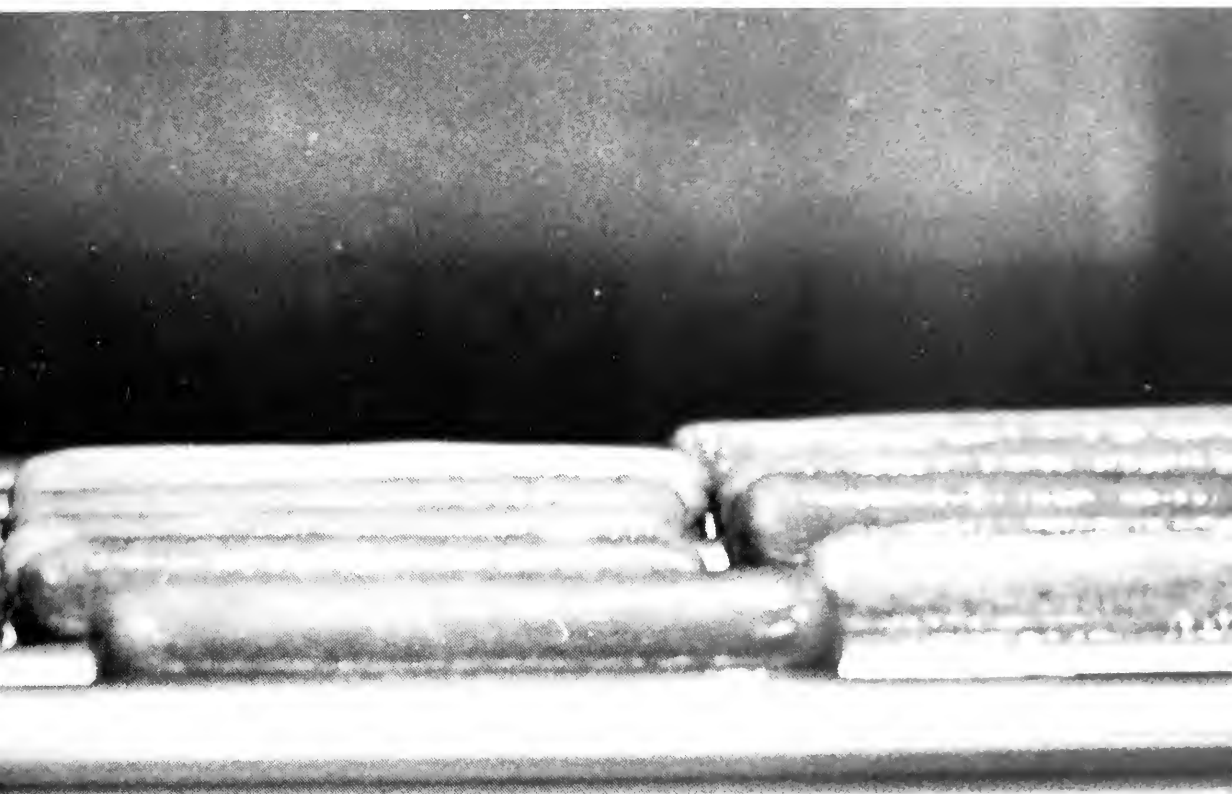
I am food, I am food! I am the eater of food, I am the eater of food! I am the uniter, I am the uniter, I am the uniter!

I am the first-born of the true, prior to the gods, and the navel of Immortality. He who gives me away, he alone preserves me. He who eats food—

I, as food, eat him.

Volume II: eat this book.







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PORTION-CONTROL MEATS





R. F. Adair



E. Anastasi



F. Anton



E. Ashman



T. Barry



J. Bertsch



J. Biglan



J. Binczewski



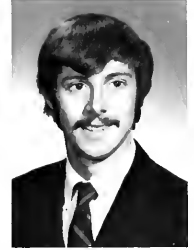
J. Biwald



W. Bond



V. Bonner



R. Breeser



J. Caffarella



E. Cannon



J. Christides



A. Ciarlone



W. Coburn



P. Colella





F. Bauerle



T. Bielecki



M. Bruno



R. Caccese



J. Colleran



V. Conner





J. Corrigan



T. Cox



J. Daly



C. Danihel



M. Darden



G. Davisson



S. Dworak



D. Eisenhart



J. Fedorchak



J. Furlong



J. Gallagher



S. Garry



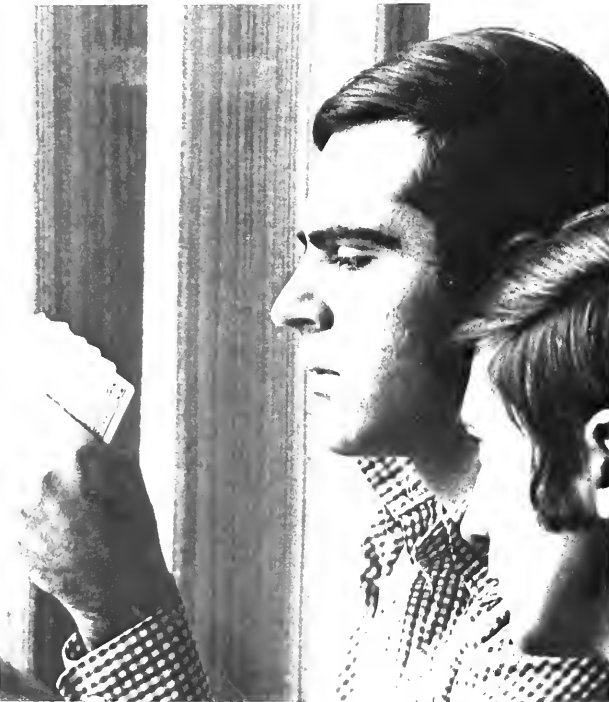
A. Glass



R. Gordon



G. Gordon





S. L. D Amico



E. Dallas



M. Del Viscio



J. Dugan



L. Fichter



J. Frank



M. Gephart



E. Gillen



J. Greco



J. Gronczewski





J. Hall



E. Hartman



J. Hollenbach



J. Hoopes



P. Hughes



J. Jankowski



J. Kaffenberg



R. Kane



W. Kane



L. Keefe



F. Keiter



W. Kelley



L. Kline



R. Kolb



J. Koren



J. Krumenacker



J. Kruszewski



R. Kurpiewski



L. G. Leese



S. Lentz



J. Linaugh



J. Loyden



C. Malitsky



C. Marvil



T. McConney



J. McGinn



D. McNulty



D. Meiskey



J. Mercer



H. Metzinger, III



C. Joseph



L. M. Junker



K. Kempf



J. Kenny



W. Lashno



W. Latoff



G. Mazeffa



J. McAnery



J. Michael



C. Murawski



Mr. Higgins, six year veteran of Evening Division Teaching:

"We have a real fine evening program—not just academically but from practical work experience from the outside; what we take out has to be a combination of the student and the instructor—it is a dual effort.

"We don't want professors with an attitude 'it's up to the student to study.' The instructor should draw from his practical experience and his years of service in a particular field—his function is not simply to expound on the textbook.

"On the other hand, the student has a duty to read the text and to correlate it with the lectures. Too often students lament 'You didn't cover that in class.' Well, we shouldn't have to—you can raise questions during the lecture period or after class.

"The professor should be prepared to spend time after class for an hour or so two nights a week. We ought to make ourselves available and shouldn't say 'My time's up now.' If we request students to attend student congress meetings, and etc., we should also be available. Another thing—If a student wants to call at home we should be available in case of emergency.

"I think Student Congress is good for the students. You can't teach someone in a classroom to stand on their own two feet. They do this by constantly working at it. They don't always get it in the job. Through Student Congress, the student gets rid of his inhibitions because he is able to demonstrate and defend his position. Sure, he's going to stumble, but he'll be better prepared.

"For those who want to be managers, leadership does not develop through reading textbooks.

"As for Accounting, the overall curricula prepares the pupil for a way of life, the facets of the economy. There is no preparing them to be accountants in the 'vocational school' sense; rather as a part of the overall education, it is an effective tool in understanding the financial structure of the community—how economics ties into our whole social structure."



D. Nemeth



W. Nolan



M. Nuccio



T. Nugent



E. O Hanlon



J. O Leary



P. O Leary



F. Peditto



G. Petre



F. Petrozziello



M. Reinking



J. Roberts



Accounting Assn.





K. Rooney



G. Rumsey



T. Sabol



M. Schulz



W. M. Siegle



W. L. Smith



J. Stewart



E. Strogon



D. M. Strunk



V. M. Torno



P. Towhey



G. Troyano



A. M. Vittese



G. R. Walsh



F. Wlodarczyk



L. Santacroce



T. Sawyer



J. Scarduzio



H. Schmidt



R. Sorensen



R. Stauffer



B. Steinberg



C. T. Taylor



R. Todd



R. Tomlinson



B. R. Tymes



L. Ulmer



F. Venafra



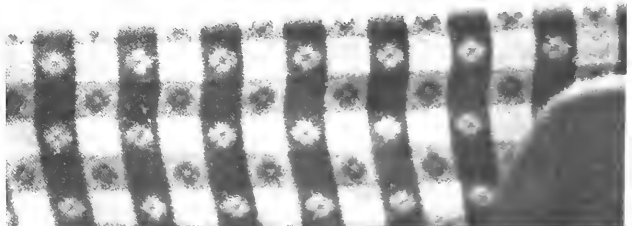
J. J. Wondoloski

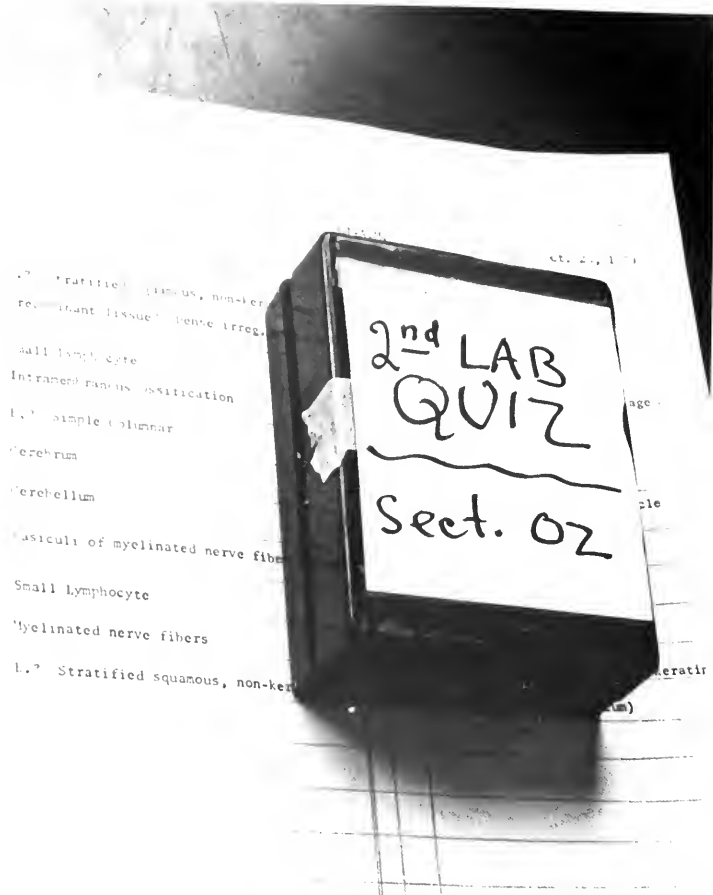


M. Young



W. Youngblood





"I grew up in Philadelphia, and when I walked down the street in Vermillion, S.D. and everybody said "Good Morning," I got all choked up—I didn't know what to do. In Philadelphia, you tend to avoid people's faces when you walk. Out there, you don't do that, because invariably they have a greeting for you."

Dr. Norbert Belzer applies the concepts of ecology to the bustle of Philadelphia life with the verve of a bright student. Having finished formal schooling out west but two years ago, the biology department's resident cowboy still feels close to students, still worries with the undetached concern of the senior for the freshman.

"We are requiring many people to know too much too early. At 15, we ask a person, "What do you want to do for the rest of your life?" Before, at 21, you were just barely a man, with plenty of time to decide. People would tell you to wait on your major decisions. Now, we ask sophomores in high school "Which job? Which college?" The truth is, some people just don't know. We give them a list of professions and ask their choice, and get answers like, "Well, I like life, I guess I'll be a doctor." But maybe it's the diversity of life they like—they might be happier collecting butterflies."

Dr. Belzer thinks about hairstyles and fashions in terms of evolutionary selection pressure, about genius as a random population factor, about city-folk and country folk as varieties of niche adaptation, and about crime in cities as an expression of anonymity and territoriality in high population living.

Dr. Belzer told us he once wanted to be a for-ester. When he puts on his string tie and boots, maybe he is.



Biology



M. Abrams



J. Ansel



L. Ashbacher



D. Badalato



J. Balestra



W. Biermann



D. Breuer



P. Broomhead



D. Campise



J. Deering



D. Delaney



J. Dwyer



T. Feinstein



R. Folberg



J. J. Gallagher



J. Gazak



M. Hogan



E. Hughes



L. Isso



W. Kelly



A.E.D.



C. Knowles



R. Kreipe



W. Kryszczak



A. Lenherr



W. Linguiti



P. Muessig



F. Papa



S. Paul



L. Petroski



H. S. Potkir



T. Schewerman



W. Schlechter



W. Schwartz



L. Sharps



W. Ditomasso



J. Majdan



J. McGowan



A. Morlino



W. Rogan



L. Rossman



J. Santarlas



W. T. Walker



J. S. Watson



B. S. Zaret





Business



J. Andrews



B. Argetsinger



F. Barger



B. Beck



J. Biesz



W. Boyle



T. Burke



W. Butler



D. Coll



B. Connelly



L. Conti



C. Coyle



J. Cronin



D. Deegan



T. De Gaetano



L. Di Giovanni



A. Di Matties



M. Donnelly



D. Duryea, Jr.



J. Erb



S. Farrugio



G. Friel



F. Gallagher



J. Gallagher



R. Gambino



R. Gavin, Jr.



J. Gessner



J. W. Gleba



R. Goodwin



R. Grzymala



W. Haney



G. Harper



R. Harshaw



R. Higgins



J. Hudson



A. Jardine



M. Kahrmanian



R. Keating



E. Keidat



T. Kennedy



G. Kilkullen



L. Klein



S. Kramlik



K. Lafferty



J. Lagana, Jr.



J. Larentowicz



J. Lawton



L. Liberio



J. Mack



M. Maddaloni







W. Mallon



J. Malloy



F. McDevitt



J. McGoldrick



J. McNichol



D. Meddaugh



W. Metzger



W. Mignoni



E. Morley



J. Murphy



R. Niwinski



R. Nowakiwsky



J. Paffen



D. J. Panacio



C. Peterson



R. Popdan



T. T. Przybyszewski



J. Randall



W. Robinson



A. Sauer



R. Scanlon



D. Shannon



N. Storer



H. S. Streets



G. F. Totini



T. Unfreed



S. M. Urbanski



P. Venuti



S. T. Wilson



E. Wyatt





Chemistry



J. Dreisbach



K. Erhard



T. Jamroqowicz



S. Kolman



E. Kozluskey



W. Madden



G. Mayer



J. Mazza



J. Mierzwicki



G. Patterson



P. Schmid



G. C. Sprissler



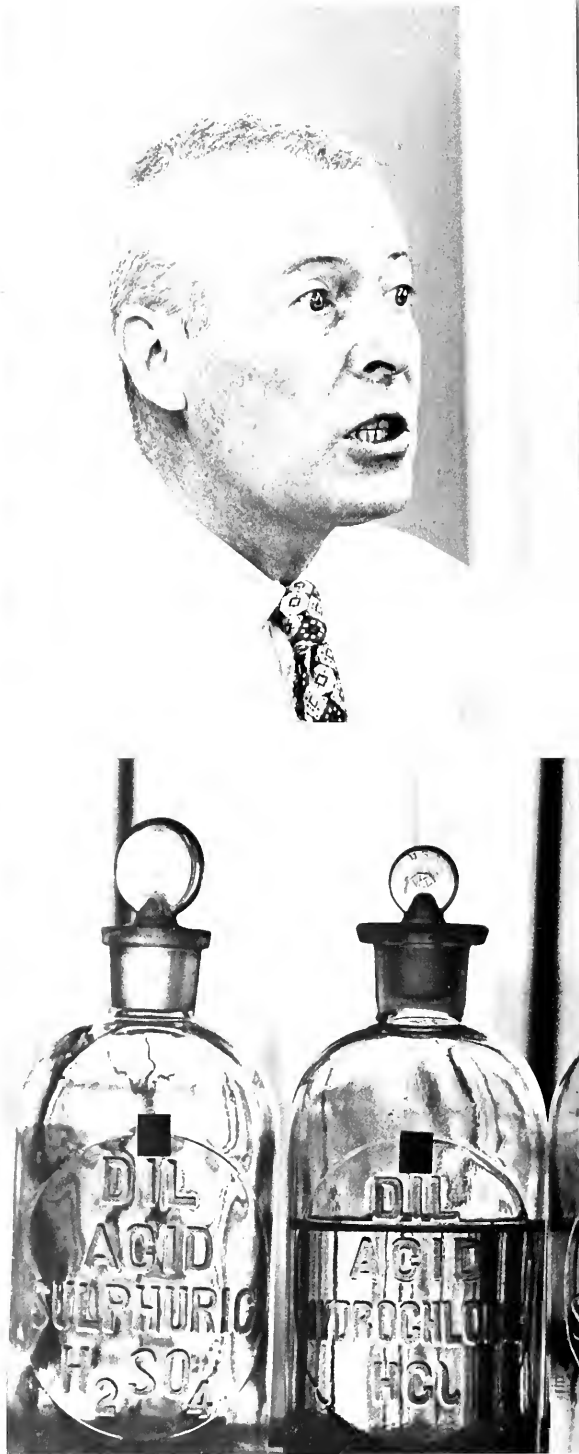
J. Strug, Jr.



R. P. Vogt



W. A. Wachter





Chymian Society



Earth, Space, and Sea Sciences



E. Godshalk, Jr.



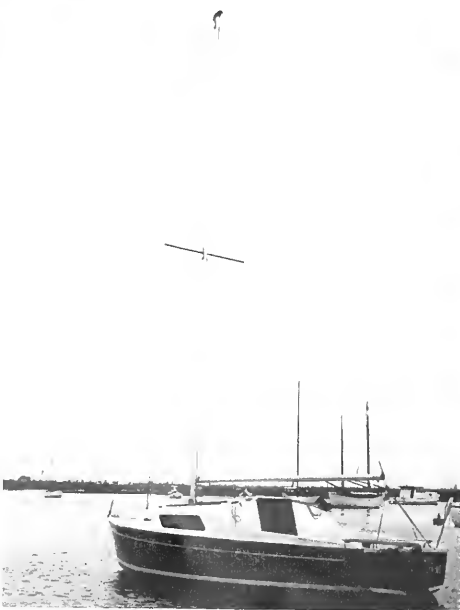
R. Moroz



J. Moreck



BOAT FOR SALE
inq. sci 108

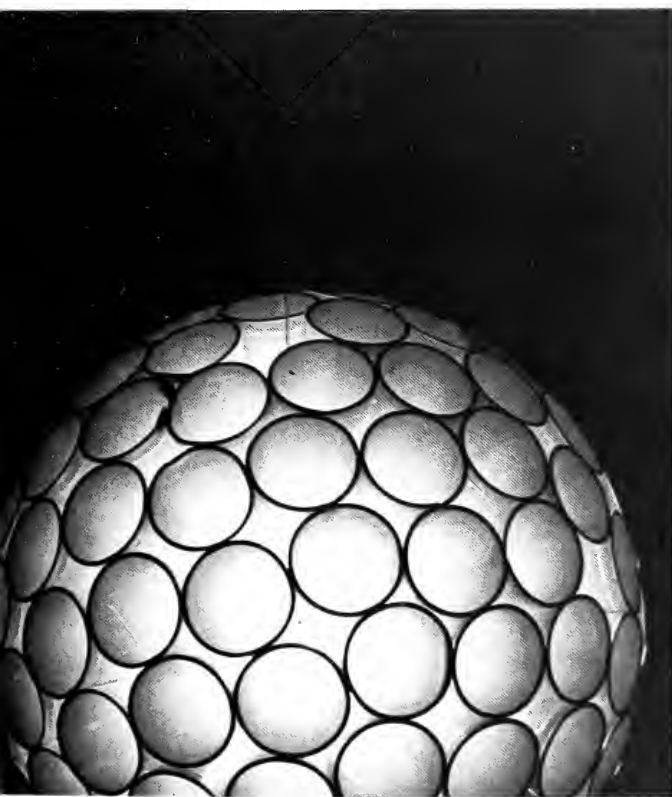




"A classroom where people are uninterested is like a comic movie with only a few people in the audience—no matter how well the ideas are handled, it just won't work. It's surprising what a difference is made by the reaction of students. Even the guy who walks in, reads his lecture cards, and walks out is affected." But our image of the "interested" student is the guy who scribbles everything in class then runs home and memorizes it. Who needs it, Dr. Galatola? "But remember, colleges are set up for the average student, and thus grades come to reflect not ability, but diligence. Any average student who is willing to do a lot of admittedly hard work can get through quite well." Then which students are crucial? "I've given some thought to that. Every school has their 5% or so brilliant students, and those guys will do well anywhere. Also, any college has their 50% or more non-academic students. It's the middle group, the slightly above average, who make or break the department and the school."

What about science and the public? "For most people, there's this vague area of science that brought the wonders of television and the atomic bomb, and also caused all that pollution out there." Aha—Who? "People can't name them. Who is a scientist that's known today? The last one was Einstein. There is no scientist, however great, whose name is on the tip of everyone's tongue. No one takes scientists seriously, for all they seem to do is take government money to publish obscure articles in journals no one reads. The problem is, you literally have to be a scientist to know what scientists do."

"I have a \$5 bet that I'll cross the Atlantic before 1972, but since then I've gotten married." Forfeit? "No, but I won't try it in my 18 foot boat. I think at least a thirty foot is necessary now."









"In spite of all this noise and outside manifestation, the attitude of our students did not change much in relation to their objective of getting education. I personally think that we have always had a very cordial relationship between student and faculty, and the fact that the students wanted more of a voice in certain matters was easily granted because of this relationship."

"One peculiarity that struck me of the American people is that they are very fond of change. Anything new is supposedly better than the old, which by my understanding is not necessarily so; we are too enamored with change and should digest more carefully and see if change fully implies improvement or not."

"You meet a few students who are different, the rest are the same fellows of twenty years ago. They want to get education, they want to learn something, become something in the world, and that is as it should be. People who feel only cannot change things; in order to change things one has to know how to do it. We can only hope the change is for the good."

Thank you Dr. Ciesla.



R. Bingham



G. Bodisch



D. Casile



C. Cosyello



D. De Cesaris



B. Fair



R. Grego



R. Jann



A. Kompanek



R. Mazzarella



G. McGuigan



Br. T. Miller

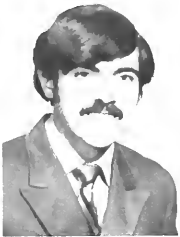




R. Neely



A. Neri



E. Pennetti



T. Pierce



G. Pozesky



E. Robertson



J. Scannell, III



D. A. Spadea



W. Sudell



M. A. Tier





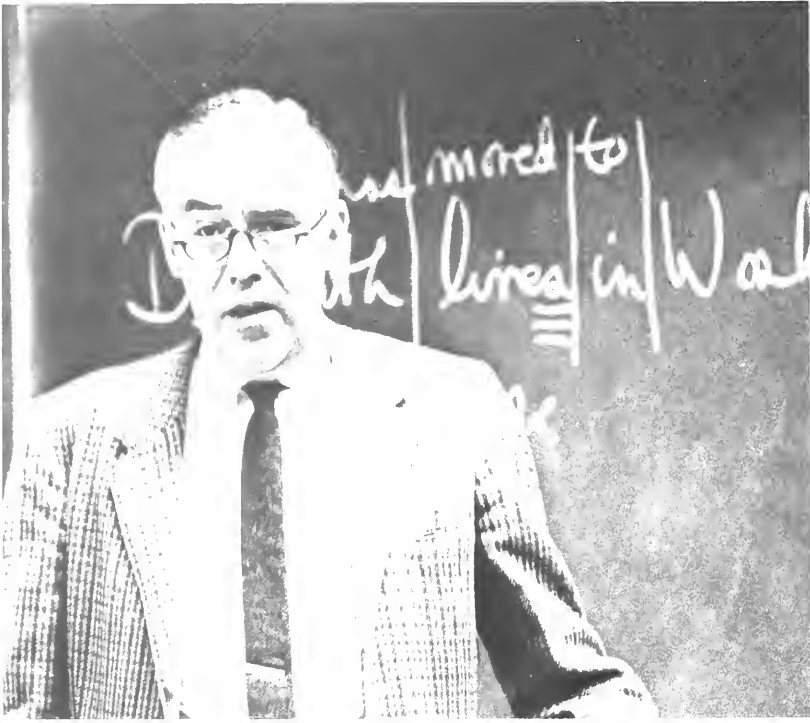
P. Valerio



A. D. Wohl



D. Young



R. Bell



R. Blair



F. Coppola



T. Dattilo



M. Dunn



J. Dunning



W. Hartman



J. Haydt



G. Kietzel



R. Kroll



English



S. Cain



M. Callahan



G. Cannon



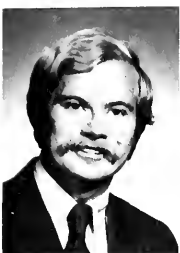
P. Caplan



F. Castellano



J. Clark



P. Delaney



J. De Rose



M. Di Ciccico



A. Di Sandro



J. Donaldson



J. Doyle



A. Errichetti



T. Feerick



W. Flanagan



J. Gibson, Jr.



D. Giordano



D. Harkins



E. Hepting



M. Higgins



Br. A. Johnson



Br. D. Kelly



J. N. Kennealy



J. Kiernan



M. Kulhamer



B. Laline



R. Larr



A. Malatesta



J. Manning



A. Mc Keaney







G. Mc Williams



G. Meyer



M. A. Murphy



G. Nicoletti



C. O'Brien



Br. R. O Kane



R. Price



Br. M. Rucinski



J. Sahn



J. M. Silow



J. Smith



M. Smith



D. Pino



A. Ronzoni



W. Rubin



J. Sedora



G. Stadalnik



J. L. Tedesco



C. Tener



R. Thorn



M. P. Toner



R. Walters



J. R. Weber



M. T. Wilson



L. Wolfson



how would you describe yourself?

pause

well, I said earlier that I'm basically illogical . . . intuitive . . .

pause

oh, I don't know, should I be modest or . . . accurate? accurate

ah . . . as a poet

I mean, I think . . .

if anybody's gonna carve my tombstone

somewhere on a windy hill

just chisel on a rock

here lies Al Ruggiero, he was a poet

because I think that kind of encompasses everything else

pause

the poetry I write isn't that good

because as Claude Koch would say

I'm perhaps too close to the things I'm writing about

I don't have the . . . divine indifference . . .

the Joycean aloofness

but I think I have a poets sensibilities . . .

sensitivity

pause

sip of wine

I think being a poet gives one an eye for beauty . . .



an eye for the intrinsic worth of just about anything . . .

or anybody . . . everybody

and that is something I find a lot of students lack . . .

just a conviction that they're worth anything

pause

a lot of people are something . . .

they are what they say they are . . .

because its difficult to be anything else . . .

maybe you have to take that into consideration

pause

I'm not a fighter

I consider myself as a gentle person

pause

perhaps to a fault

I've been told that

pause

maybe it's something like how Shelley would describe a poet

you know, in the Defense of Poetry . . .

pause

not just people who write are poets

but legislators, kings, philosophers

anyone really, who has the sensitivities

pause

sensitive and gentle . . .

those are my adjectives





Europe



HÄLT

Bitte nicht weitergehen

GOLFPLATZ

Betreten lebensgefährlich





The hardest thing about going to Fribourg is coming back to Philadelphia. In Fribourg, life forces you to direct all your energies toward living in it. Umbilicalled, you enter a world of newness, unfamiliarity, beauty and wonder. And in it all, it's a bit awesome and frightening. Relate. Goo-goo. Why did they take away my food? I wasn't finished yet. What if I laughed right now? Those are a lot of steps to climb just to get to the next street. Does that mean they want me to leave?

A new sense of self. You get used to walking and listening. You can comment on the weather, ask a question, go to the store. You learn to shake hands, kiss girls on both cheeks, order a cup of coffee, tell a joke, complain. You enjoy, you hurt, you make a friend. And you realize everybody there is people too. You leave to see and return to tell.

A guy in a sailor hat and hawaiian shirt grabs you and asks why his kid didn't get off the same plane you did. You gaze up and brown is where the blue used to be. Old friends aren't friends and your bedroom window doesn't look at Alps anymore. People really expect you to do things between noon and two. No mineral water? Why twenty-one? Afraid?

Fribourg. *Des memoirs. La nostalgie.*





R. Aiken



T. Campbell



J. Capodanno



W. Conlin



F. Fahr



A. Hamilton



S. Hoffman, Jr



T. Hordeski



W. Huf



P. Matje



J. Mazella



T. McLoughlin



N. Nigro

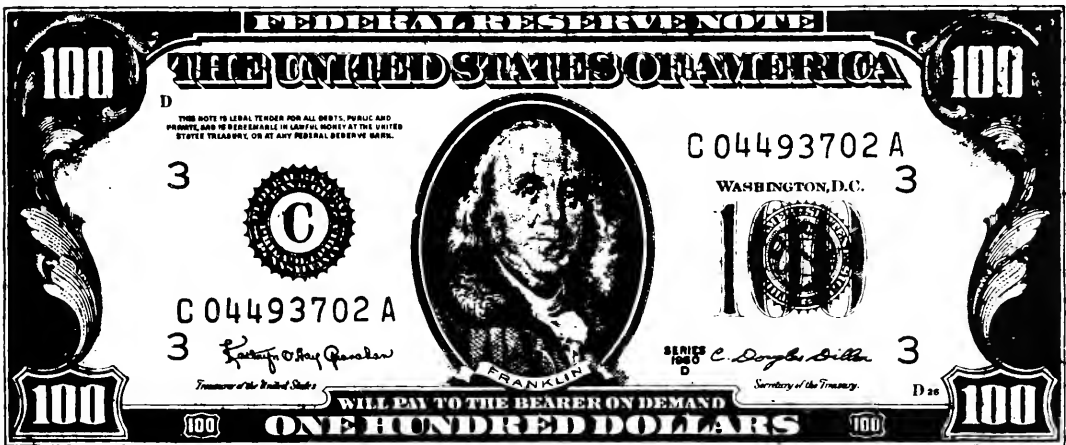


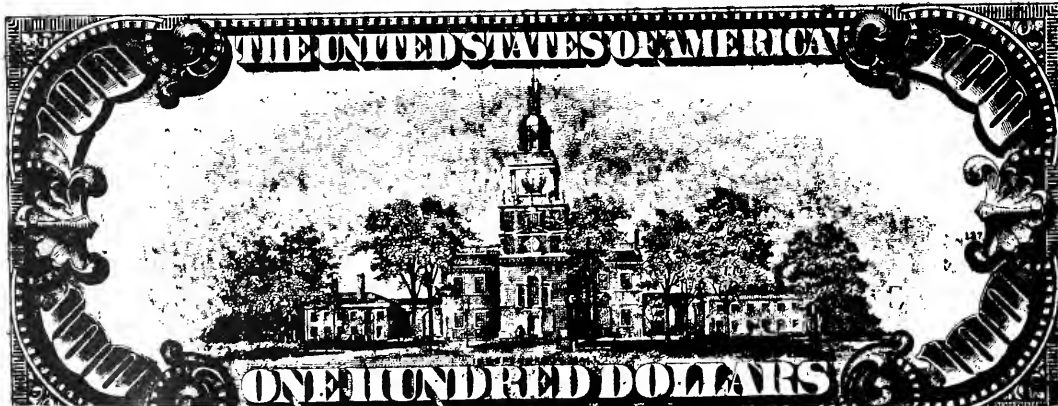
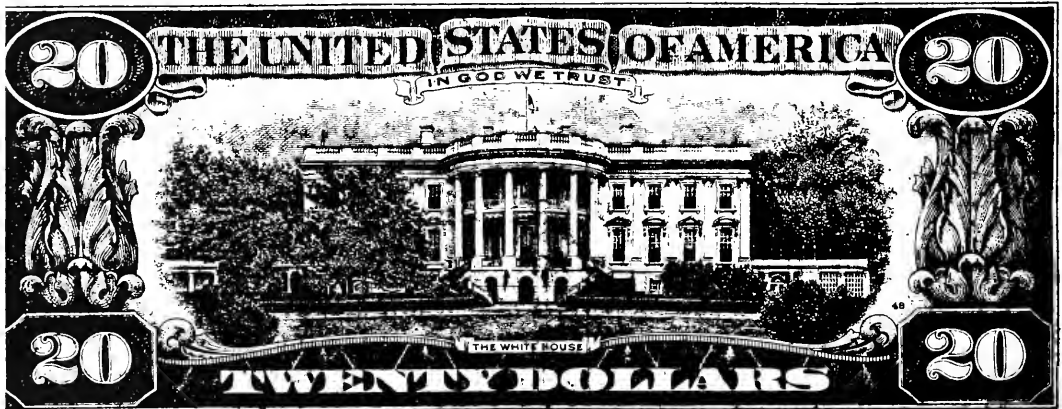
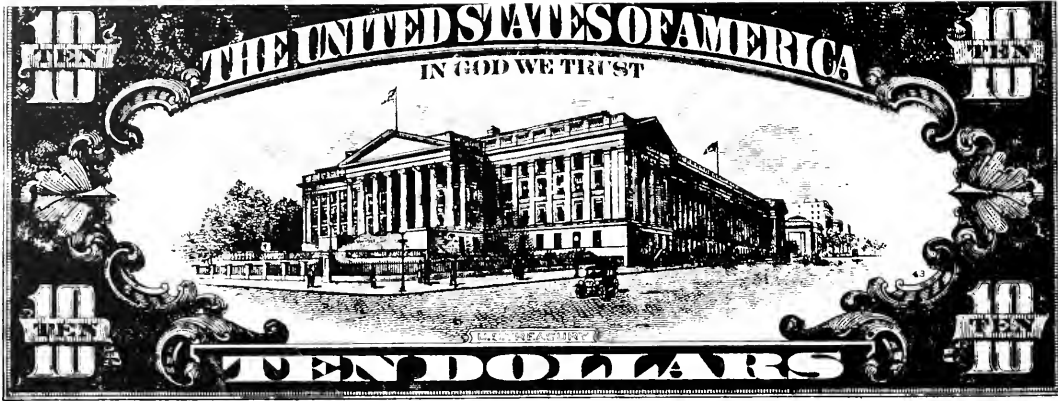
H. B. Sauers



G. Washington









T. Abaldo



C. Adamczyk



Br. T. Ahern



R. Aviccoli



W. Babych



J. Barone



J. Bender



K. Bennington



G. Berardinucci



H. Bittner



W. Brennan



P. Byrne



M. Colantonio



W. Convey



J. Cotter



T. Coyne



G. Crawford



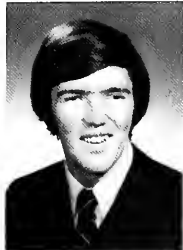
J. Davies



C. De Simone



J. Diamond



P. Dougherty



R. Ehmer



N. Eldridge



J. Fairall, Jr.



Br J Farnell



W Fedyna



P Hegarty



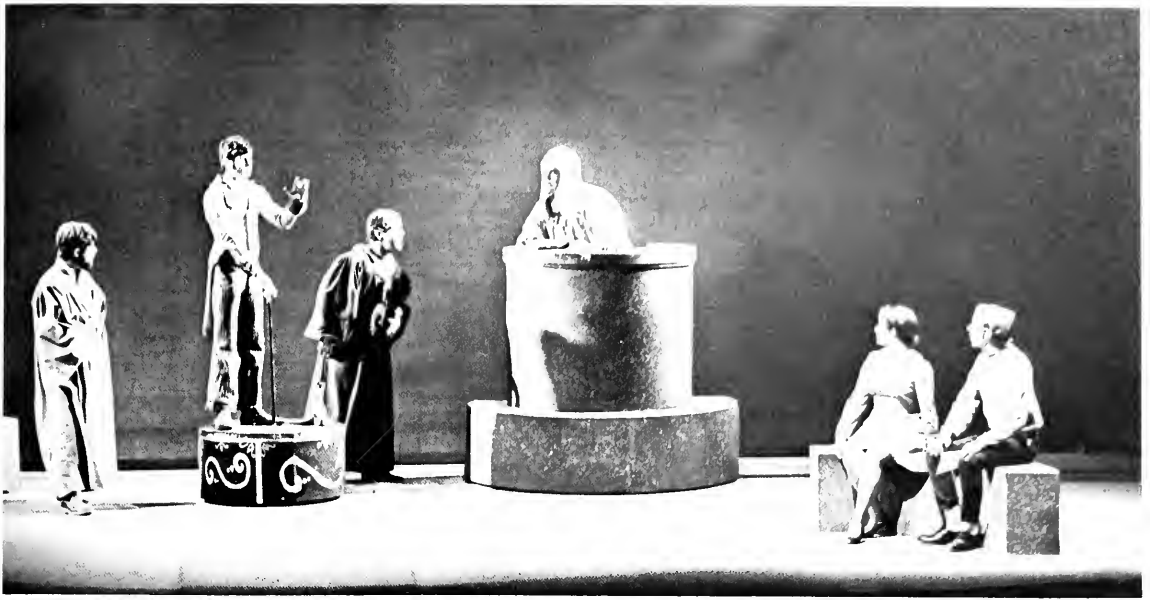
B Hoag



B Lapka



Br T Lofgren



J. Foltz



S. Ford



J. Garayta



D. Gill, Sr.



P. Graham



L. Gregan



J. Jonaitis



T. Jones



R. Kelly



J. Kilroy



D. Kissick



J. Krantz



F. Lerro



R. Ludtka



C. Lynch



W. McClory



Br J McGoldrick



V. Masciarelli



W Michuda



R Monagan



N Nujoma



K. Olney



W Pekula



R Perkins



R. Piccinino



Br. A. Pisano



N. Pope



R. Porta



R. Potyrala



D. Powell



R. Primavera



R. Raletz



E. Reilly



R. Remer



E. Roth





R. Rudolph



A. Salerno



E. Schulgen



J. Schultheiss



W. J. Sechrist



T. Shaw



L. Sudul



G. Swiacki



J. S. Szpila



S. L. Szmendera



G. J. Takacs



F. J. Terpolilli



D. M. Viola

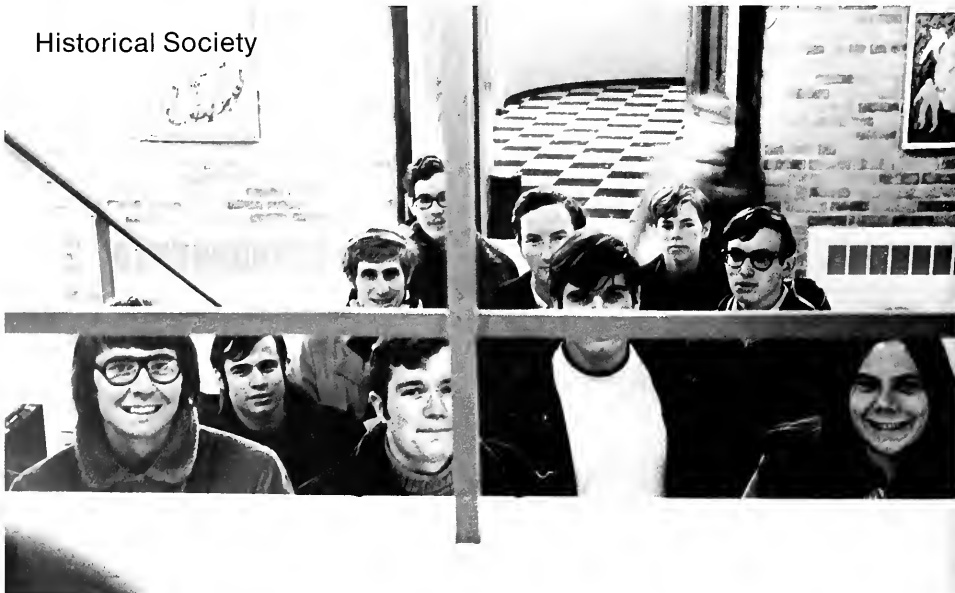


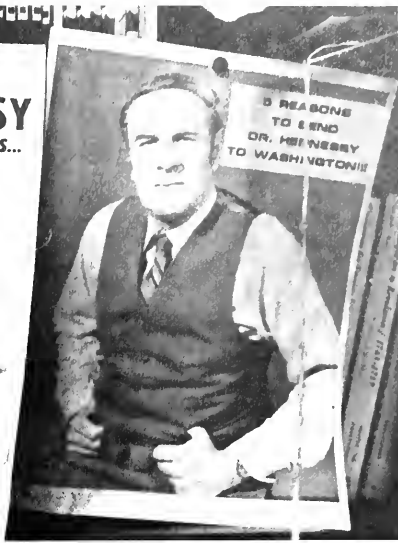
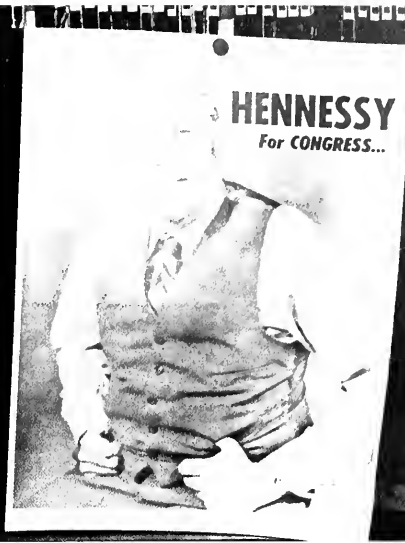
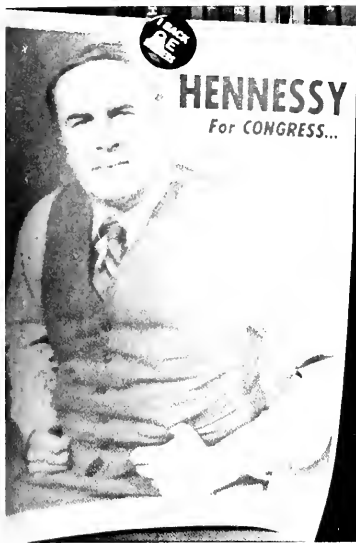
R. J. Walsh



P. F. Zerkow

Historical Society







Halpin:

"I've seen quite a few changes in twenty-four years, and all of them for the good. The students brought the change with the whole idea of the youth movement, with the idea that people are going to be heard, that people 22, 23, 24 have come to the conclusion, rightfully, that all the wisdom is not in people 45,50,55. I think most of the changes are good, even though I don't like them all."

"The student today is basically no different than the student twenty years ago—he's just better. He's no anarchist; if he bitches and complains he tells me the same way he did twenty years ago. The guys who are the dictators haven't been able to make changes, and these are the guys the students are blowing apart."

"I think the whole educational system is a farce, really. It's a nice way to make a living, it's very comfortable, but we haven't had a new idea in education since the Great Books. They talk about it but they're locked in by the system and they won't do it. The system today, as I see it, is intellectually, morally, and in every way unsound . . . if I had anything to do with it, high school would be three years and college would be three years. In college he would take mathematics and science since we are in a world of math and science; he would take the classics, he would take the arts, and he would take some business courses too. And it would be a forty hour a week job for three years. The length of time it takes to complete your education today is economically feasible and biologically unsound."

"You've got to have new ideas—the old ideas don't work. I don't think you necessarily have to be young; I think that what you have to have is young ideas. I don't think you have to wear long hair or wear mod clothes, although it may help you in the environment. You've got to think young."



Industrial Relations



W. Bassano



L. Campbell



E. Davey



P. Deery



E. Geary



H. Grohman



T. Haines



T. Hartigan



S. Hettel



J. Slanga, Jr.



D. Sullivan



G. S. Trauger



T. K. Treis



V. Troisi



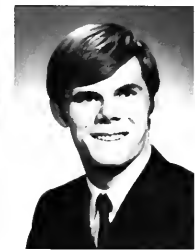
R. F. Vaccaro



T. Whalen



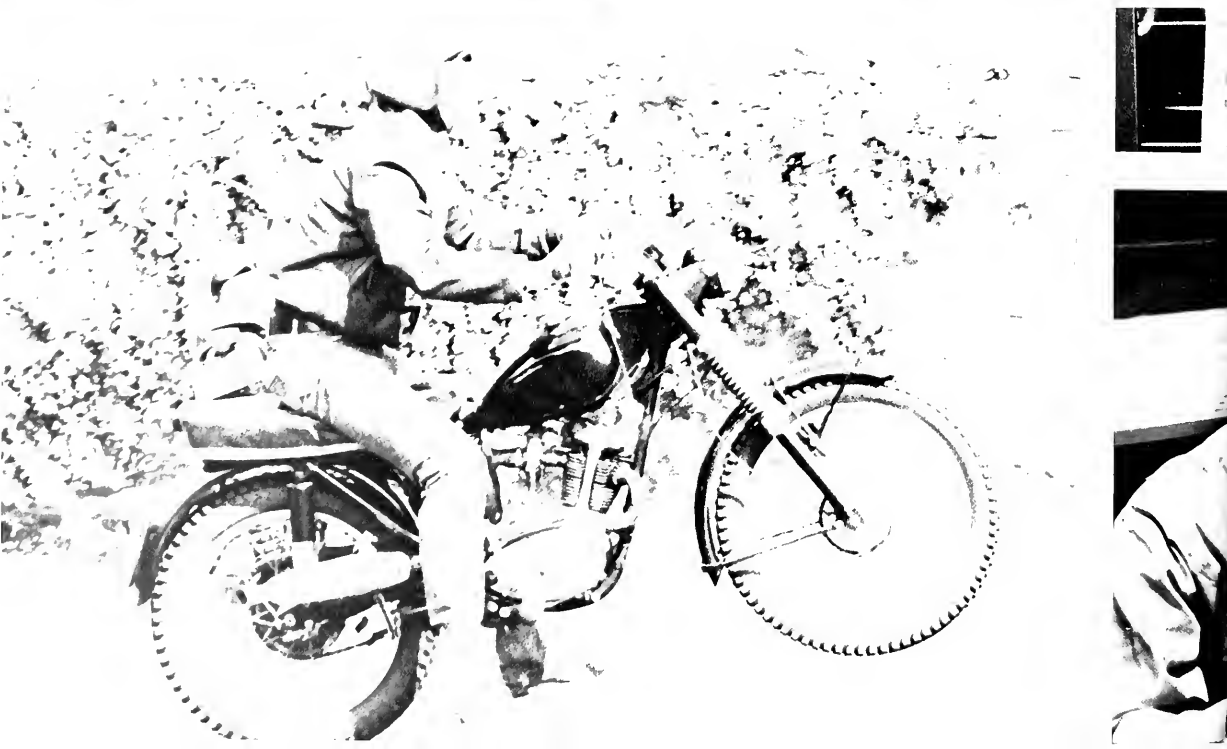
E. Uhlenbrock



W. I. Wilson

I.R.C.







Spanish Club



French Club

Languages



F. Birgel



M. Brady



E. Chiaverelli



T. Corcoran



W. Duffy



Br. P. Finnegan



D. Gindhart



R. Gazak



R. Giantisco



M. Girard



T. Habick



J. Lohn



F. McCall



T. McCarthy



Br. T. Mullen



N. Ragucci



M. P. Sweeney



Italian Club

Editor's Note: Being the last organization to run out of food at Open House, the Explorer awards the Italian Club the coveted Golden Anchovie. Following a discussion with "Scars" Boticelli it was also decided that any group with an enforcer should do their own write-up, which follows.

Two weeks after I joined the Italian Club in 1968, the SOC facetiously staged a Leif Ericson dance on October 12. Lest they be outdone, our club members inked a black hand over a campus billboard advertising the event.

We entered the Tap-Off Rally the following month with a hearse, six thugs, and sweat shirted mummies of the balance of the "Big 5" who would soon be wiped out, in keeping with our parade theme of "Gola Plugs 'Em, We Plant 'Em,—Bruno's Funeral Parlor".

The following year we entered the Open League of intramural sports, naming our team the FUN GHOULS. Perhaps you've seen us play?! In one particular game, our ferocious front four had, by the time the two minute warning was given, rubbed out the last opposing player. Four plays later we scored, and went on to win, 7-0.

It was through the Italian Club that I learned to distinguish between pizza pie and tomato pie, how to translate assorted Sicilian obscenities, how to play bocce, and how to win the graces of an Italian girl's mother.

There were about seven guys in the club when I joined, and as I prepare to leave, our numbers approach fifty. This, by necessity, gives one a warm glow. It answers a question that I've been asked a million times—"What the hell is a Hungarian doing in the Italian Club?"







O. Amerman



F. Amorosi



P. Beebee



J. Boscoe



T. Blum



C. Burns



J. Catarious, Jr.



J. Cattani



F. Cernovsky



H. Cipolaro, Jr.



J. Colton



T. Connolly



J. Connor



L. Costigan, Jr.



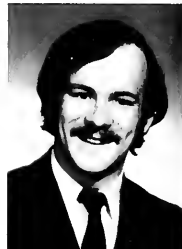
A. De Barberie



F. De Gregory



J. Di Rienzo



D. Donohue



E. Ferguson, Jr.



F. Ferraro



J. Fleming



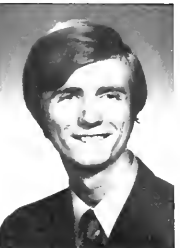
W. Friel



J. Gariano



P. Gibbons



M. Grogan



J. Hearon



F. Hurley



T. Jones







J. Katz



A. Kardoley



D. Kenefick



W. Leetch



R. Lenart



V. Lofink



T. Londergan



A. McElhenny



J. McFadden



J. Mecke



W. Mehlhorn



W. McTeague



G. R. Moylan



W. Murphy



C. Nagele



J. Pinckney



L. A. Polowczuk



J. Poole



R. M. Reso



C. Roessler



R. Root



W. Scully



R. Serfert



J. De Simone



A. G. Smith



A. Steigelman



D. M. Thee



E. Tierney



J. Webb



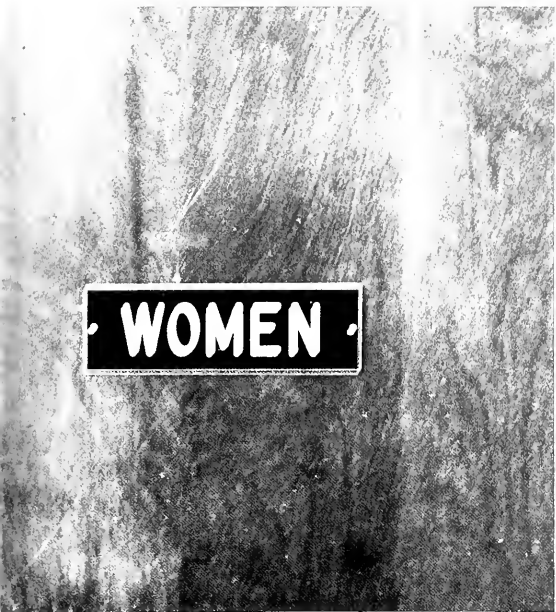
P. Wichterman





MEN

THE
BEST
FALL Oct. 1, 1968
BOSTON
FALL
1968





S. J. Adams, Jr.



P. C. Andrews



C. Avellino



J. Blinebury



R. Bonocore



O. Boylan, Jr.



J. Brennan



M. Brindisi



J. Brookes



S. Burger



R. Campanella



E. Chiosso



D. Coonahan



C. Corrigan



L. S. Crampton



J. De Marshall



R. Denver



J. Devine



R. D'Lauro



M. Dunn



J. Emerick



K. Ernst



P. Fallon



J. Feeley



S. Fitzpatrick



APPLES



M. Flannery



R. Flynn



F. Forgione



J. Fox



G. Franks



R. Friel



J. Garvey



J. Gawronski



J. Golden



R. Greisler



V. Gusdorff



D. Haggerty



R. Haselbarth



G. Henderson



R. Hepp



C. Hillebrand



D. Hines



J. Huhn

E.D. Marketing Assn.





K. Hyland



R. Jenco



M. Jordan



J. Kaiser



L. Kelly



I. Kendis



J. Klagholz



J. Knab



R. Kuehne



J. Lynch



P. Marchese



N. Martorano



R. Matteo



R. McAnespey



J. Meehan



F. Milewski



R. Miller



J. Mula



J. Mulloy



W. Nagle



D. Norkus



J. Olson



J. Osborne



P. A. Pedersen





M. Petrick



J. Ramirez



R. Rivers



R. Rocco



R. Rosell



W. Russo



F. Salfi



B. Schwartz



W. Scanton



J. Semon



J. Shea



W. Stecklein



H. Steelman



R. A. Szewczak



J. J. Ward





J. P. White



J. P. White



J. G. Wilkinson



J. G. Wolf



G. J. Winters



J. W. Zoog, Jr.





J. Atkins



C. Barbato



Br. B. Bartkowiak



J. B. Boyd



H. Brown



J. Caruso



W. Chelius



R. Cunningham



C. A. Devlin



G. Doran



J. Fahy



Br. G. Frendreis



F. Huss

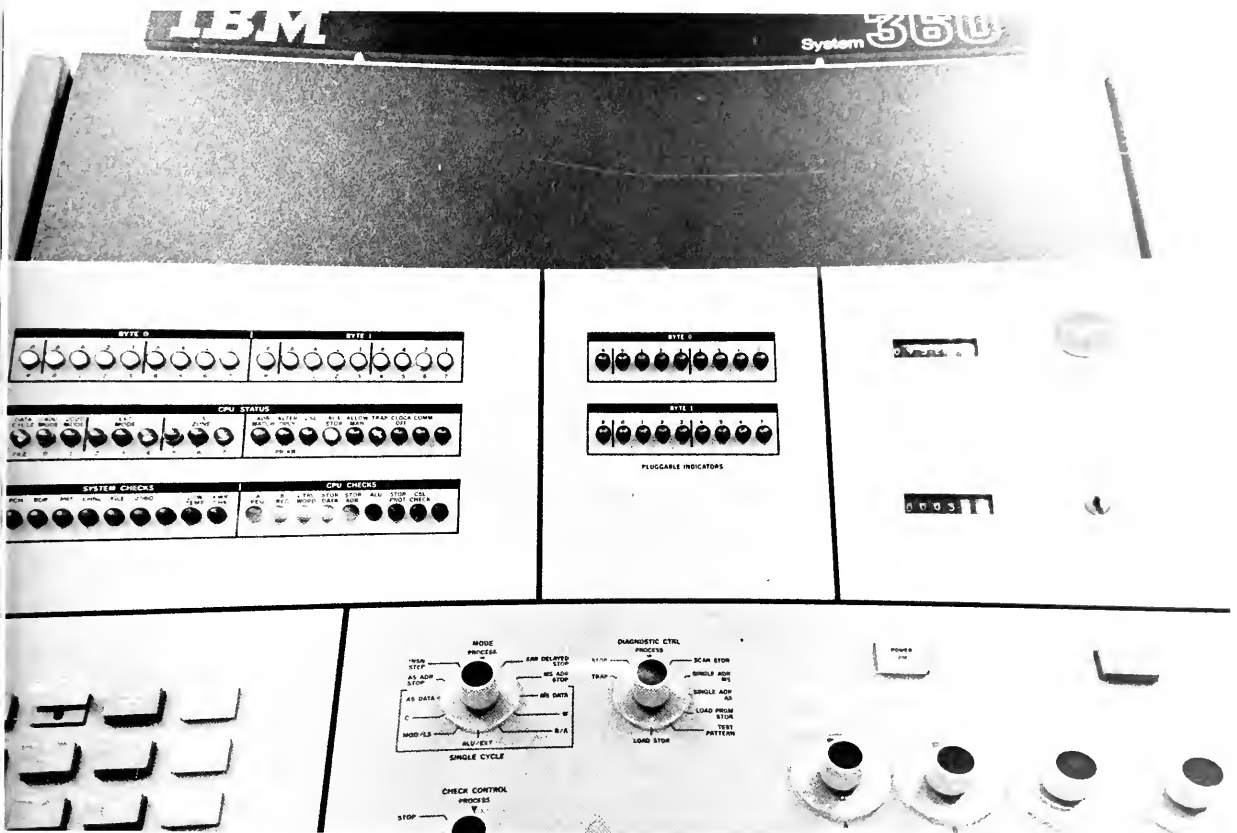


R. King



J. Leigh





P. Martin



F. McCall



R. McDonnell



J. McKeogh



R. Maicher



M. Nemitz



D. Scheerer



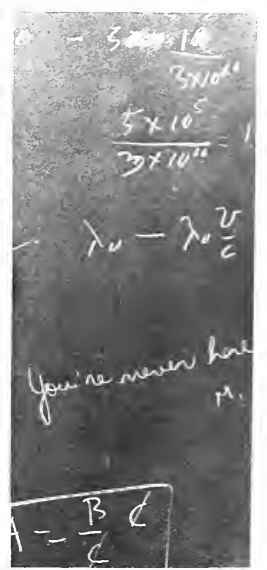
B. Shaw



T. Wojciechowski



J. P. Zarreke





"The difference between the Renaissance man and today's man is that the Renaissance man thought he could do everything, whereas modern man doesn't think he can do anything. It would take an unusual man today to do something important other than his regular job. He may keep reading books, but it is unlikely that he will write books.

"America is the only country in the world that takes itself seriously. But it doesn't produce serious thought. The great tragedy of America is that it will go down in a giggle, not in utter destruction.

"I know some students, though, who are really searching for something. That's the real aim of education. You don't want to become a specialist, or learn to run a machine. You want something that gives you a new lease on life. You're only around a few years; you should enjoy it and grow from it. These aren't institutional things. A college should provide for understanding and exchange. All they do is turn out performers, trained seals. The ad men have proven it. They know."

Painter, architectural consultant, archaeological assistant, army and merchant marine veteran, founder and chairman of La Salle's shoved-under-the-rug art department, Mr. James Hanes has been invited back to Rome, where he spent three years on an art scholarship, to design and build buildings.

Mr. Hanes holds no degree.

"I think it's kind of nice to be independent."





T. Di Gregorio



D. Fitzpatrick



Sr. J. A. Hunter



A. Kendra



J. Krumm



J. Lyons



J. Maher



A. Foley



V. Neary



Sr. M. Rojo



L. Shearon



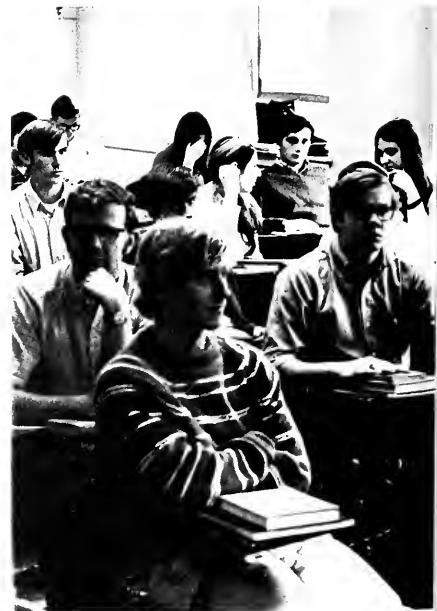
C. Taylor

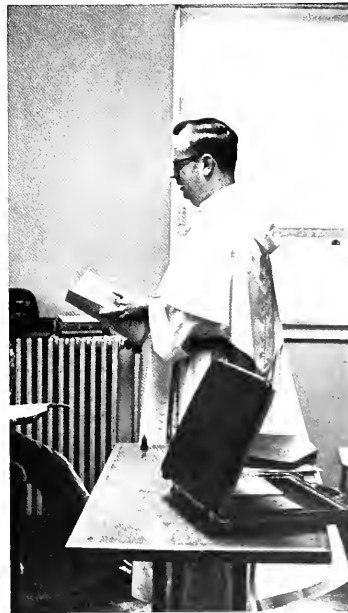


A. Turzo



G. S. White







Philosophy



B. Byrne



D. Casey



C. Furrman



C. Koch



T. Ostrander



B. Spinelli



A. St. Germain



T. M. Townshend



Physics

Mr. Goldberg, seventh year Evening Division instructor, formerly at Rider and Penn State, a physicist at RCA.

8:45 "The Evening Division students at LaSalle are serious minded, highly motivated and eager to learn.

Physics, regardless of the profession one may decide, has a cultural aspect; it is a wonderful form of self-discipline for life (attention drifts to his students inside the classroom as they take a test). Physics even at the classical level can be taught in an exciting and dynamic manner. I try to communicate an excitement and enthusiasm for the subject to my students." (once again, his mind wanders to focus on his students) So, I promise to return after class.

Continued. 10:00 . . .

"I believe the presentation of Physics problems and their solutions can be approached in a way as to excite the student to independent thinking and to examine for himself the inner beauty resulting from a systematic development of concepts and theorems.

For teaching to be successful on any level the teacher must create in his classroom the desire and atmosphere for learning.

The teacher must convince the students that we are part of a learning team, teacher and student. He is here to help the students. Since they have many other responsibilities such as supporting a family, holding a full time job, it is our responsibility as teachers to be understanding and considerate in our dealings with them. I believe this would lend itself to a better learning experience for all."





D. Biko



J. Chesla



A. Cox



W. Di Salvo



J. Eppley



M. Gart



W. Hansford



R. Hardenburg



R. Jess



R. Lauer



T. Lomax



R. Marinellie



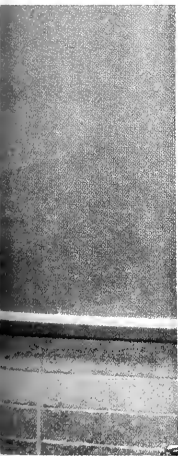
F. McEntee



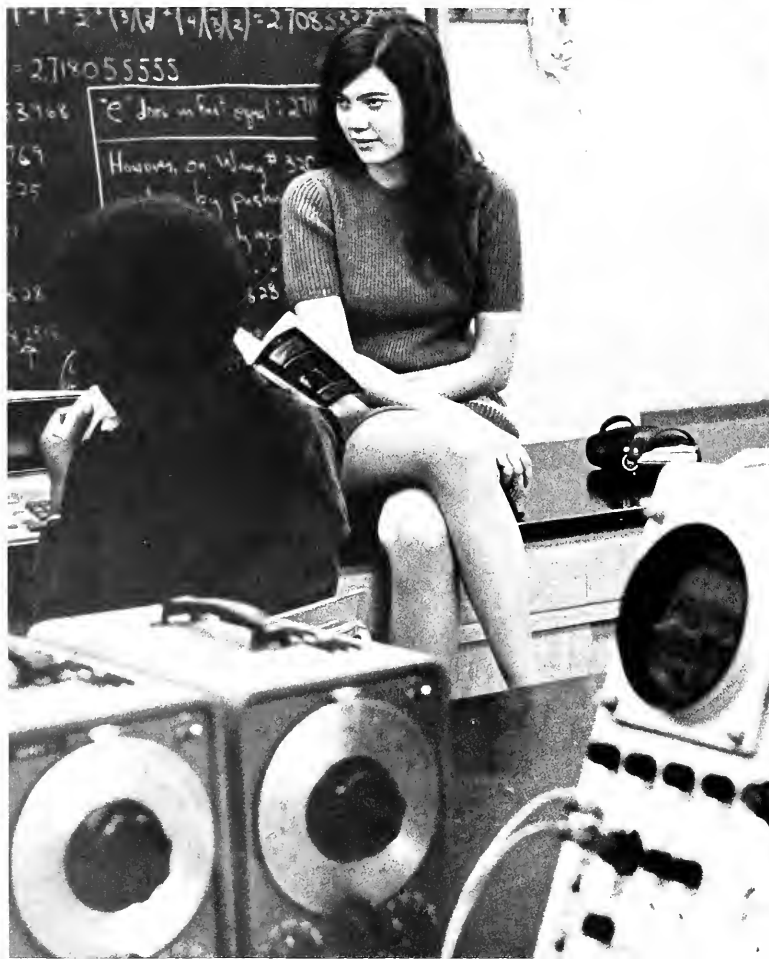
P. McHugh



A. Number



Legalize PHYSICS



L. Powers



E. Prevost



J. Slinkman



H. Solomon



J. Valeski



G. Weiner



W. Nichols



E. S. Pikalow



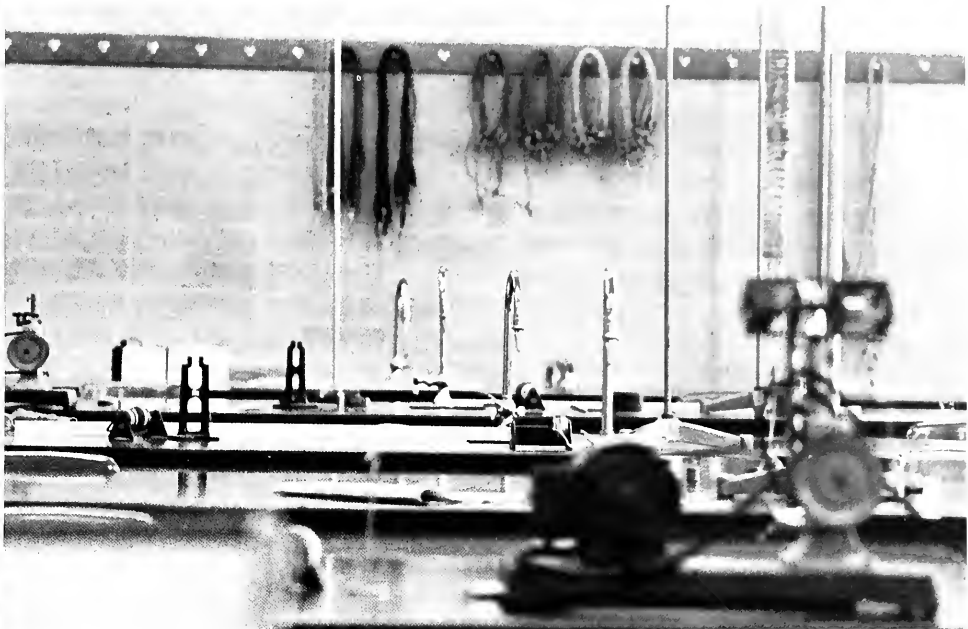
J. Siwinski



R. Tiller



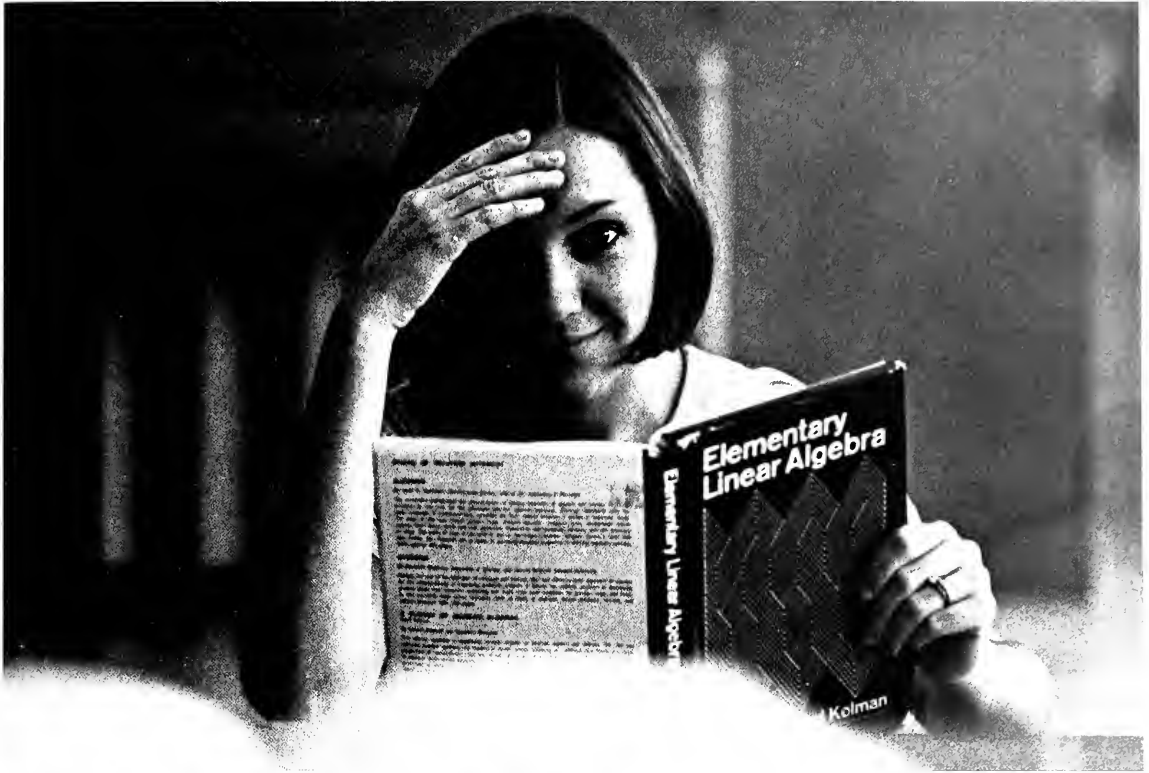
T. R. Woloshin



I.E.E.E.







Political Science



S. Andriole



T. Baldino



E. Barrios



J. Casey



J. Cardona



L. Caruso



J. Conley



J. Convery



D. Dailey



A. Dellanoe



K. Domzalski



J. Fedorijczuk



Br. T. Gerrow



J. Goodman



D. Green



B. Grogan



T. Gumper



L. Haley



E. Hillis



L. Horvath



R. Hough



T. Innes



R. Iovine



R. Kaczmarek



W. Lambie



J. Larkin



L. Lewis



M. Malloy



A. Marzano

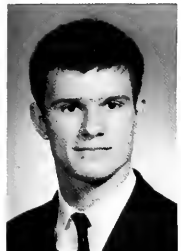


J. Mawhinney



J. Cimoch

J. Collins



R. Felloney

F. Flaim



G. Henn

R. Hickey



A. Kollar

E. Krause



M. McAdoo

J. J. McCall



"For a point of contrast, when the Faculty Senate was formed about five years ago, one of their first discussions was on student dress rules, coat and tie for class. It's amazing what happens quietly that way—you mention dress rules to someone now, and they sort of smile."

Brother Emory is subtly Christian, subtly administrative, subtly bemused. He nudges the college from his Mateuse and pipe rack office, from the classroom, and from the chair of twenty committees.

"Our 'rebellion index' was so very low as to be almost a point of social embarrassment. The sit-in sort of helped that. I gathered that as an administrator I was supposed to be upset. Actually, I was rather sorry to see it end—for a change of pace, I could look out the window and see who had just arrived."

Brother Emory is aware, wary, and optimistic. He believes strongly that we are winning.

"Five years ago, you could give freshmen Charles Lamb, Newman, and periodic sentences: today, such examples lengthen—or is it deepen—the 'gap.' Yet it would be arrogance to consider ourselves at the zenith of human history."

"Occasionally, we encounter some ill-informed out-of-towner who thinks of us in terms of the basketball team or the LaSalle Correspondence School. Our image has not caught up with our reality. For a quiet, very much urban, Catholic liberal arts college, we are moving. Rudolf Bing simply does not come to every campus."

"You know, last year we seriously applied for Phi Beta Kappa." For we know that Our Redeemer liveth.





W. Merz



J. Moran



W. Pesesky



T. Shar



T. W. Walpole



J. Wiley





J. Nolan



M. O'Connor



S. Oldorp



J. O'Neill



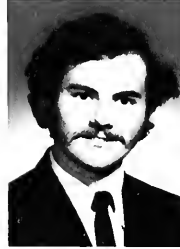
R. Opdyke



J. Sharkey



R. Spence



J. E. Thompson



G. A. Tomezsko



F. J. Viola



R. Williams



T. J. Wolf



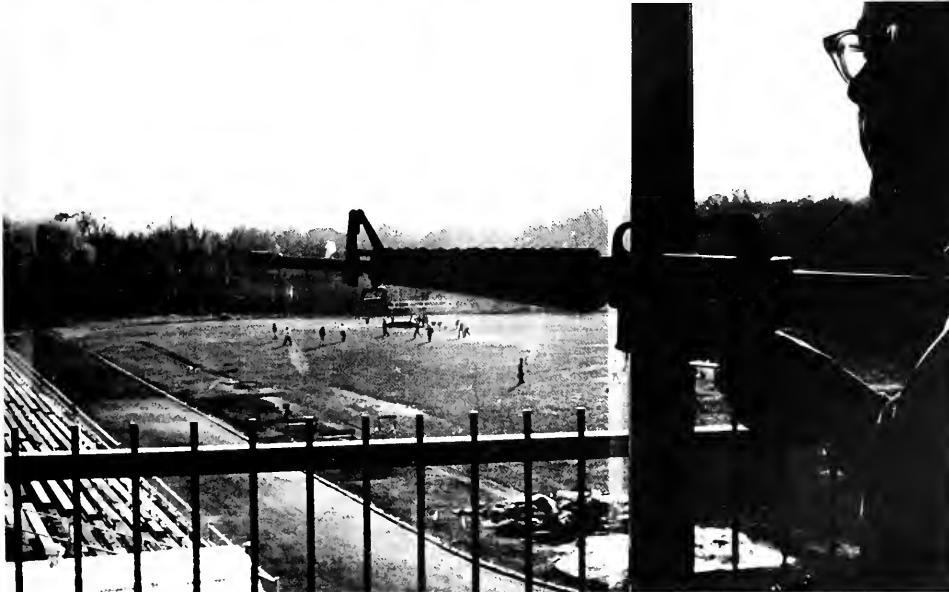
E. S. Wyrwas



J. A. Yasazan



D. W. Young





P Brann



J Brennan



P Canal



S Collnelli



O K Corral



J Derham





A. Farina



K. Flynn



J. Gibbons



A. Grunde



P. Herr



R. Jones



J. Maguire



R. Malachowski



D. Mangino



J. Mast



M. McDermott



R. Melini



J. Merchant



J. F. Monaghan



T. Pietila



W. Rogers



D. Shields



T. M. Smith



W. Agasp



F. Abessinio



J. Berry



R. Bohs



Br. R. Breese



J. Carroll



M. Cholerton



J. Ciccotello



J. Cohen



R. Colton



H. Crabbe



K. Devlin



P. Dog



T. Donahue



S. Donnelly



F. Dougherty



C. Fastigi



M. Franczak



Psi Chi



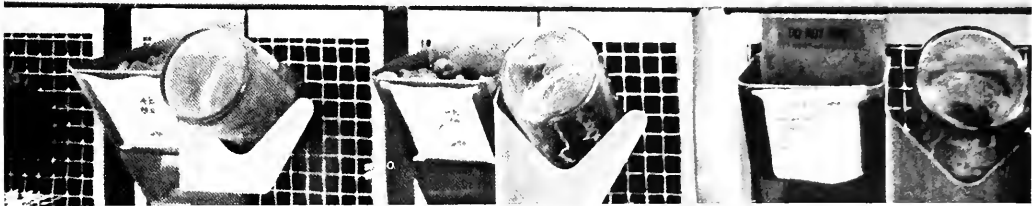
V. Castronuovo



P. Di Kun



T. Gallagher





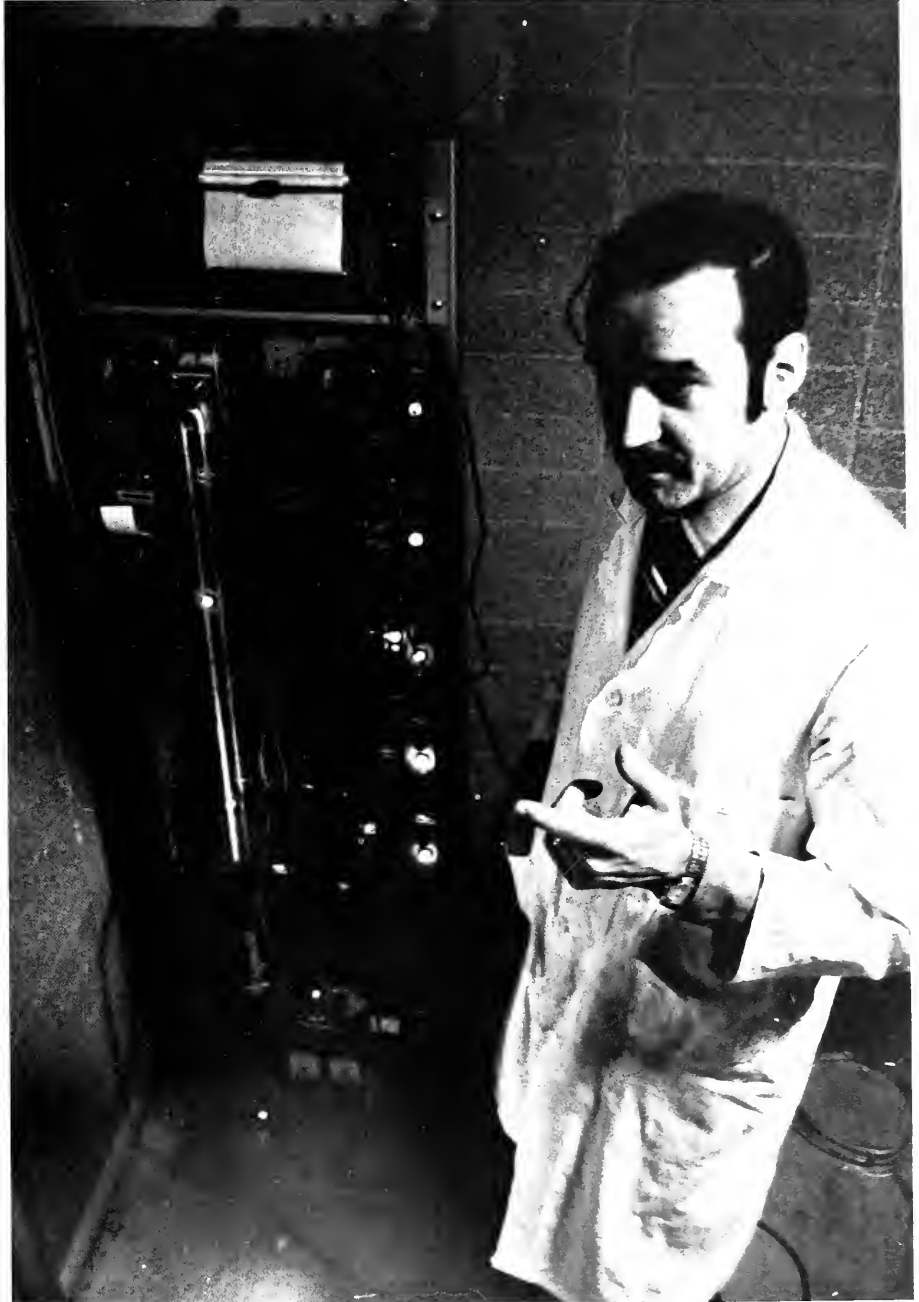
Mr. Gilligan spent all summer building a machine which, among other things, makes rats listen to white noise. He also teaches here.

"It doesn't matter what kind of research you're doing, as long as you're trying to find some answers about behavioral laws. The ultimate answer will come from experimental child psychology: where does behavior begin? Then we could work toward making good behavior and preventing bad behavior.

"I have no idea where the classroom situation is today. We should be training people to learn on their own, make responses without someone else providing the stimuli. Self-actualization. A teacher should serve as an advisor, taking feedback, offering alternatives. If I were in school today I'd be bored to death. It's like pulling taffy—you stretch it as far as it will go.

"Non-structured free education won't work here, though. I've tried it. It's got to be full scale, not just one class, or it will fall on its face like mine did. There's no teacher interaction here, no community. We use the word, otherwise we would have to say we don't even have the facade.

"We should be trying to make people more Christian. If we could find the causes of, say racism and prejudice, and eliminate them, give people insight into them as bad behaviors, then we could make them more Christian. No religious label, but operationally, it's Christianity."





J. Girardi



T. Magrann



M. Shore



R. Grassi



R. Hohlfield



P. Janke



D. Kelly



C. Librandi



A. Lopresti



T. McAnenley



J. Rupp



F. Schieber



M. Schneider



R. Seigh



J. Semanko



M. Simon



L. Sol



A. Sypek



A. A. Tedeschi



R. R. Verbrugge



L. R. Viola



D. Abruzzi



J. Cavanaugh



J. DeRugeri



J. DeStefano



A. Detzi



M. Dunn



J. Firman



J. Fitzgibbons



D. Frey



F. Goldcamp



F. Gould



J. Greenshields

Sociology



A. Guarino



J. Holzer



D. Jacquinto



R. Kelly



G. Kientzy



A. LaMonaca



R. McNally



J. Paradis



K. Rodel



J. Schaller



M. Silberman



K. Sylvester



P. Tozer



D. V. Veneziale



T. Warsh



C. Barish



G. Borowiec



F. Cardinali



J. Cofer



P. Ferensak



R. Feulner



R. Gallagher



M. Glanin



E. Lawrence



D. Leidy



C. Leone



M. Lerner



D. Ryan



W. Sautter



R. Scali



M. Scarpellino

The Unknown Majors



J. Corcoran



C. Crudele



R. Davies



J. DeMays



W. Donahue



F. Eshelman



W. Graham



R. Griffiths



J. Holleran



R. Houghton



G. Klemic



P. Kruper



J. McCall



E. McFadden



C. McGivern



W. McLaughlin



D. Motta



J. Rupp



J. Stika



L. Stevens



R. Sneath



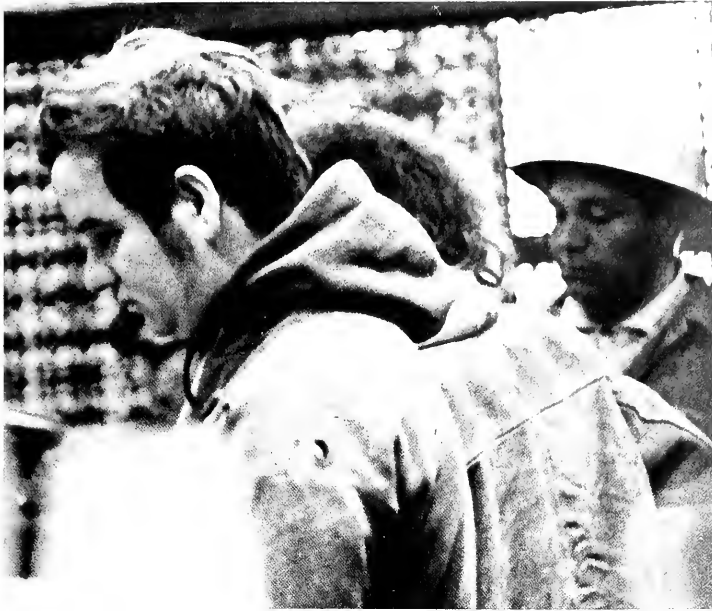
J. Vacca



D. Ziemacki







ACCOUNTING

RICHARD F ADAIR—623 Tribet Place, Colwyn, Pa.—B.S. in Accounting—Accounting Association—Class Representative 4
 EDWARD C ANASTASI—6263 N. Lawrence St., Philadelphia, Pa.—B.S. in Accounting—Accounting Association
 FREDERICK M ANTON—3254 Belgrade St., Philadelphia, Pa.—B.S. in Accounting—Marketing Association 2
 EUGENE D ASHMAN—152 Lismore Ave., Glenside, Pa.—B.S. in Accounting—Treasurer 4
 THOMAS A BARRY—86 S Harwood Ave., Upper Darby, Pa.—B.S. in Accounting—Track Team 1, 2—Treasurer 3, 4—Phi Sigma Epsilon 1, 2, 3, 4
 JAMES R BERTSCH—29 Davids Way, Warrington, Pa.—B.S. in Accounting—Representative
 FRANK C BAUERLE—4206 Palmetto St., Philadelphia, Pa.—B.S. in Accounting
 THOMAS A BIELECKI—4034 Meridian St., Philadelphia, Pa.—B.S. in Accounting—Accounting Association 2, 3, 4
 JAMES V BIGLAN, JR.—1019 Oakwood Drive, Warminster, Pa.—B.S. in Accounting
 JOSEPH D BINOCZEWSKI—3521 Meridian St., Philadelphia, Pa.—B.S. in Accounting—Senior Class Representative 4
 JAMES J BIWALD—500 White Horse Pike, Somerdale, N.J.—B.S. in Accounting—Accounting Association
 WILFRED R BOYD—1820 Church Lane, Philadelphia, Pa.—Certificate of Proficiency in Accounting—Class Representative 1—Representative Student Congress 2—Chairman Book Exchange 2—Chairman Spring Dance 3—Society for Advancement 3, 4—Accounting Association 1, 2, 3, 4
 VINCENT A BONNER—6215 N Hancock St., Philadelphia, Pa.—B.S. in Accounting—College Union Committees 1, 2, 3, 4—College Union Board 2, 3, 4—Chairman Special Events Committee 2, 3, 4—Accounting Association 3, 4—Chairman Cancer Drive 3
 RICHARD BREESER—3545 Primrose Road, Philadelphia, Pa.—B.S. in Accounting—Economics Club 1
 MICHAEL J BRUNO—343 William Street, Downingtown, Pa.—B.S. in Accounting
 ROBERT J CACCESI—507 Morgan Avenue, Palmyra, N.J.—B.S. in Accounting—Accounting Association 3, 4
 JOSEPH W GAFFARELLA—827 Kimball Street, Philadelphia, Pa.—B.S. in Accounting
 ERNEST E CANNON, JR.—59 Burnside Avenue, Sharon Hill, Pa.—B.S. in Accounting
 JEFFREY CHRISTIDES—407 Cornwall Road, Cherry Hill, N.J.—B.S. in Accounting
 ANTHONY CIARLONE—220 Bradford Avenue, Downingtown, Pa.—B.S. in Accounting
 WILLIAM T COBURN—3131 Belgreen Terrace, Philadelphia, Pa.—B.S. in Accounting
 PETER C COLELLA, JR.—1020 Oakwood Drive, Warminster, Pa.—B.S. in Accounting—Accounting Association (President 4)—(Secretary) Student Congress 4—(Treasurer) Accounting Association 2—Representative Student Congress 2, 3—Chairman Fall Dance 3
 JOHN T COLLERAN—6300 N. 5th St., Philadelphia, Pa.—B.S. in Accounting
 VINCENT R CONNOR—202 Lyster Road, Oreland, Pa.—B.S. in Accounting
 JOHN R CORRIGAN, JR.—2923 Secane Drive, Philadelphia, Pa.—B.S. in Accounting—Senior Class President 4—Accounting Association 2, 3, 4 (Vice-President 3)—Cross Keys Fraternity (Corresponding Secretary 3)—Student Congress Representative 1, 2, 3, 4—Marketing Association Member 3—Chairman of Winter & Fall Dance 2
 TERENCE M COX—279 Boyer Ave., West Berlin, N.J.—B.S. in Accounting
 JOHN T DALY, III—308 E. Union Street, Burlington, N.J.—B.S. in Accounting—Army ROTC—ROTC Drill Team 2, 3
 SALVATORE L D'AMICO—1648 W. Cheltenham Ave., Philadelphia, Pa.—B.S. in Accounting
 EDWARD DALLAS—5408 Erdrick Street, Philadelphia, Pa.—B.S. in Accounting—Senior Class Representative 4
 CHARLES E DANIEL—7957 Williams Avenue, Philadelphia, Pa.—B.S. in Accounting—Accounting 1, 2, 3, 4 (President 3)—Cross Keys Fraternity 2, 3, 4—Dean's List 1, 2, 3, 4—Alpha Sigma Lambda 3, 4—Student Congress 1, 2, 3, 4 (President 4)—Academic Affairs Committee 1, 2—Freshman Orientation Committee 1, 2, 3, 4—President's Council 3, 4—Senior Class Representative 4
 MALCOLM H DARDEN—3803 Haverford Avenue, Philadelphia, Pa.—B.S. in Accounting
 GEORGE E DAVISSON—1604 Alton Drive, Alton, Delaware—B.S. in Accounting
 MICHAEL DEIVISICO—3324 Vista Street, Philadelphia, Pa.—Certificate of Proficiency in Accounting
 JOSEPH F DUGAN—3814 Chalfont Drive, Philadelphia, Pa.—B.S. in Accounting
 STANLEY J DWORAK, JR.—127 Heartwood Drive, Lansdale, Pa.—B.S. in Accounting—Physics Club—Golf Team
 DAVID C EISENHART, JR.—508 E Locust Avenue, Philadelphia, Pa.—B.S. in Accounting—Student Congress—Accounting Association—Senior 400 Club Chairman
 JOSEPH M FEDORCHAK—54 FitzRandolph Avenue, Trenton, New Jersey—B.S. in Accounting—Delta Sigma Pi Fraternity—Chancellor—Social Chairman—Fraternity Football, Basketball, Baseball—Intramural Basketball—Open League Basketball

LAWRENCE J FICHTER—Apt. E8 426 S. Springfield Rd., Clifton Heights, Pa.—B.S. in Accounting—Accounting Association 4
 JOSEPH J FRANK—13 Eastview Drive, Ardley, Pa.—B.S. in Accounting
 JAMES J FURLONG—1316 Wycombe Avenue, Darby, Pa.—B.S. in Accounting—Accounting Association—Co-Chairman Club 4—Chairman Christmas Party—Class Representative—Yearbook Committee
 JAMES J GALLAGHER, JR.—4732 Marple Street, Philadelphia, Pa.—B.S. in Accounting
 STEPHEN K GARRY—8472 Cottage Street, Apt 15, Philadelphia, Pa.—B.S. in Accounting
 MICHAEL A GEPHART—4308-10 Arendell Avenue, Apt 7, Philadelphia, Pa.—B.S. in Accounting—Accounting Association 2, 4—Beta Alpha 4
 EDWARD GILLEN—12 So. Bonsall Avenue, Glendolen, Pa.—B.S. in Accounting
 ALAN P GLASS—316 Croft Road, North Wales, Pa.—B.S. in Accounting—Pi Sigma Epsilon 4
 ROBERT S GORDON—20 McCadden Drive, Huntingdon Valley, Pa.—B.S. in Accounting
 GERALD P GORDON—3120 Chatham St., Philadelphia, Pa.—B.S. in Accounting
 JOSEPH F GRECO—420 City Line Avenue, Phoenixville, Pa.—B.S. in Accounting
 JOSEPH A GRONCZEWSKI—5334 Saul Street, Philadelphia, Pa.—B.S. in Accounting
 JOSEPH C HALL—802 Marlowe Road, Cherry Hill, N.J.—B.S. in Accounting
 EWALD J HARTMAN—5606 N Arbor Street, Philadelphia, Pa.—B.S. in Accounting
 JOHN T HELLENBACH—6113 Mulberry Street, Philadelphia, Pa.—B.S. in Accounting—Intramural Basketball
 JAMES G HOOPES—503 Buttonwood Street, Norristown, Pa.—B.S. in Accounting—Phi Sigma Kappa 2, 3, 4—Intramurals 2, 3, 4—Italian Club 1—Accounting Association 4
 PHILIP E HUGHES, JR.—5355 Belthel Avenue, Philadelphia, Pa.—B.S. in Accounting—Beta Alpha Honors Fraternity 4
 JEROME B JANKOWSKI—53 East Atlantic Avenue, Clementon, N.J.—B.S. in Accounting—Caisson Club 3
 CHARLESWORTH JOSEPH—1305 S 23rd, Philadelphia, Pa.—B.S. in Accounting—Accounting Association—Rifle Club
 LOUIS M JUNKER—Pen-Ambler Road, Ambler, Pa.—B.S. in Accounting
 JOHN M KAFFENBERG—1106 Wellington Street, Philadelphia, Pa.—B.S. in Accounting—Veteran's Club 3, 4—Accounting Association 4—Beta Alpha Accounting Honors Fraternity
 ROBERT KANE—1518 Meadowbrook Road, Reasterville, Pa.—B.S. in Accounting—Intramural Football, Basketball, Baseball—Accounting Association
 WILLIAM T KANE—2061 Kent Road, Folcroft, Pa.—B.S. in Accounting
 LAWRENCE E. KEEFE—506 Ewingdale Road, Trenton, N.J.—B.S. in Accounting
 FRANCIS G KEIFER—8606 Gillespie Street, Philadelphia, Pa.—B.S. in Accounting
 WILLIAM K KELLEY—208 East Campen Avenue, Moorestown, N.J.—B.S. in Accounting
 KENNETH J KEMPF—2228 Wharton Road, Glenside, Pa.—B.S. in Accounting—Accounting Association 3, 4—Accounting Class Representative
 JOHN KENNY—11 Nightingale Lane, Levittown, Pa.—B.S. in Accounting—Intramurals 3
 LES KLINE—Fallow Field Estate, Church Road, Wyncote, Pa.—B.S. in Accounting—Accounting Association—Beta Alpha Fraternity
 ROBERT F KOLB—3016 Rebel Road, Lafayette Hill, Pa.—B.S. in Accounting—Intramurals—Phi Sigma Epsilon
 JOSEPH E KOREN, SR.—11010 Galera Road, Philadelphia, Pa.—B.S. in Accounting—Student Council Representative 2—Accounting Association 2, 3
 JOSEPH E KRUMENACKER—3666 Whitehall Lane, Philadelphia, Pa.—B.S. in Accounting—Co-Chairman Senior Social 4—Class Representative 4—Accounting Association 4
 JOSEPH F KRUSZEWSKI—3520 Park Ave., Philadelphia, Pa.—B.S. in Accounting—Caisson Club 3, 4—Fencing Club 3
 RONALD R KURPIEWSKI—12622 Fniar Place, Philadelphia, Pa.—B.S. in Accounting—Accounting Association 1, 2, 3, 4 (Secretary 3)—Student Congress 1, 2, 3, 4—Senior Class Secretary, Social Director—Cross Keys 3, 4
 WALTER C LASHNO—230 Powell Rd. Springfield, Pa.—B.S. in Accounting—Caisson Club 3, 4—ROTC 1, 2, 3, 4—Intramurals 1, 2, 3, 4
 WILLIAM S LATOFF—336 E Lancaster Ave., Downingtown, Pa.—B.S. in Accounting
 LAWRENCE G LEESE—17 Grant Dr., Laurel Springs, N.J.—B.S. in Accounting
 STEPHEN S LENTZ—24 Churchville Lane, Pa.—B.S. in Accounting—Alpha Sigma Lambda Fraternity
 JOSEPH P LINAUGH—412 Kenmore Rd. Havertown, Pa.—B.S. in Accounting—Accounting Association 2, 3, 4—Freshman Basketball 1
 JOHN J LOYDEN—3226 Magee Ave., Philadelphia, Pa.—B.S. in Accounting
 CARL P MALITSKY—3528 Sussex Lane, Philadelphia, Pa.—B.S. in Accounting
 CHARLES D MARVIL, JR.—314 So 5th St., Darby, Pa.—B.S. in Accounting

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 JOHN J McANENEY—12116 Sweetbriar Rd., Philadelphia, Pa.—B.S. in Accounting—Accounting Association 1, 2, 3—Student Congress
 THOMAS J McCONNIE, JR.—705 Hottnagle St., Philadelphia, Pa.—B.S. in Accounting—Accounting Association—Senior Representative 4—Student-Faculty Board—Accounting Department 4
 JOSEPH C McGINN—1108 Walnut Lane, Lansdale, Pa.—B.S. in Accounting—Student Congress 2—Intramural Basketball
 DENNIS M McNULTY—316 Twin Oaks Drive, Havertown, Pa.—B.S. in Accounting—Student Government—Golf Team, Accounting Association—Chairman Blue & Gold Ball 3
 DAVID R MEISKEY—701 W. Summit Ave., Apt. A-208, Philadelphia, Pa.—B.S. in Accounting—XGI Club 3
 JAMES MERCER—717 Swade Road, Philadelphia, Pa.—B.S. in Accounting—Accounting Association
 HARRY J METZINGER—215 Richards Ave., Barrington, N.J.—B.S. in Accounting—Member of Accounting Association 3, 4—Intramural Football 3—Intramural Basketball 4—Member of Business School Committee 3
 JAMES J MICHAEL—822 East Madison St., Philadelphia, Pa.—B.S. in Accounting
 CHRISTOPHER G MURAWSKI—605 Fountain Ave., Cinnaminson, N.J.—B.S. in Accounting
 DENNIS J NEMETH—RD #5, Box C-58, Bethlehem, Pa.—B.S. in Accounting—Phi Sigma Epsilon Fraternity 2, 3, 4—Accounting Association 1, 2
 WILLIAM J NOLAN—6326 N. Broad Street, Philadelphia, Pa.—B.S. in Accounting—ABA Degree University of Pa 3—Accounting Association 4
 MICHAEL NUCCIO—5004 Miriam Rd., Philadelphia, Pa.—B.S. in Accounting
 THOMAS NUGENT—2208 Shore Road, Northfield, N.J.—B.S. in Accounting—Delta Sigma Pi Fraternity (Vice-President 3)—Varsity Crew 3, 4
 EDWARD J O'HANLON—300 Essex Ave. Apt. A305, Norberth, Pa.—B.S. in Accounting—Accounting Association, Class Representative—Veterans Club
 JOHN J O'LEARY—707 High Ave., Haboro, Pa.—B.S. in Accounting
 PATRICK J O'LEARY—3202 Cottman Ave., Philadelphia, Pa.—B.S. in Accounting—Accounting Association (President)—Beta Alpha Honorary Fraternity—Young Democrats Club
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 GERALD R PETRE—414 Inman Terrace—Willow Grove, Pa.—B.S. in Accounting—Accounting Association 4
 FREDERICK J PETROIZIELLO—95 Fourth Ave., Garwood, N.J.—B.S. in Accounting—Delta Sigma Pi Fraternity 3, 4 (Social Chairman, Bylaws Committee)—Dorm League Sports—Interfraternity League Sports
 MICHAEL J REINKING—2605 S 67th St., Philadelphia, Pa.—B.S. in Accounting—Intramural Sports—Accounting Association (Vice-President 4)
 JOHN J ROBERTS—411 E. Pine Street, Lebanon, Pa.—B.S. in Accounting—Yearbook Representative
 KEVIN B. ROONEY—1315 Columbia Ave., Cinnaminson, N.J.—B.S. in Accounting—Accounting Association
 GARY L RUMSEY—529 A Philmar Court, Springfield, Pa.—B.S. in Accounting—Student Congress Representative 4
 THOMAS A. SABOL—1530 Rittenhouse Square, Philadelphia, Pa.—B.S. in Accounting—Veterans Club 1, 2, 3, 4—Beta Alpha Fraternity 2, 3, 4—Honor Society 3, 4
 LOUIS J SANTACROCE—4040 Marlton Pike, Pennsauken, N.J.—B.S. in Accounting
 THOMAS F. SAWYER—4510 Teesdale St., Philadelphia, Pa.—B.S. in Accounting
 JOHN A SCARDUZZO—6872 Radbourne Rd., Upper Darby, Pa.—B.S. in Accounting—Blue & Gold Ball Committee 4
 HERBERT W SCHMIDT, JR.—4 W. Hillcrest Ave., Havertown, Pa.—B.S. in Accounting
 MICHAEL A SCHULZC, SR.—322 Silver Ave., Willow Grove, Pa.—B.S. in Accounting
 WILLIAM M SIEGLE—3119 Stanwood St., Philadelphia, Pa.—B.S. in Accounting—Varsity Baseball 3, 4
 WAYNE L SMYTH—1036 Carousel Dr., Warminster, Pa.—B.S. in Accounting—Accounting Association 4—Senior Class Representative
 ROBERT V. SORENSEN—8306 Pine Road, Philadelphia, Pa.—B.S. in Accounting—Member of Departmental Board of Accounting Department—Accounting Association
 ROBERT G STAUFFER—300 W. Byberry Rd., Apt 312, Philadelphia, Pa.—B.S. in Accounting
 BERNARD STEINBERG—2040 Rhawn St., Philadelphia, Pa.—B.S. in Accounting
 JAMES J STEWART—2033 S. Norwood St., Philadelphia, Pa.—B.S. in Accounting
 EDWARD M STROGEN, JR.—7906 Cadillac Lane, Philadelphia, Pa.—B.S. in Accounting
 DONALD STRUNK—5168 Westley Drive, Clifton Heights, Pa.—B.S. in Accounting—Varsity Swimming 2, 3, 4
 CHARLES T TAYLOR—515 No Somerset Ave., Ventnor, N.J.—B.S. in Accounting—Accounting Association
 ROBERT C TODD—Apt. g17, 590 N 30th St., Camden, N.J.—B.S. in Accounting—Accounting Association 3

ROBERT L. TOMLINSON—327 Tennis Ave., North Hills, Pa.—B.S. in Accounting—Student Congress—Accounting Association—Senior Class Representative
 VINCENT M. TORNO—4431 Walton Court, Pennsylvania, N.J.—B.S. in Accounting
 PAUL E. TOYHEW—3220 S. Kaswick Terrace, Philadelphia, Pa.—B.S. in Accounting
 GEORGE A. TROYANO—29 Regent Road, Cherry Hill, N.J.—B.S. in Accounting
 BERNARD R. TYMES—1202 So. 22nd St., Philadelphia, Pa.—B.S. in Accounting—Omega Psi Phi Fraternity 4—Fencing Club 4
 LEROY ULMER—11993 Lockart Road, Philadelphia, Pa.—B.S. in Accounting
 FRANK W. VENAFRA—299 Essex Road, Warminster, Pa.—B.S. in Accounting—Vita Represe. Jr.
 ANTHONY M. VIETTES, JR.—510 Hoffman Street Philadelphia, Pa.—B.S. in Accounting
 GARY R. WALSH—2029 Sussex Blvd., Broomall, Pa.—B.S. in Accounting—Intramural Softball 2, 3, 4—Accounting Association 1, 2, 3, 4
 FRANCIS A. WLODARCZYK—4051 Comly Rd., Philadelphia, Pa.—B.S. in Accounting
 JOSEPH J. WONDOLSKI—156 W. Central Ave., Moorestown, N.J.—B.S. in Accounting
 MICHAEL W. YOUNG—8647 Glenloch St., Philadelphia, Pa.—B.S. in Accounting—Accounting Association
 WILLIAM C. YOUNGBLOOD—3032 Secane Place, Philadelphia, Pa.—B.S. in Accounting

BIOLOGY

MITCHEL L. ABRAMS—1651 E. Mt. Airy Ave., Philadelphia, Pa.—B.S. in Biology
 JOHN C. ANSEL—117 Bethlehem Pike, Philadelphia, Pa.—B.A. in Biology—Frabrian Society 3, 4—Sociology Club 3—Open House 3, 4—Intramural Football, Softball, Basketball 1, 2, 3, 4
 LAURENCE V. ASHBACHER—463 Rucker Road, Naples, Florida—B.A. in Biology
 DAVID BADOLATO—4128 Whiting Road, Philadelphia, Pa.—B.A. in Biology—Tau Kappa Epsilon Fraternity 3, 4
 JIM BALESTRA—1403 Teton Drive, Billings, Montana—B.A. in Biology—Fabrician Society 2, 3, 4—M.A.X. Fraternity 3, 4—Italian Club 4—Intramural Football 2, 3
 WILLIAM A. BIERMANN—6156 W. 4th St., Philadelphia, Pa.—B.A. in Biology—Psych Club 1, 2—Fabrician Society 4
 DANIEL J. BREUER—59 Holly Road, South Ampton, Pa.—B.A. in Biology
 PAUL C. BROOMHEAD—70 Brookfield Ave., Glenrock, N.J.—B.A. in Biology—President's Guard 1, 2—Swimming Team 1, 2—Newtonian Society 4
 DENNIS A. CAMPISE—230 Nansen Ave., Brooklawn, N.J.—B.A. in Biology—Italian Club 1, 2, 3, 4—Vice-President of Italian Club 4—Assistant Director 3
 JOSEPH F. DEERING—207 Mechanics St., Doylestown, Pa.—B.A. in Biology—Fabrician Society
 DANIEL P. DELANEY—955 Foulkrod St., Philadelphia, Pa.—B.A. in Biology
 JAMES P. DWYER—426 Suffolk Rd., Flourtown, Pa.—B.A. in Biology—Tau Kappa Epsilon Fraternity 3, 4—Crew Team 2, 3, 4—Fabrician Society 4—Biology Major Advisor 3, 4—Intramurals 2, 3, 4
 TED FEINSTEIN—249 Barclay Circle, Cheltenham, Pa.—B.A. in Biology—AED Premedical Honor Society—Secretary of Fabrician Society 3, 4
 ROBERT FOLBERG—1551 Shoemaker Rd., Arlington, Pa.—B.A. in Biology—Fabrician Society—Alpha Epsilon Delta—Biology Open House 4
 JAMES J. GALLAGHER—1230 Bedford Ave., Cherry Hill, N.J.—B.A. in Biology—Intramural Basketball, Baseball 2, 3, 4
 JOHN M. GAZAK, JR.—314 Unrum St., Philadelphia, Pa.—B.A. in Biology—President AED International Pre-Med Honor Society 4—Deans List 1, 2, 3—Representative Academic Affairs Commission; Biology Dept. Student Faculty Board—Chairman Biology Dept. Evaluation Committee—Member Biology Fraternity 2, 3, 4—Intramural Sports 2, 3, 4
 MICHAEL R. HOGAN—1419 E. Susquehanna Ave., Philadelphia, Pa.—B.A. in Biology—Alpha Epsilon Delta Honors Society—Fabrician Society
 EUGENE P. HUGHES—13 W. Chestnut Hill Ave., Philadelphia, Pa.—B.A. in Biology—Alpha Epsilon Delta—3, 4—Phi Alpha Beta 4—Fabrician Society 2, 3, 4
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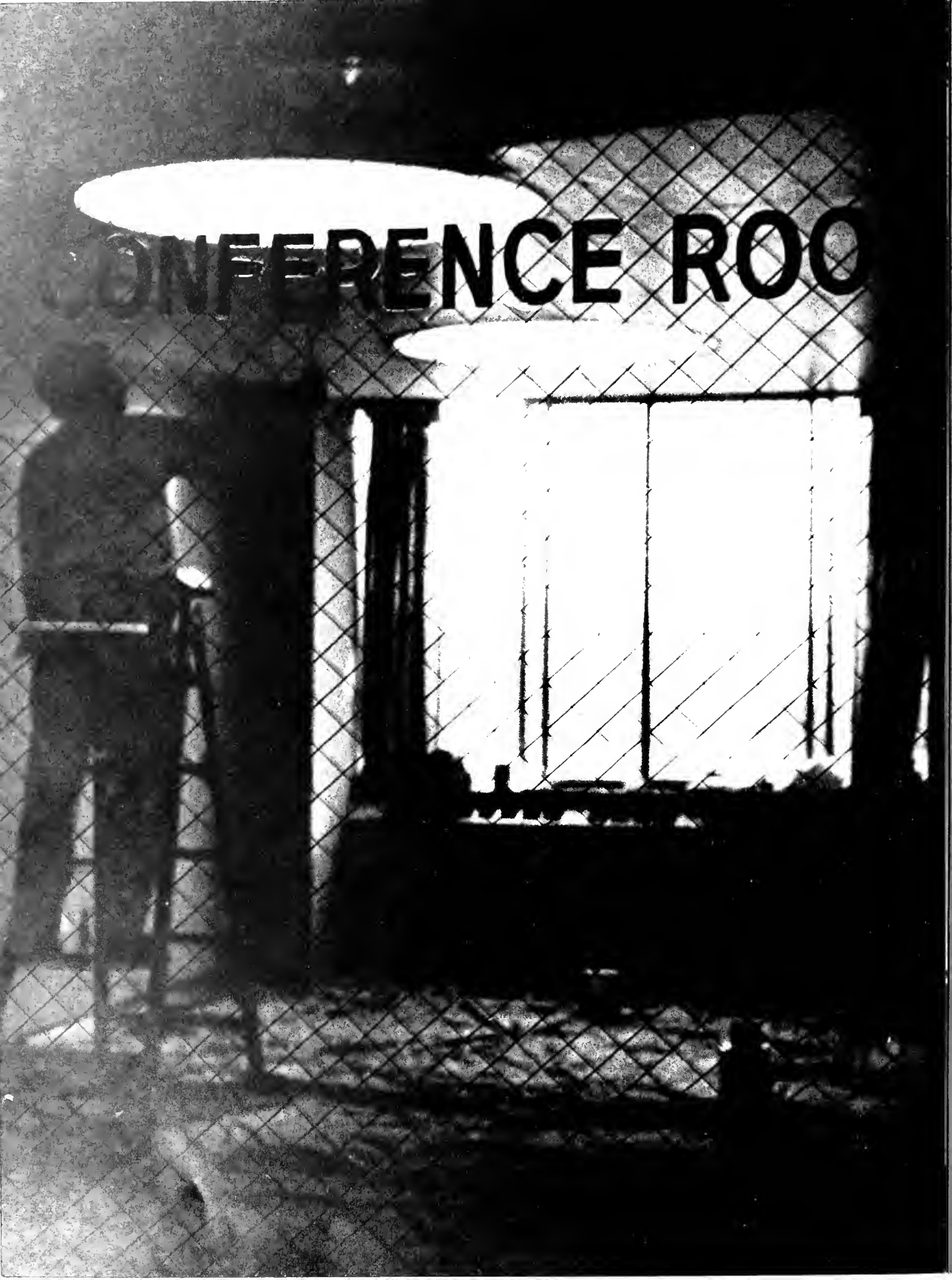
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