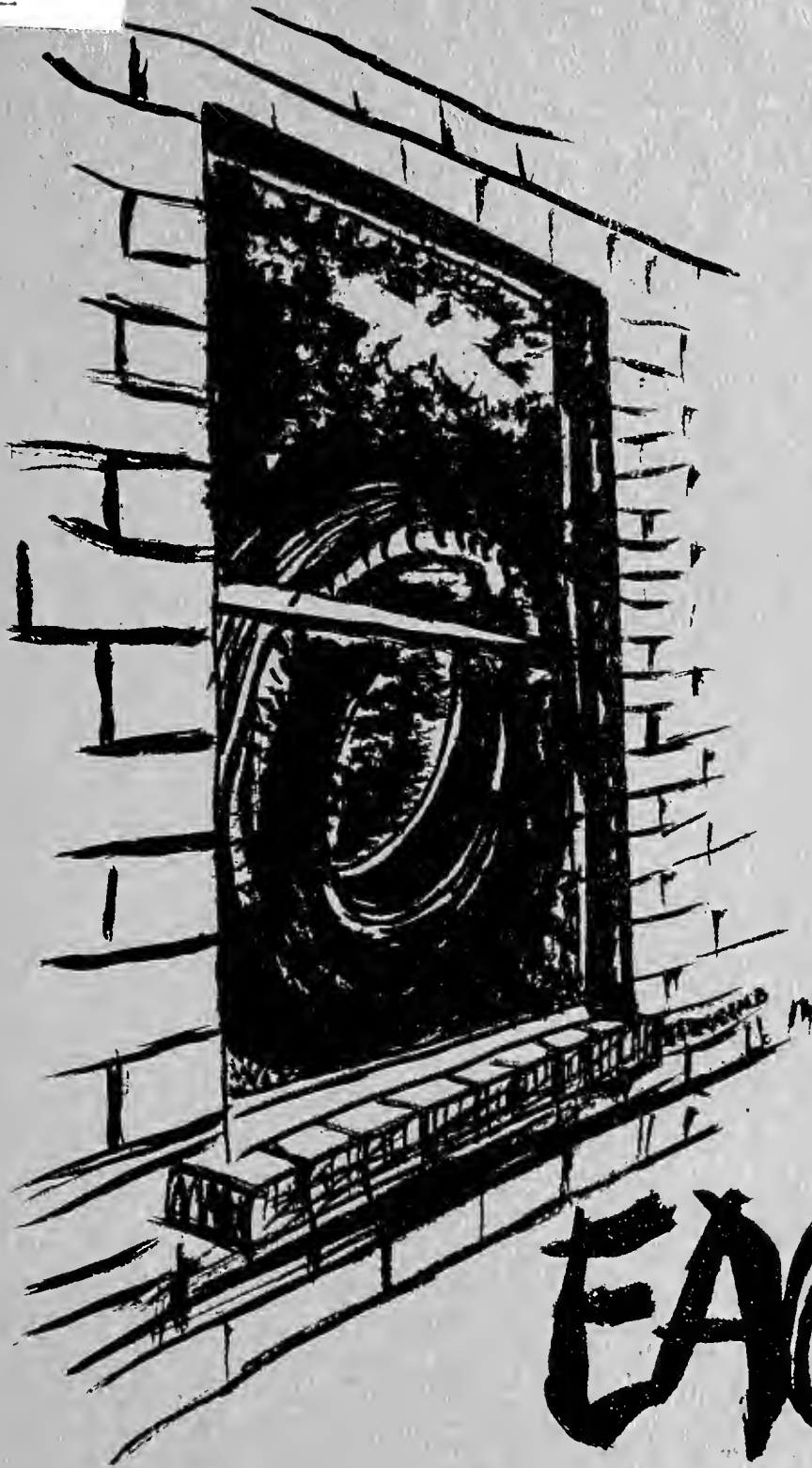


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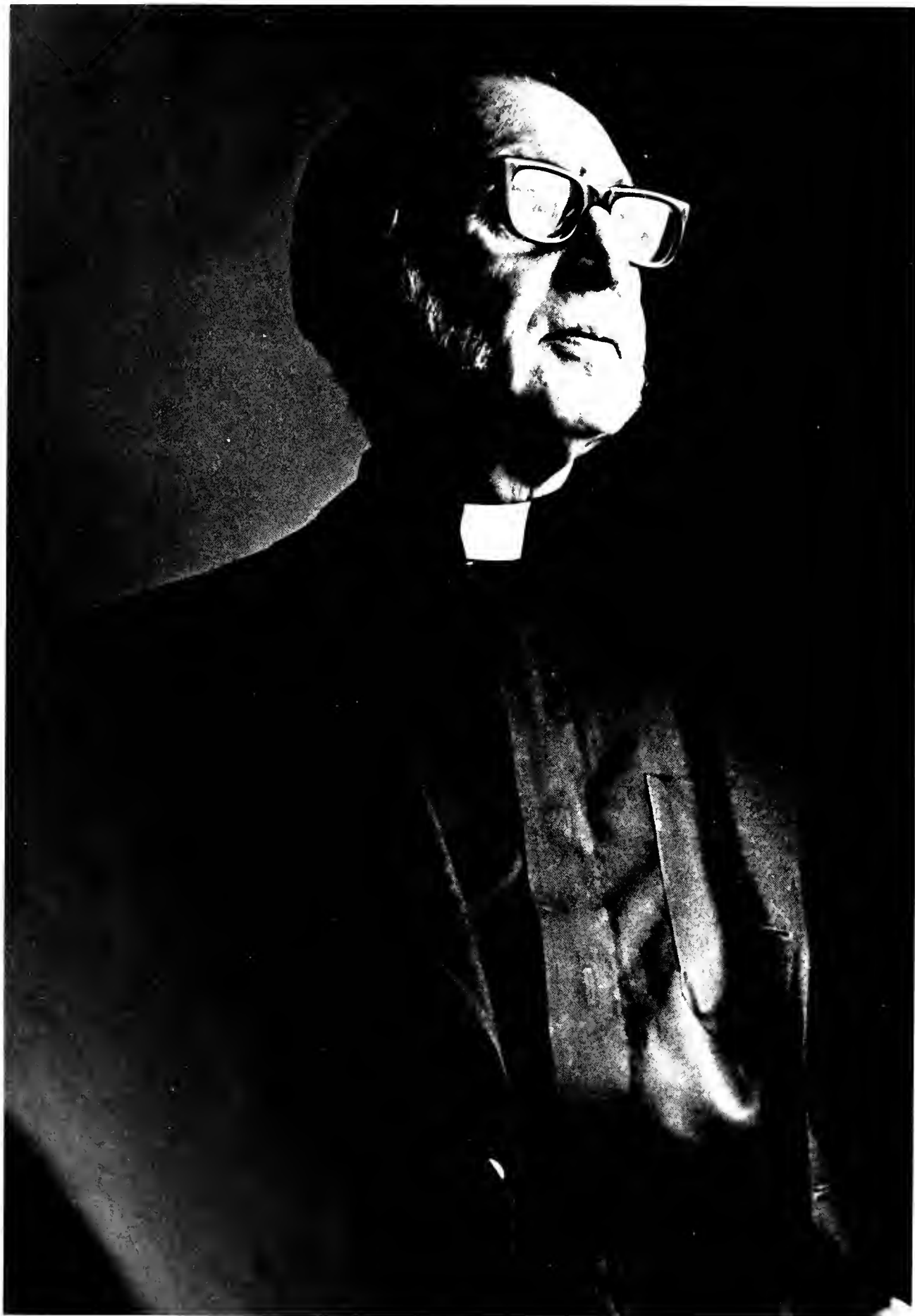
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EAGLE 1973





The structure of an institution (as with an ideal) is built with more than just its material parts, and we are no exception. Bricks don't lay themselves, buildings aren't filled with mere empty space, and bells don't always ring because of some mechanical device. If only we could see human intention, if only we could touch emotions, maybe then there would be an end to misunderstanding and near-sightedness. Ah yes, an institution. Its buildings may be made of bricks, but its purpose is made of another material entirely. The scientists call it neural impulse, to the psychologists it's the higher cognitive processes, and the philosopher sometimes refers to it as the soul. Perhaps some of us have forgotten.

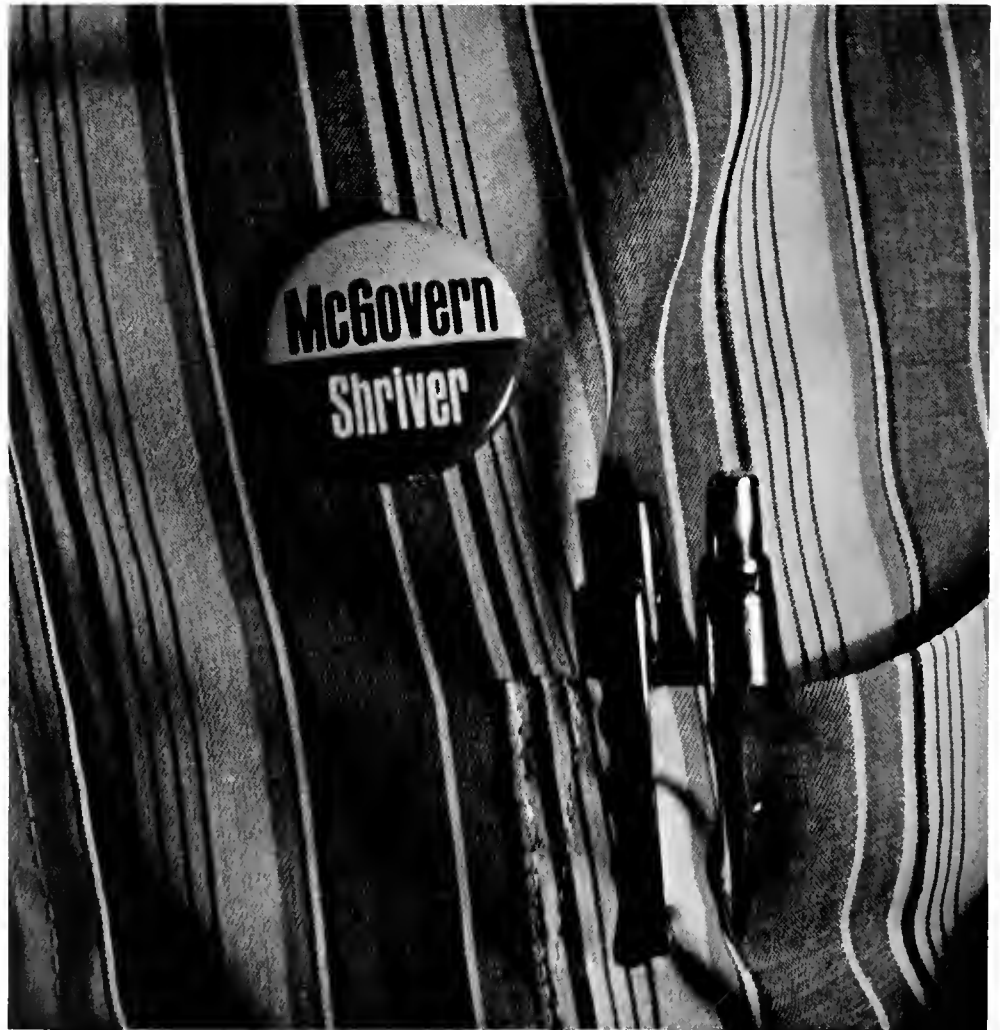






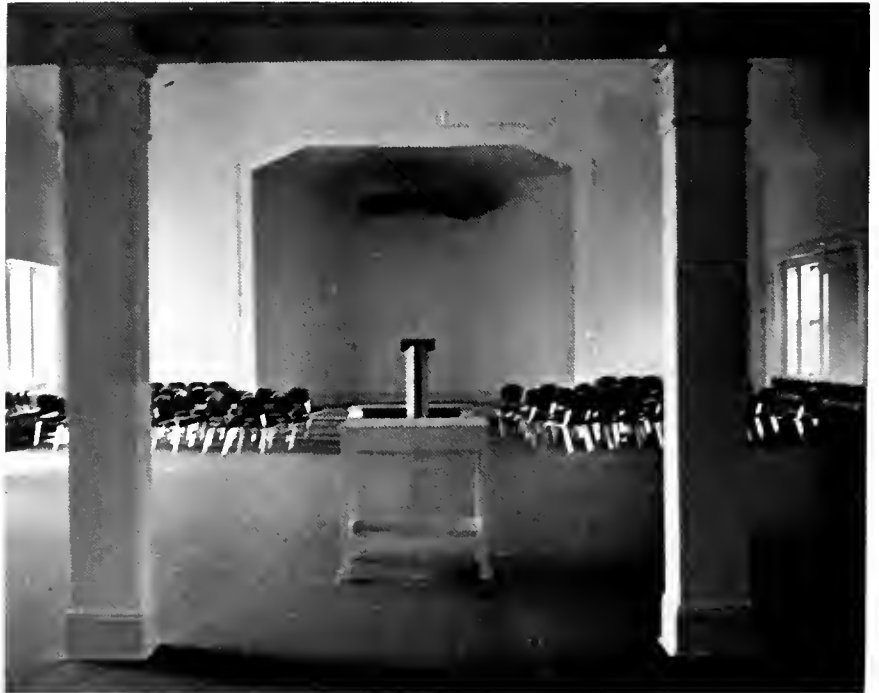


What shall we do with all the people? What shall we give them? What do they want? Is it merely the degree? Shall we be a school of survival techniques? Is that what the common man wants? Perhaps the best thing is not giving the man what he says he wants, but helping him doubt his wants and start from the beginning again. Sure, throw in the diploma . . . but don't let anyone take it too seriously.





And, as if the students didn't have enough problems, there was politics to mess around with.







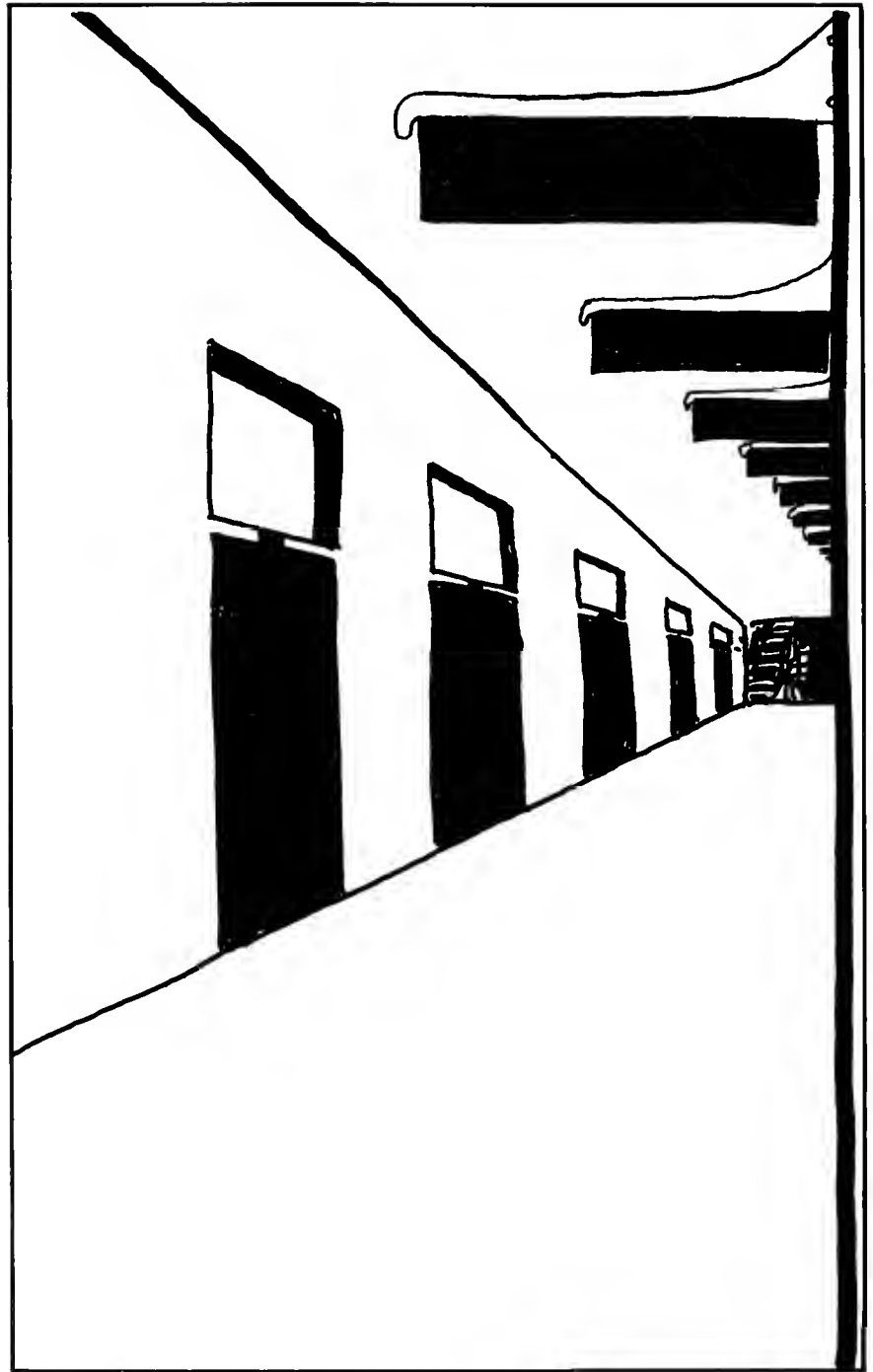
Once you're spewed out the great tube, will you settle to earth someplace nice and comfy with an armchair and a color TV?

Standing here now, looking out, can you see anyone looking back?

Only the pigeons. They've got nothing better to look at. They can't afford color TVs.







academics



Come to college, store of knowledge, a department store. Its employees will gladly assist you in finding the proper department. Select the items you wish to purchase and bring them up to the old cash register. Ring-ching! "Here's your change, sir." Academic change is the common cents of knowledge.

*"A bell said go,
And we went, from Greek to chlorophyll,
To coffee at ten in the morning, back to the Bible,
And met the girls we were in love with, after class."*

Knowledge is power. Buying power.

*"We shall never know so much as long as we live
About God or verbs again, or be so in love."*

Come to the market place. Witness the free commerce of ideas. Fair trade . . . with counterfeit currency.

*"We made notes, we were very good at making notes
On what the professor thought we thought he said,
And gazing at him and thinking of something else.
Poems, maybe . . . or maybe last night . . . or
something."*

Or if you wish, play the stock market. Feel the surge and swell of the current of thought around you. Gamble with your ideas. Boost your price average higher and higher, by any and all means. Buy on credit.

*"Everyone reading we thought. The books! The books!
Not drudgery, but all blown in a new exciting light,
Fiercely, and not indoors but everywhere,
Walking, working, talking everywhere about new ideas."*

*But the secret of civilization was ours to ask for;
A magic: kneel in the classroom, rise and know all."*

But what if credit runs out? Without reserves of golden wisdom and silver inquisitiveness, the currency of ideas is just so much paper money, not worth a cent — or a sentiment.

*"Maybe the secret of civilization was this, off-campus.
Proving that Dante is best if read in Italian.
And somebody's new album of Brahmi's First Symphony:"*

Fair trade means bargaining; to bargain is to challenge. Students should require of their teachers all their wisdom and experience. Teachers should require of their students all their insight and inquisitiveness. This is what the economics of learning is all about.

*"For the people. For the professor of chemistry I hated,
Who knew it, and showed me his dearest research, as if
Two artists consulted, so shouldering me toward my art:
For the professor whose B was precious
as some A's were not."**

*from "The Bells Rang Every Hour,"
by John Holmes



ADMINISTRATION



Mr. Thomas Dyba, Dean of Admissions



Mr. Stanley Banaszak, Registrar



Rev. Daniel Kucera, OSB, President



Mr. James Weinlader, Dean of Student Affairs



Dr. Richard Leeman, Dean of Academic Affairs



Rev. Joseph Chang, OSB, Treasurer



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Mr. Gerald Czerak, Director of
Publications and Public Information



Mr. Thomas Rich, Director of Admissions



Mr. Gay Miyakawa, Associate Director of Development



Dr. Bernard Toussaint



Rev. Virgil Trelo, OSB, Ph.D.



Dr. Patricia Fauser



Philosophy

Procopius: Socrates, wake up! Forget about our dialogue today. Instead, we must travel to Lisle and listen to the three wise philosophers from IBC.

Socrates: Who are these wise ones, that your ears itch to hear their doctrines?

Procopius: First of all, there is Patricia of Fauser, teacher of Ethics. She speaks of the Good, the Bad, and sometimes the Ugly. Next, there is Bernard of Toussaint, who searches the campus in vain for a meta-physician. He brings great tidings about Being and Time. Finally, there is their master, Virgil of Trelo. He converses with the gods and speaks softly to his disciples about Man and Religion. At exam time, his students sweat more than Hercules did at the Olympics.

Socrates: Why do you wish to join their company and what do you propose to learn?

Procopius: I want to be a Philosophy major.

Socrates: Ah, there is a rare group for you . . . rarer than the number of Democrats in DuPage county.

Procopius: Quite true. They are but a handful of youths and maidens. But they meet every fortnight for lunch and exchange thoughts on matters important for the soul.

Socrates: Such as?

Procopius: Halloween parties . . . Trips to the art museum . . . Lectures at the great academies . . . and dinner parties at Diana's Grocery Store.

Socrates: Tell me, what does the future hold for this noble group?

Procopius: It is rumored that the leaders of the Republic wish to give a sum of gold to the philosophers so that new methods of teaching their doctrines may be discovered.

Socrates: You have answered well, Procopius. I have but one more question, a question that grasped Thales as he fell into the well. It grasps me as I sit in the bathtub and read the "Flux."

Procopius: Speak.

Socrates: What can you do with a Philosophy major?

Fine Arts

The Fine Arts Department, while not a major, attempts to provide the student with — gasp! — culture. The aim of it is not to have students memorizing painters or tons of music, but rather to round out a student's education. It attempts to expose the student to the more humane efforts of man, for IBC could not truly call itself a liberal arts and science college if it did not provide this education in a field that is too often ignored.

The department is run under Father Leo Vandura, O.S.B., who not only teaches art, but also is responsible for the prints lining the walls of the Administration Building. These prints were part of his unceasing effort to persuade people that art is an integral part of everyone's life. Mr. J.C. Barnhart, who is perhaps more well known for his direction of plays at Sacred Heart Academy, formerly instructed all of the theater courses; but the addition of another instructor in this area, Mr. Menno Kraai, relieved him of some of this burden. Finally, Mrs. Rosalie Loeding of the Music department instructs the classes in Music Appreciation.

Between these four instructors, the major areas of artistic endeavor are covered. The courses rarely go beyond the introductory level because of the lack of student interest. But since Fine Arts is not a major and it does not attempt to go into any great depth on its topic; it provides, rather, a broad overview for the student and is able to accomplish its basic purpose very adequately.



Rev. Leo Vandura, OSB

Mr. J.C. Barnhart



Mr. Menno Kraai

Theology

Theology, both because of its subject matter and the fact that it is required for graduation, has long been the subject of unfavorable comment. Therefore, not only do its teachers feel that they must get the subject matter across but also that they must work twice as hard to motivate the student.

This task is not difficult in a course such as Mr. Jon Nilson's one on Marriage which naturally has an appeal to a wide variety of students. It evidences itself more in courses like The Old Testament. At an age when people are seriously questioning their theological beliefs, it is difficult to relate the subject matter to the life of the student, especially when the student may not believe in the subject.

Theology does not attempt to preach to the student but rather to start him thinking. "I can think of no worse situation than being in front of a theology class and having everything you say taken as the absolute truth," stated department chairman, Fr. Philip Timko, O.S.B. Fr. Arnold Tkacik, the third instructor in the department, agrees: "I try to promote discussion in my classes and only spend the minimum amount of time lecturing. The students can only learn so much from me — most of it they have to do on their own."

But the faculty members have kept the faith and are trying to overcome the obstacles. Theology at IBC, as they will take pains to point out, is not the same as religion, and the attempts to create a thinking student will never cease.



Rev. Philip Timko, OSB



Mr. Jon Nilson and Rev. Arnold Tkacik, OSB

History



Rev. Christian Cephlecha, OSB, Ph.D.



Mr. Philip Bean

The most formidable problem in attempting to teach history is the usual complaint of the lack of relevance of the subject. In its courses of instruction the IBC History department is attempting to overcome this problem.

In order to do this, however, two fundamental changes in the philosophy of the department were necessary. The first was that the method of instruction was altered. The step was made towards more discussion about contemporary issues with references to their historical background instead of merely discussing (or lecturing on) the actual historical event. The second change complemented the first. Courses are now offered which are relevant to modern historical and political situations. Examples of this would be the new addition of Chinese history as well as the continuation of the course in Russian history and topics in modern European history.

The varying fields of expertise among the faculty of the department facilitate this approach to learning. Rev. Christian Cephlecha, O.S.B., chairman of the department, instructs in the field of English history and also in the professional courses in the department, such as historiography. Gloria Tysl is the chief instructor in the area of medieval history, Philip Bean in American History, and the newest member of the department (added this past year), Joel Setzen, in European and Asian History.

The aim of the department does not stop at teaching its majors history — memorizing dates and events. Even higher than this on their list of priorities comes the responsibility of instilling what Mr. Bean refers to as the “historical attitude” in not only their majors but also in the people from other departments who must take history courses. This attitude is best defined as an objectivity when reading and analyzing historical data. “Without it, a student can memorize every history book that has been written and still not come out with a comprehension of the subject. Any book which he reads will be slanted towards that particular author’s point of view, and the student must develop the ability to judge the degree of objectivity and validity in any given piece of work,” commented Miss Tysl.

The combination of newer ideas when it comes to teaching methods and a wider variety of subjects has contributed to the esteem in which the history majors hold their department. At IBC it is difficult to find any major who will criticize his or her department, but as a senior history major said, “It is difficult to criticize the department because it is in the process of change. We can’t really judge it until it’s stopped changing, and I hope that time will never come. Like every department, it has its good and bad points, but at least it’s trying to change the bad.”



Dr. Joel Setzen



Miss Gloria Tysl





Rev. Michael Komechak, OSB



Dr. John Byrne



Mr. James Clark



Dr. John Cohen

English

English has been traditionally regarded as the “cop-out” major — if you flunked out of science, you changed your major to English. This is unfortunate because, in spite of the fact that IBC is traditionally a science-oriented institution, the English department has had amazing success in revamping its curriculum without sacrificing the quality of its education.

This has been done mostly through the process of increasing the number of courses available. Also, the English major feels less confined in the choice of subjects which must be taken. Majors are no longer restricted to literary courses. The department has expanded its core of “technique” subjects to include seminars on writing technique, journalistic and creative writing, and a senior seminar to coalesce the literature courses with these more practically oriented courses.

Several changes in personnel were also made during

the year as part of a rebuilding effort. The department acquired a new chairman, Dr. Cohen, as a replacement for Dr. John Byrne who retained his professorial standing but stepped down from the chairmanship.

The greater number of course offerings has also made way for a new approach to teaching methods. Teachers who once adhered stringently to certain methods of teaching have now incorporated more discussion into their classroom methods. Still they are limited by the subject matter. Emphasis is now placed more on methods of interpreting literature, and this means that the English student must devote a great deal of his or her time to reading both the literature and its critiques. There is only so much which can be done to modernize the subject.

A great deal depends on the individual instructor's approach to teaching. Rosemary Coleman, one of the teachers in the department, is quick to point out that “the department is made strong by the fact that each of its professors has different views on what approach should be taken to the study of literature.”



Mrs. Jean Smith

Miss Rosemary Coleman

Music Education



Rev. John Palmer

The most misunderstood people on campus are those residents of the fourth floor, Administration building. And "residents" is to be taken literally. For the fourth floor houses the Music department.

Students in the department do much more than make noise. It's true that eerie sounds can be heard emanating from the place at any hour of the day or night; but these eerie sounds eventually team up with other eerie sounds and the end result is, more often than not, beautiful.

Irate students in the department have for ages tried to explain to unsympathetic ears that their major is not what is known as a "fish" major. Music students spend at least as much time on their majors as would a chemistry student — not with labs, but with practices, chorus, orchestra, and various lessons which are required of them. They must have a reasonable amount of expertise in several instruments before they leave with their degrees. To gain this expertise involves much sacrifice in both free time and activities. Yet they always seem most enthusiastic about these sacrifices. What could possibly motivate people to spend this much time on their studies?

The answer lies in a medium-height, graying, energetic priest known to the college community as Father Alban. The Rev. Alban Hrebic, O.S.B., is responsible not only for a large amount of motivation on the part of his students but also for the creation of a number of brilliant pieces of music. Last year it was the presentation of an original work known as *The Paschal Symphony*, executed by the IBC orchestra around Easter time. This year it was the benefit performance of his original balletorio, *A Light For The Darkness*, a brilliantly inspiring work of art which was presented at the Auditorium Theater in Chicago on April 7th. Father Alban possesses a contagious enthusiasm for music and its performance which extends itself to the majors in the department.

Music at IBC is not taught purely as music; it is combined with the study of education. This does not detract from the fact that the student must still be proficient in his studies of music. It requires a great deal of self-discipline to stay in the department. There is no way to go to your courses and forget about them the minute final exams are over. It's not possible to bull your way through college in this major; and music is probably one of the few majors of which this can truly be said. By making music not merely their major but also their life, students in the department have maintained a pride and a spirit which is seldom seen anywhere else on campus.



Rev. Alban Hrebic, OSB

Languages

One of the most neglected departments on campus is at the same time one of the most useful departments here. "Which one?" you ask. And to this will I reply, "Languages."

"Useless," some people may scoff. Ask any science major who will know that some of the greatest scientific minds came from other countries where English was not spoken. Ask a humanities major. It is not humanly possible to decipher an ancient Latin scroll without knowing the language. Ask a social science major how it is possible to read about political ideas of France or An Anthology of German Sociological Thought without knowing the language; and being the supremely logical people that they are, they will tell you that it is not.

The Language Department attempts to provide a right arm to many of the other fields at IBC. David Champlin, French instructor and department head, commented, "Many times in research or in required readings, students may come across valuable material from other countries which has not been translated. We attempt to provide the student with the knowledge of languages so that the door to real learning will not be closed to them because of a

lack of knowledge of a foreign language."

The department does not restrict its teaching to the actual language either. In upper division courses many times the student will be presented with a view of the culture lying behind the language. Many subjects may be brought in during these courses, such as the history or politics of a certain country. Thus the student gains a total view of the country rather than just the method of communication in it.

One of the main complaints of students in regards to the language department is that too much time is spent studying grammar. "It would be much better if they were taught in a conversational fashion," said one student. The reason they are taught the way they are is to present the student with the ability to read the language more instead of merely speaking it. Because the department functions to give students the ability to consult foreign sources in their major, a conversational course is not enough. It would not give the student the type of reading ability which the department attempts to instill.

Experiments were made during the summer and in the Educational Opportunity Period to offer courses in conversational German. But Mr. Champlin thinks that if these are to be offered on a regular basis, they should be kept separate from the other courses which stress grammar.



Dr. Luz Maria Alvarez



Rev. Basil Kolar, OSB



Mr. George Koehler



Mr. David Champlin

Sociology



Mr. James Jana

Mr. Michael McCloskey



Over recent years the Sociology department has altered its orientation from the theoretical, textbook study of the subject to a more clinical and problematically-oriented study of the material.

For the past few years involvement has been the key work in the department. The lower-division courses provide the theoretical background for much of the work which is found in the 300-level courses. There still is a senior seminar to tie together what has been learned before in the department. But the discussions which are presented in the seminar also have their basis in some of the practical work which has been done by the students both on their own and within the context of courses.

At IBC today many of the departments now have training or internship programs which are used to give the student an idea of the problems which he or she will face upon graduation. The Sociology department is no exception to this. The work is not done in the form of a semester of internship, as in other majors, but rather in a diverse number of fields. The sociology major can expect to be exposed to prisons, old age homes, inner-city work, and various numbers of other fields. Because IBC does not have a major in social work, it tries to compensate for this by providing a solid theoretical and practical background which can be utilized by the student who wishes to go into social work. This background can also be handily applied to entering fields such as police work.

Fr. Robert Rogalski, chairman of the department, is very enthusiastic about his department and its students. "To be a successful sociology major or at least to make any practical application of the work, a sociology student must like people and must be willing to give a part of himself to the work. I don't think that any of our students are not that type. I feel that we are preparing them well for any use of the work to which they would like to apply it. I've said it before, but it's worth repeating — not everyone can be a successful sociology student."

Still, there is some pressure to put in a "professional semester" which would be entirely devoted to this outside work. It's very difficult, both in terms of time and in terms of course load, to do as much outside work as the sociology student must do and still keep up in other subjects.

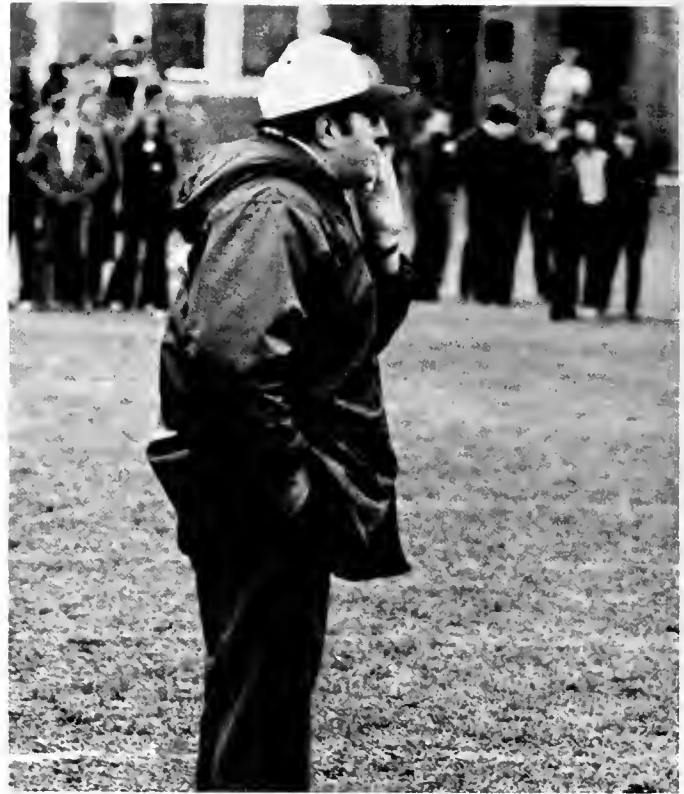
But this is still in the talk stages. In the meantime, majors must put up with the situation. Most of them, however, don't consider it too much of a burden and as a result are pleased with the unique type of training which their major provides.



Rev. Robert Rogalski, C.P.



Mr. J. Ostrowski



Mr. Gene Cavich

Physical Education

The addition of physical education as a major field of study has improved the department immensely. And in that sentence is summed up the sentiments of many of the people who switched their majors to P.E. this past year — people who had previously only been able to show their enthusiasm for the department by sweating out (literally) a large number of P.E. courses.

The fact that P.E. has now become a major has shifted the emphasis from the physical, body-training side of P.E. to the theoretical aspects of it. P.E. majors must now complete a large number of hours in courses such as kinesiology (muscles) and care of injuries — courses which force them more into the biological world than perhaps any of them had intended.

"But after all, physical education is exactly what the name implies — the training of the body," commented department head Anthony LaScala. "And in order to train the body, its workings must first be completely understood. I am convinced that with the P.E. major as we have it now, our students can go into any number of widely diverse fields from coaching to teaching to even physical therapy. I'm very pleased with the way the department is going — the direction which it has taken

since P.E. was made a major." "We've added on teachers and this in turn permitted us to add on courses, and the addition of these courses has only served to improve the department more," stated Mary Sarubbi, women's P.E. instructor.

P.E., by the very nature of its subject matter, has never had a difficult time in recruiting people for its classes. This is not entirely due to the fact that P.E. is a required course in many majors. The department in recent years has added such courses as skiing and horsemanship because the student demand was so high. Even though these courses are taught off-campus because of the lack of facilities and despite the fact that a fee must be charged for rental of materials, interest in courses such as these has continued to run high. Mr. LaScala hopes that the new P.E. complex, which is planned for the future but is still in the fund-raising stage, will serve to generate even more interest in the department offerings. "Many students take P.E. courses because of the recreation value rather than the grade. I have confidence that the money put into the P.E. complex will not go to waste."



Mr. Thomas Beck



Mr. Anthony LaScala

Mrs. Mary Sarubbi

Political Science



Dr. Christopher Kornaros

Political science is inherently a broad subject. It covers many aspects on three levels of politics; international, national and local. In obtaining faculty members for the department it has succeeded in balancing out these three aspects. Mr. Charles Butler, department chairman, teaches national government. Mr. Robert Rybica instructs local government. And the newest faculty member, Dr. Christopher Kornaros, is the expert in international relations. So the political science department should be ideal, right?

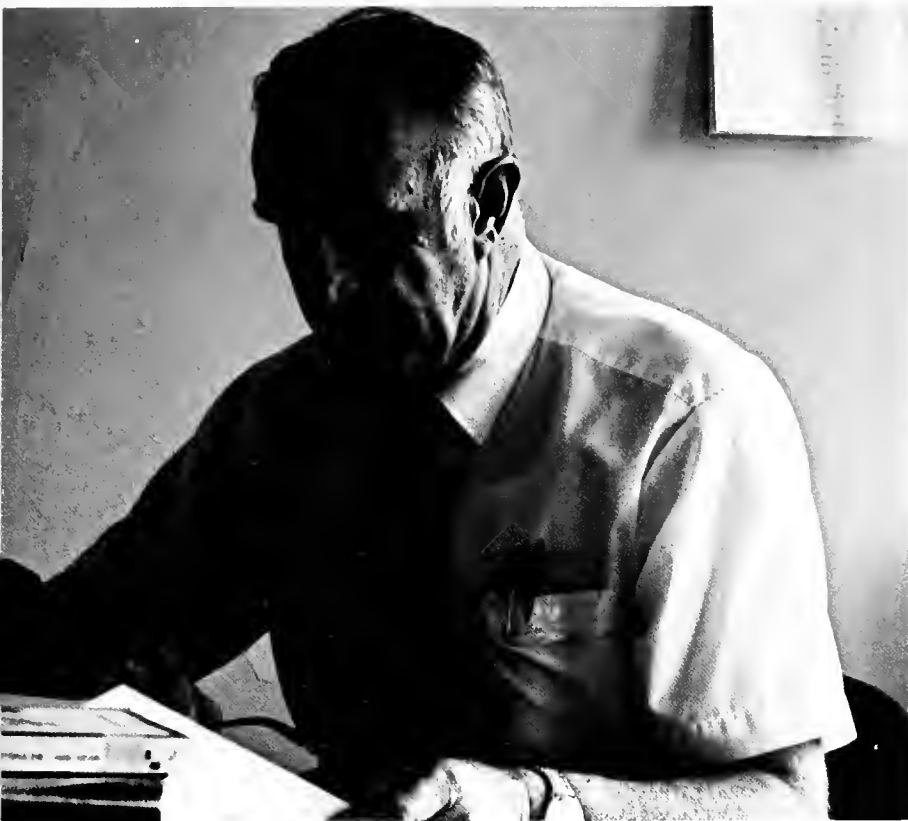
This has been said many times before and, unfortunately, it still holds true: IBC is a natural-science-oriented institution. As a result, many of the social sciences have had an acute case of stunted growth. Political science is only one of them.

One thing which has been neglected in the department is the fact that there is more than one way of conducting political research. The department has been traditionally theory-oriented. Majors who had hoped for a change in this were once again this year sadly disappointed. Because of the lack of money available, a teacher who had specialized in the empirical methods of gathering political data could not be hired. In addition, not only political science but the other social sciences as well could use a computer. Cost has obviously made that out of the question.

So, while it is able to give its students a good background in theoretical politics, the department has failed to adequately prepare its majors in certain other areas. An attempt is made to present these methods in the Senior Seminar but it can't really be done without exposing the student to some sort of practical utilization of these methods.

But the department is finally beginning to realize this. Still in the planning stages are the internships to various village governments where students can learn the practical methods of government. The shift is to a more empirical approach to political research and classes, except in those theory courses in which it is obviously impossible to use these methods.

These improvements are geared towards preparing the student for a more subject-oriented career than selling insurance or for helping out those students who want to enter practical politics rather than teaching the subject. With the change to more progressive thinking and the break away from the more traditional teaching methods, the political science major can perhaps become more of a challenge than it has been in recent years.



Mr. Charles Butler



Mr. Robert Rybica



BUSINESS & ECONOMICS



Mr. William Stein

Rev. Dismas Kalcic, OSB





Mr. Jeffrey Madura



Dr. Margarete Roth

Economics

And here sits the Economics department, overpopulated and understaffed.

The addition of the Business Economics major and the increased number of courses offered at night by the Econ department provided the impetus for a surge of people from the nearby communities to enroll in the degree-completion program. This condition has existed for approximately the past two years. Yet not only has the department not been able to obtain its sorely needed additional teacher but it also lost one.

With the department chairman, Rev. Dismas Kalcic, O.S.B., on leave of absence to complete his doctoral dissertation, Dr. Marguerite Roth (the former Dr. Paulus) has been left in control. Dr. Roth is pleased with the department and its majors but feels that the staffing problem precludes any real improvements or fundamental changes within it. "We could offer an additional number of night courses for those students who only attend at night if we had another faculty member. But I am very satisfied with the courses which we are presently able to give," she stated.

Mr. Jeffrey Madura, instructor in the business economics section, also feels that the number of courses is good but that it must be expanded. "The addition of at least one more instructor would give us the opportunity to present a wider range of subject matter to the student. The curriculum at night is very good. We now have courses which cover any conceivable time slot at night; but we must also think of the full-time day student who

does not wish to spend all of his nights in a classroom. But at the moment, the only time we can offer the classes is at night where they will do the most good by reaching a larger number of students."

The department is in somewhat better shape in this respect than it was last year with the addition of a part-time teacher, Mr. Stein. He was hired not to teach any new courses but rather to take the load off of Dr. Roth and Mr. Madura.

Despite all of this, the majors in the department feel that they are receiving an excellent education. "The business curriculum is excellent and prepares you for doing almost anything in the business world, from accounting to management," commented one senior. If all goes as planned, it will train them even more adequately as Dr. Roth is still in the stages of planning a one-semester internship program which would allow the student some practical training in a job before graduating.

Education



Dr. Edward Ianni



Mrs. Sydell Weiss

On any given morning at approximately 7:30 or 8 a.m., one can see a sleepy-looking group of very strangely dressed people making their way towards the various parking lots on campus. "Who are these people?" you may ask yourself.

"These people" are involved in the process of practical education. They are the student teachers of IBC, traveling hither and yon to impart the pearls of wisdom learned here to the youth of America. But fear not, for this process is not one sided. The youth of America are also transmitting their own type of knowledge to the student teachers — the type of knowledge that can never come from a textbook but only through living, working, and concentrating on their chosen profession.

Student teaching, which has gradually evolved into what it now known as the "professional semester," is the culmination of an education major's college career. In order to participate in this learning experience, the education major must first complete the education sequence and a specified number of hours in a major field of study. Previously, it was difficult for someone who was contemplating a career in secondary education to carry through this desire because the large number of education courses required in a major field of study would have almost certainly pointed to a fifth year of college. But the newly instituted secondary education major made this worry unnecessary. It lessened the number of hours required in a field of concentration. "It wasn't practical," stated Dr. Edward Ianni, department chairman. "Students would be taking courses in their major fields that they really didn't need for teaching in a secondary school. By cutting down on the number of hours, we have made it possible to obtain a more well-rounded education, which makes a far better teacher."

Dr. Ianni and his fellow education professors, Fr. David Turner, O.S.B., Mr. Chester Kagel, and new addition, Mrs. Sydell Weiss are reformulating the aims of the education department. Formerly, it was important to turn out teachers who were well-acquainted with their material. The emphasis on this aspect has not been lessened; rather, it has been added to. With the advent of new teaching methods and progressive education, the emphasis is now also placed on turning out teachers who will be open thinkers, who will accept new ideas in education. An analytical mind is important — the teacher must be able to evaluate new ideas in education and decide on the wisdom of complementing them in class. Dr. Ianni perhaps summed up the entire trend by stating: "The minds and the future of the country are in the hands of teachers. We need people who will respect that fact, who will always accept their job with a bit of awe at the responsibility which they have." And maybe our student teachers, returning exhausted from their daily trials, can best appreciate that statement.



Mr. Chester Kagel



Rev. David Turner, OSB, Ph.D.



Bro. Bernard Glos, OSB



Dr. James Choca

Psychology



Dr. Philip Green



As do most other departments on campus, the Psychology department has its difficulties. Part of these difficulties came from the condition of the rooms which house the psych department. The heating was unpredictable, and one instance of its failure was the cause of the death of several lab animals. The old science building has been the home of the department since its formation several years ago; but there are plans to find a new location since the school has agreed to turn the old science building into a Student Activities Building.

In spite of these problems the psych department has done very well this year. The new curriculum, which was worked out by the majors of last year, went into effect smoothly and eliminated much of the confusion and overloading in certain courses. Several of the rooms were redone and the new lab finished. The two new faculty members, Drs. Choca and Green, have discovered that they work well together, and their presence has taken some of the work load off Brother Bernard Glos. Brother Bernie was the only faculty member remaining from last year's department, and upon him fell the task of reorganization. The healthy enrollment in this year's courses was testimony to Brother Bernie's success.

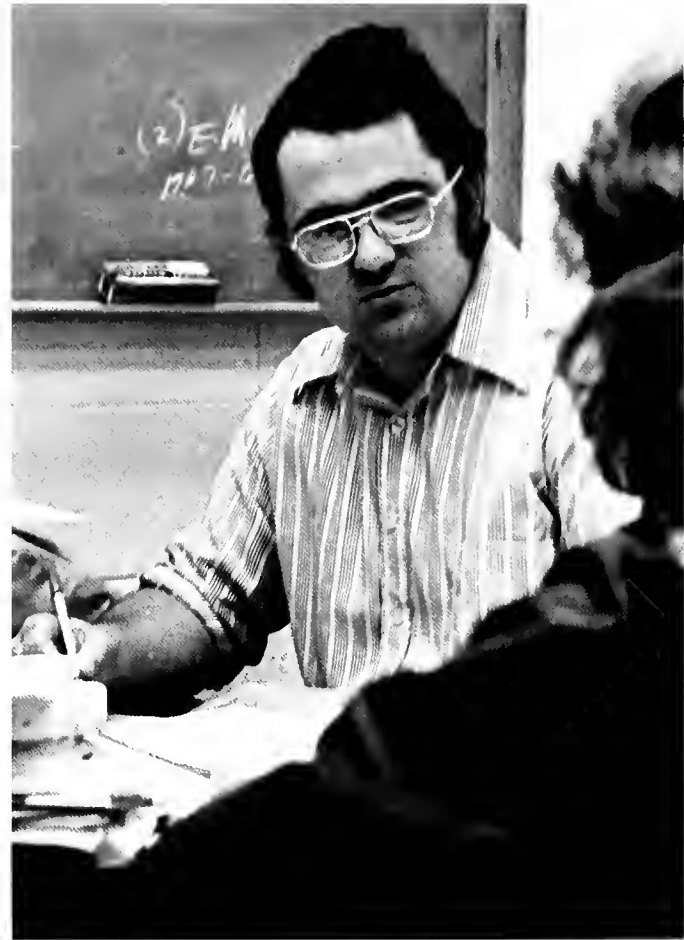
Two of the most popular upper-level courses this year were the Colloquium and the Seminar. Students taking Dr. Green's Colloquium on drugs were exposed to detailed studies of a number of mind-altering drugs as presented by individual class members. Dr. Choca's Colloquium on Sex presented such topics as Sex in Society and Sexual Psychopathology to the class members, each one presenting a topic. The Seminar was originally divided into Clinical Practicum and Experimental Practicum with Dr. Choca handling the former and Dr. Green the latter. However, the student response was overwhelmingly in favor of the clinical section, so the other was dropped. Students in Clinical Practicum traveled to various mental hospitals and wards in the Chicago area and brought back reports on the manner in which such places operate.

In general, Dr. Choca taught the courses which dealt with clinical and abnormal psychology and Dr. Green, the department chairman, handled all experimental activities. Brother Bernie taught the general and theoretical courses — the ones by which most people judge the psych department in their freshman and sophomore years.

In the general view, the psych department experienced a reawakening this year; so the prospects at the moment are much more hopeful than they were last year at this time.



Dr. Larry Kamin



Biology

Out of necessity, the Biology department must remain fairly static. Due to the nature of its subject matter and the fact that it's hard to find any discussion or argument about it, change in the biology department hasn't really come about. But many people within the department agree that change is not really needed.

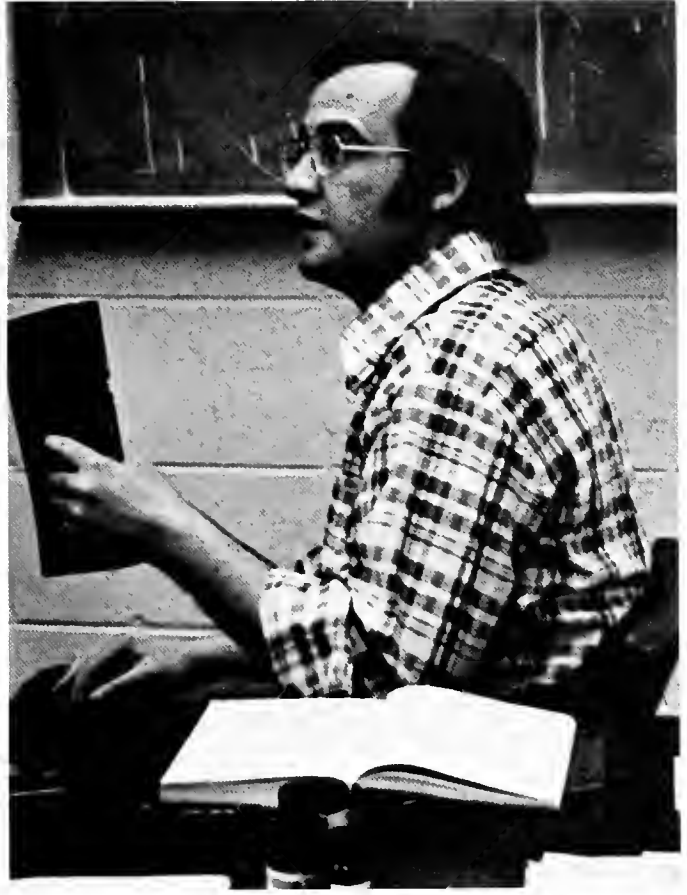
Biology takes an individualistic approach to its majors. The people in the department are headed for many different occupations. Within it one can find pre-medicine, pre-veterinary, pre-dental, and just plain biology students. The interests of the people vary accordingly. The emphasis in the courses has, until very recently, remained with human biology. This is one of the aspects which has been changed by pressure on the part of the students and some faculty. For example, due to the recent surge in environmental studies, more courses in animal and plant studies have been added. The problem with these, however, is that the courses or at least the majority



Rev. Theodore Suchy, OSB



Dr. Aleska Bogdanov



Dr. Richard Grossberg

of them are only offered on sufficient demand. And even in a department as large as biology, it is often difficult to get a sufficient number of students to sign up for such an esoteric course as Biology of the Birds.

The emphasis in learning is shifting away from the traditional memorization of terms to a more conceptual approach. This change can never be complete because the subject matter in biology requires a mastery of the terms used; and because it is a science department, there can be very little discussion on the material. Rather, insofar as the student is concerned, the department wants to turn out people who are highly motivated toward their subject. This, to the teachers, is more important than intelligence. Educational maturity is the key phrase. Not everyone can be a biology major for not everyone has the self-discipline necessary to complete many of the courses. Stated one senior, "It's very easy to get discouraged the first two years. Sometimes it seems as if all you're doing is memorizing. But the independent study courses are really great. They call for a utilization of all of the things that you did learn during the previous years and it makes much of the busy work seem worth it."

Despite the diversification of interests present in the department, majors are pleased with it. The Biology Department has tried to serve the interests of all of its students. And while it hasn't always succeeded at this, the future changes contemplated (more teachers and course offerings) seem very promising.

Mathematics



Mr. James Meehan

The Mathematics department, because of its large number of instructors, is able to operate on a much more individualized basis than many others.

Dr. Rose Carney is the head of the department. Besides her responsibilities as department head, she also teaches Calculus and applied math. She provides personalized attention to her students in the form of tutorial help as well as counseling for the upperclassmen in the department. She is held in great regard by the many students who have had her as a teacher.

Fr. Paul Tsi arouses much polarization among his students. Some students feel that he is a good teacher and explains the material well. Opposition was summed up in the comment of one senior: "Bonus points and memorization of problems for tests is high school stuff." However, underclassmen like this method because it gives them a chance if they are non-math majors taking math courses.

Mr. James Meehan is one of the newer members of the department. Of all of the relatively new teachers in the department, he has been accepted most quickly.

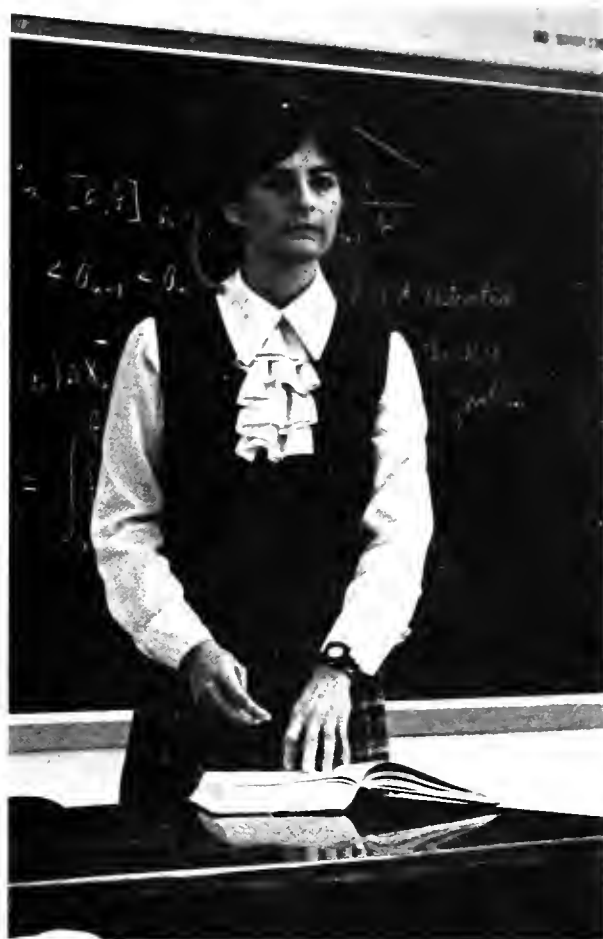
Father Richard Shonka is the pioneer of computer sciences at IBC. He is accepted by all and it is obvious that the semester would not be complete without "cookie week."

The other two members of the department are Phyllis Kittel and Eileen Clark. Miss Clark's major field of study is in computer sciences while Miss Kittel instructs, among other things, an upper-level course in Intermediate Analysis.

With the well-rounded curriculum available and the competent teachers, IBC presents the student with a good preparation for further study in graduate school. One deficiency in the department which continues to exist pertains to the text used in Abstract Algebra. The book presently used by the department is written by McCoy. Unfortunately, many students have found that graduate schools will not accept courses taken from this text. One student was quoted as saying that even though he had forty-five hours of math credit in all fields of study, graduate schools accepted him only on limited status because of the Abstract course with the McCoy text. This fact has been brought out to the attention of the department, but as yet nothing has been done. It has been suggested by these and other students that this text be changed.



Dr. Rose Carney



Miss Phyllis Kittel



Miss Eileen Clark



Rev. Paul Tsi, Ph.D.



Chemistry

Throughout the summer joyful notices from the registrar's office foretold of an impending "new trend" in Proco-Benedictine education, of "new ideas designed to make learning here more dynamic." Yet, for the chemistry and biochemistry majors who shuffled through more quizzes, lab reports, and homework problems in the first weeks of September, this trend was still in the offing.

Notwithstanding that, it seemed that the faculty of IBC's chemistry department were hesitant to endorse more independent study courses, for example, because that still obeyed the credo, "That which works is good." And, indeed, for a department which sends 80% of its graduates on to professional or graduate school and usually helps the other 20% find a secure position in industry or teaching, who could argue?

Department chairman James J. Hazdra has attained these healthy statistics through a firm belief that "We want you to be the best." And since chemistry and biochemistry majors notoriously stay up late either calculating free energies or writing mechanisms for aromatic substitution reactions, those that stay on with the department for Dr. Hazdra are "the best."

But despite all the trips and A.C.S. meetings, the chief interest in the department rightly remained education. As Dr. Tim Janis indicated, "We let the freshmen sometimes give their own lecture. We show movies. But for all the overhead projections and computer programs, they still

have to study the textbook, pass the tests, and in short, *learn.*"

Dr. David Rausch, instructor in organic chemistry — the classical course for determining who remains a chemistry major — explained, "We've been accused of overriding our majors, but this accusation eludes the question. What we're concerned with is educational. Anytime you have a grading system, anytime you have the current flood of applicants to med school, somebody will be over-ridden."

Over the extent of the year, harder course work seemed to project a decrease in departmental enrollment and in subsequent department importance. It was felt that the thrust of the biology department in hiring new instructors and in opening new labs would detract from the chemistry department's significance. "Our department is on the brink of a real surge to overwhelm yours." observed one biology major to a chemistry major. Yet for those students dining in the old caf before the Gassman lecture, it seemed that surge would be a long time coming.

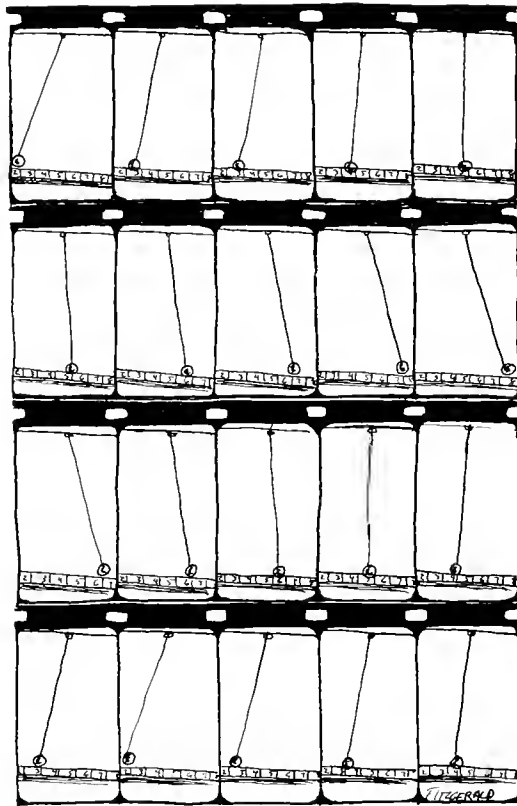


Dr. Tim Janis

Dr. Karl Munninger



Dr. James Hazdra



Dr. Ralph Meeker

Physics



Dr. Joseph Bowe



Dr. Duane Buss

Physics is a unique major. It is required by many departments as a part of their curriculum, yet its enrollment remains limited. A graduating senior class in physics is considered large if it contains three people. Because of this, the instructors and the students have a close relationship. However, there are times when small size can be a hindrance as well as a help.

As far as faculty goes, the department is very well staffed. Three instructors compose the faculty. While they have been criticized for a lack of diversity in their approach to deciding what courses should or should not be offered, the recent expansion of the physics offerings indicates a sincere desire to improve the department.

The problem here had arisen when the complaint was made that many of the courses were oriented too much towards one particular aspect of physics. Due to student pressure, courses such as Topics in Modern Physics and expansion of the electronics offerings was undertaken. This, combined with the advanced physics and independent study classes, have widened the field of potential areas of physics which a student may specialize in. Prior to this, a student who wished to broaden his learning in the area of physics had to do much of the learning on his own. Now according to a junior physics student, "the instructors are more willing to help you out with any topic you want to go into." In addition, the lack of required research for seniors results in less constraint on the part of the student to complete X number of hours of research in order to receive his degree. The rationale behind this was, that by lessening the pressure in this area, students would be more motivated to do research their areas of interest and proceed at their own pace. Students are favorably inclined to this idea as it makes research more of a labor of interest rather than pure labor.

The physics and chemistry departments also continued their basic introductory courses aimed at non-science majors. Though received with a bit of apprehension at first, these courses are working out well, due to the fact that they are presented on levels which are comprehensible to the non-science-oriented person. They are aimed at teaching the student more practical things which he can use, such as electricity, gravitation, and other assorted subjects which can be of use to the student. Despite the fact that many people argue that having these "dummy science" courses defeats the purpose of a science requirement, they are still welcomed with a sigh of relief by people who can't appreciate science as its majors do.

IFM

The Institute for Management (IFM) is an aspect of this college that very few people know about. Once again the student's scope of knowledge has been limited to those aspects which directly affect him, and therefore all he knows about the IFM is that it's the reason the lights on third floor Benedictine Hall are on every night, and that it is sufficient cause to fill up the parking lot with fancy cars. However, there's much more to the story than meets the eye.

IFM claims middle managers from various aspects of business and industry, and gives them a program of continuing education that is applicable to their field. It is a rather unusual program in that it is supported by the industries that send their men into the program rather than by the managers themselves. Most participants in the program are area people, and therefore we may consider the program to be a community benefit. The director of the IFM is Mr. Edward Carrol, himself a long-time resident of the community. Perhaps through the existence of such institutions, the gap between business and the academic world will be a little bit smaller, thereby bettering both.



Mr. Edward T. Carroll, Director



PTI

“Hey, who the hell are those guys with the blue binders anyway?” Why, don’t you know? Those are the people who are indirectly responsible for bringing the concept of air-conditioning to IBC. Yes friends, these brave men in blue (usually) are all policemen serving this great state of Illinois, and because of them we have two air-conditioned dorms, one air-conditioned cafe, no students on third floor Neuzil, and about forty uniformed cops every fourth Friday or so.

The Police Training Institute, or the PTI as it’s known to all our campus familiars, is a rather recent part of Procopian history. In the summer of 1972, IBC offered the extension division of the University of Illinois some extra space present on campus for use as a regional training institute for policemen. The PTI trains young policemen in some of the finer aspects of their work, such as law, financial concerns, criminal psychology, etc. And that’s who all those guys with the blue binders are. But that’s okay, after all, the policeman is your friend.



Gerald R. Stevenson, Director

editor's note: The following article consists of three letters. The authors of the letters are entirely fictitious, and the material represents the actual writer's interpretation of reactions to change at IBC.

Throughout the past school year there has been much talk of changing the classroom atmosphere, the classroom curriculum, the classroom expenses, and in some cases the classroom itself. Our college has not been one noted for keeping up with modern trends to say the least, but this past school year we found IBC one step ahead of itself in the field of education, with positive approaches to establish a new educational environment. Various meetings were held by many diverse groups discussing these new educational and academic policy proposals, each adding its own input to the mounting pile of discussions.

Below we have enclosed some opinions we found in shoe boxes, desk drawers and garbage chutes that were apparently overlooked by the owners at the end of the year. We have chosen three of the hundreds of letters, each originating from the distinctly different facets of the college academic community. We hope you enjoy reading them, as we enjoyed printing them.

The small private college of today faces the real possibility of closing its doors to the public unless major changes in the overall college atmosphere can attract the high-school senior searching for his identity in a complex society.

Slowdown in enrollments, fierce competitiveness in student admissions, greater campus complexity and impersonalities, the rising costs coupled with tuition increases, the declining appeal of the religious image, suddenly revealed difficulties in fundraising and alumni activities, all add to the mounting problems a college finds itself struggling within today's sophisticated world.

Formal education plays a most interesting role in today's refined society, yet as every administrator knows, there must be proper emphasis placed upon the realities our students must face. No longer can we turn our eyes from the cancer of private education . . . money matters. In order to stay afloat on the high seas of society, our tiny vessel must make strong its mast and spread its sail and change all its academic programs! Only then can we be sure to thwart off the Satan of high costs in college education, and bring into our college ranks any flunky we can get our hands on. I realize gentlemen, this sounds drastic, harsh, impractical, absurd, and against all Benedictine ethical standards, yet all signs have indicated that unless our traditional emphasis on small size, personal attention, moral and spiritual values, liberal education, and general excellence are given little priority in this situation, our beloved college will be swallowed by the silent typhoon of cost deficiencies.

We must remember that without a classroom in which to hold classes, there can be no class. So let us put aside for the time being, the trivial arguments our most educated scholars provide. Let us not depend upon the quality of our educational programs, but let us be concerned with the quantity of tuition-paying applicants that knock at the Admissions Office door.

I beg of you, listen to me before it is too late! Do not be tricked by the devilish means the Academic Senate has led you to believe is Truth. Do not fall to the wayside along with the others that will have you believe that the democratic method is the right method. Avoid conversation of little relevance such as the role of the Senate in such matters. And please do not be distracted by those that insist that strengthening programs will build a better IBC. We must let the high school senior decide for himself what he wants, and we know what he wants already!

I am convinced, as I'm sure you are convinced, that the only therapy available at this time for our badly crippled institution is completely uprooting all the tradition the Benedictine order has established here at IBC, and replacing it with my method . . . the right method, so some day we might be able to tell our children's children we stood at the bow, proudly, as the typhoon silently lowered its curtain around our sturdy vessel. I see no virtue in preserving our integrity at the cost of our lives. I'm sure, by now, you agree.



I must admit, as a faculty member, the overwhelming controversy concerning the announcement of the academic changes that have created extended bedlam on our tiny campus seems most interesting to me. I am stuck in the middle of diverse factions of the campus community that lend my defense to either side.

First of all I am an employee of the administration, without which I do not have a job. Secondly, I am a scholar in my field of work to which I have dedicated my life. Thirdly, and most importantly, I am an instructor of the young, uncultivated minds of the future. It is my job therefore, to prepare my students as best I can in the discipline I teach, so they may understand the outside world, and, more emphatically, their relationship to it.

It is sheer hypocrisy for me to stand in the front lines of a classroom environment and preach that Truth is not relative, while practicing methods dictated to me for reasons of economic efficiency. Yet, I realize I must follow my employer's dictates in order to sustain my income. I see these responsibilities not only through my own eyes, but also through the eyes of my wife and children, to whom I am responsible.

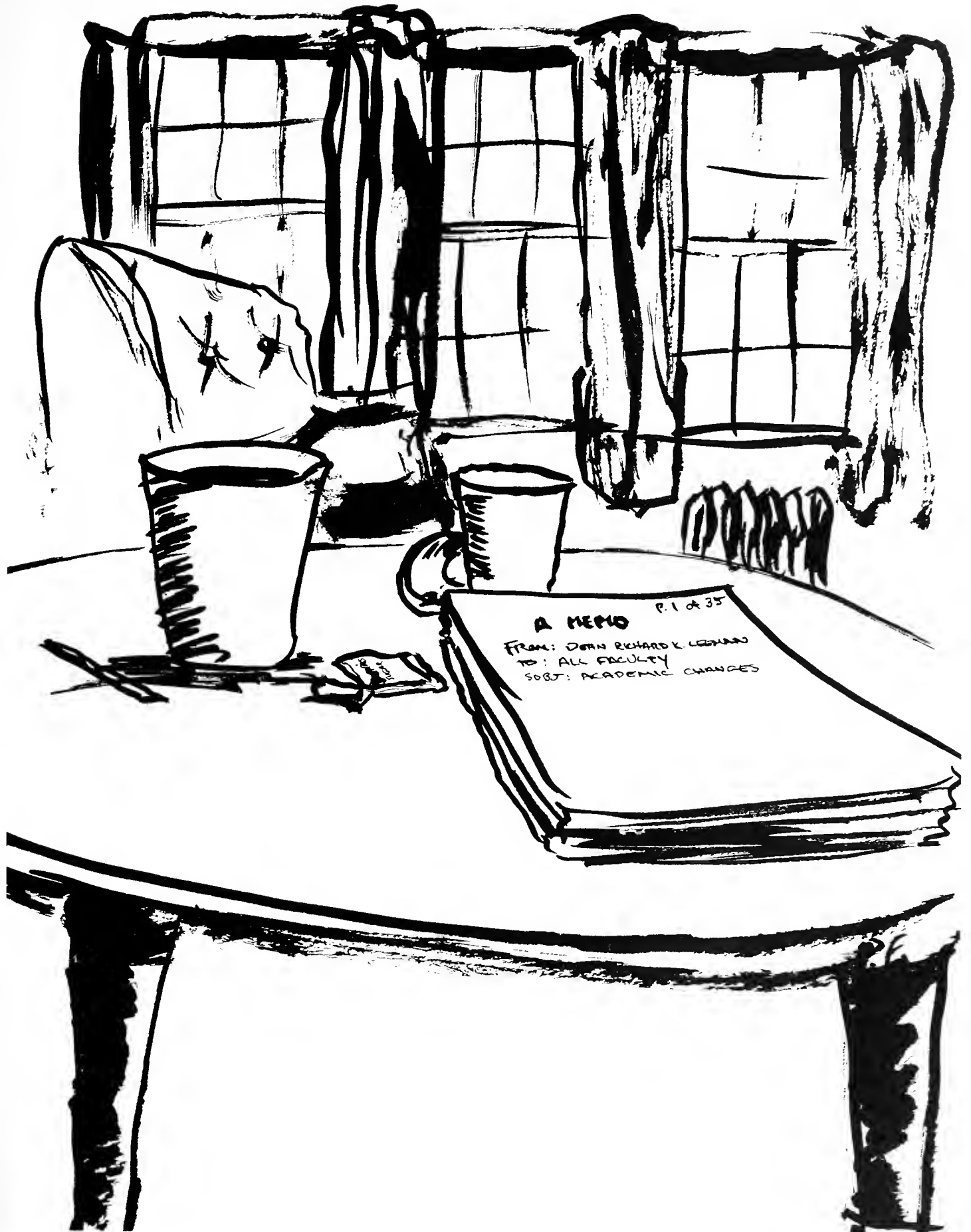
So, I must ask myself now, with whom do I side? The administration, my employer? Myself, as a freethinking individual? My students, as the future of our country? Or my family, where my most important responsibilities lie?

Let me make some observations of what has taken place since this fiasco (for a good cause) has begun. The faculty dining room, once the bull ring for freethinking conversation, has become the caucus room for the various interest groups. I find myself attending meetings two or three times a week to establish the new educational structure (which concerns itself with educational-economic practicalities rather than establishing a sound philosophy of education). I find myself afraid to talk to students in the hallways with the fear that my job might be in jeopardy. I have become alienated from my friends on the faculty due to differences in opinion. But these particular problems can be overcome with time.

Now let me express my personal analysis of the situation at hand. Change for the better is not bad. The ideas that have been thrown back and forth since the beginning of this stormy ear certainly are not to be totally discredited. Inter-disciplinary education is probably a necessity in a college education. But to insist that the reasons for the interdisciplinary programming are to secure an economically efficient system defeats the ideal of education. Then again, economic efficiency is an intelligent method of handling any business. Yet, the economic efficiency factors should not overshadow the quality of education being offered. Hence, we should realize IBC's product for our public consumer is not a diploma, but rather an education.

We must also realize that IBC is not unique in the endeavor to establish new educational goals and techniques. The trend is nationwide, and undoubtedly a sign of the times. The need to find deeper meanings in our everyday existence is manifested by these recent academic developments. I accept these facts, but reluctantly.

I am told I must conform. New methods in the classroom techniques, economic efficiencies, interdisciplinary education, and faculty workloads, can potentially save Academia from its recent downfall. But then again . . .



A MEMO P. 1 of 35
FROM: DEAN RICHARD K. LEWIS
TO: ALL FACULTY
SUBJ: ACADEMIC CHANGES

As students in our third and fourth years at IBC, we've learned to live with many of the administrative absurdities so common in today's institutions. We've seen strongly supported student programs snuffed out by the stroke of a pen. We've also seen programs supported by a member of the upper ranks of the administration pushed through the proper channels until "their program" could be realized. But in all our experience with the administrative members of various areas, we never saw such an outright challenge to the democratic process as was experienced this past year.

In mid-semester the entire faculty was supplied with an academic proposal that was to shake our campus for months to come. The democratic process of the Academic Senate had been by-passed. The entire student body had been left out of the picture. Why? Because we "might not understand the dynamics involved." How's that for a mature attitude towards one's student clientele? This time the upper ranks went one step too far . . . they were determined to change the academic structure of IBC. They were convinced they were right. They told the faculty that they had to conform. They told the students they shouldn't be concerned with the terms. They attempted to push through a proposal of academic alternatives that they thought were right. They saw it as their job to convince everyone that they had found the proper combination for the troubled IBC.

The few students that did attempt to find out exactly what was going on were shunned in a whirlpool of rhetoric. Their questions were never answered. Their opinions were unimportant. Their support was mandatory. So it goes. We had seen an entire principle attacked by the means used for such a proposal. We compared our institution to the national trends, the big business need for management, and the upheavals of tradition. We also fought the fact that we were alienated by the means implemented. We were reassured of our lowly position in the business of running a college.

The question in this debate was not for the establishment of a new visitation policy, nor was the question at hand concerned with greater social restraints on the student body. More importantly this debate was concerned with some of the most fundamental questions that we as free people could ask ourselves. Can we sit idle and watch the democratic process be pushed aside for the time being so as to establish a form of education that will pacify a society of businessmen instead of scholars? This new era of education at IBC can be the greatest plan ever imagined for a small private college. At the same time it should be recognized as such, and explained to all concerned members without "hiding the goods" from the student body.

We saw a challenge to our Academic Senate, to our faculty members, and to ourselves living in a democracy. Our teachers positions were threatened, they could no longer fight. One monk of the Benedictine Order asked us to keep fighting. One lay teacher said "it's up to you, we're caught in a bind. Please don't give it up!" A member of the campus radio station was asked to curtail the controversy of the proposal's ramifications on his talk show. This request was made to the student by the originator of the document itself (the student respectfully obliged).

But did all this underground protesting, all this discussion and debate ever change the situation? For the first time since this student can remember, a student protest on this tiny campus was successful. The student members of the Academic Senate were given copies of the proposal. To each task force committee that the administration appointed, student members were assigned. Each administrative committee that was established allowed student membership. The proper channels were recognized for the approval of the new programming. The Academic Senate elected a student member as its vice-president. Our fight against the illegal methods was a success. The entire campus won this battle.

The crime in the past year's controversy is that it will go unnoticed by the policy making members of the board of trustees. They will never hear how this proposal nearly destroyed the family spirit of the IBC college community. They will never be aware of the fact that the democratic process on which this college, this community, this country was founded was threatened by the stroke of a pen.





esports



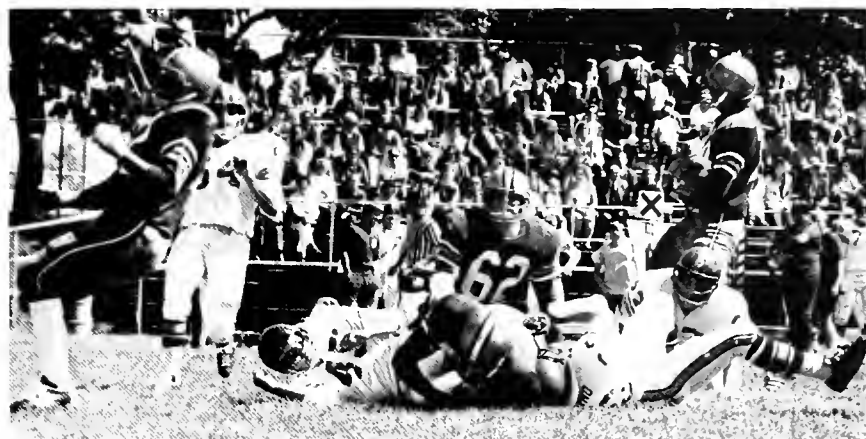
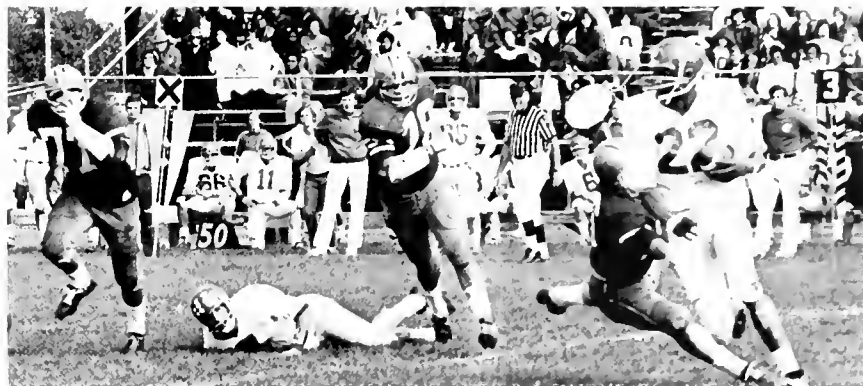
Beck wins District 20 'Coach of the Year' title

Led by head coach Tom Beck, voted NAIA District 20 Football Coach of the Year by his colleagues, the Eagles amassed a 9-2 record for their first eleven-game season. The highlight was Homecoming against Illinois College — won 52-0 in a record-setting performance. The two defeats to Rose Hulman and St. Joseph ended the season.

The Eagles averaged 32.7 points and 433.4 yards per game compared to opponents' 11.2 point and 171 yard average. Leading the District in team offense and defense, the Eagles also ranked in the NAIA Division II Top Ten for most of the season.

The season was marked throughout by the consistent playing of underclassmen Ken Carruthers who led the District in rushing with an average 105 yards per game, and Dave Swanson who led the team in points scored. Both were potential All-District candidates. Titus Garnett, Carl Janssens, and Mark Walsh were named to the NAIA District 20 All-Star team for offense; Barry Williams and Mike Rogowski for defense. Special honors went to Rogowski who was voted to the Coaches Association (Kodak) College division All-American first team. Walsh was named an Associated Press All-American Second Team member and Janssens was named NAIA All-American.





Above Lakeland defender snips an Eagle pass while Mike Gallagher passes. Above right Linebacker Mike Rogowski and tackle Keith Davis show strong pursuit against Olivet offender. Right Tackle Titus Garnett prepares to block during action. Below Bob St. Germain yawns during homecoming game. Below left Quarterback Tom McGuire prepares to pass during 60-14 victory over Northwestern of Wisconsin.





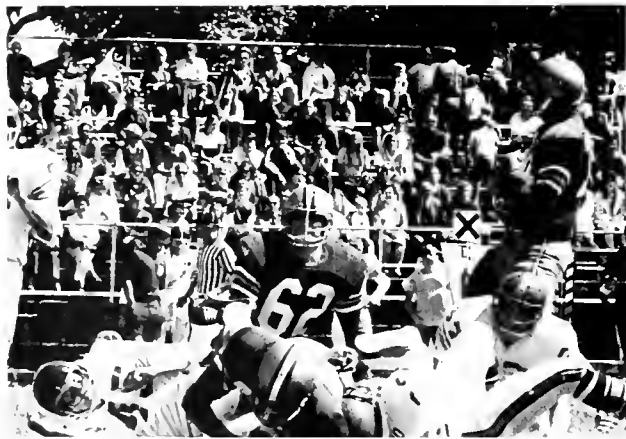
Above Ken Carruthers prepares to receive a touchdown pass. *Right* Eagles show strong pass defense. *Below right* Coach Tom Beck instructs quarterback Tom McGuire during time out. *Below left* Half-back Ken Carruthers gallops past Northwestern defense toward a touchdown.





Above Eagles show aggressive defense in Illinois College game. Below Cheerleaders welcome team back on field during homecoming half-time.





Left Guard Tom Wirtz looks on as halfback Dave Swanson is tackled. Above Keith Davis shows strong pursuit as he backs up a tackle. Right Specialist Barry Williams, leader in kick-off returns, prepares to return a kick. Below Titus Garnett blocks as Ken Carruthers steps over the goal line.





1972 FOOTBALL TEAM — FRONT ROW: J. Ryan, B. Gaughan, S. Reehenmaecher, B. Stankus, D. Hilker, A. Schraubun, B. Schellinger, M. Sponsler, B. Nowaczyk, A. Rainey. SECOND ROW: D. Huber, D. Augustine, G. Chamarz, B. Baily, S. Biesiada, T. Condron, T. Wirtz, B. Corley, M. Ostrowski, K. Carruthers, B. Morgan. THIRD ROW: Coach T. Beck, Manager J. Reje, Assistant Coach E. Sojka, T. Garnett, B. Williams, M. Essig, J. Hoffman, M. Walsh, B. Conte, L. Block, T.

McGuire, M. Gallagher, D. Swanson, Coach G. Cavich, Assistant Coach J. Ostrowski, Trainer B. Carroll. FOURTH ROW: M. Wirtz, D. Gentile, M. Bontemps, J. Kenny, S. Shields, K. Davis, C. Janssens, J. McMahon, M. Rogowski, B. Bruton, J. Wisniewski, D. Doffin, B. St. Germain, A.J. Rodino. BACK ROW: M. Krzus, B. Zentz, K. Relphorde, T. Modesitt, M. Jackovich, M. Doyle, E. Ruzga, B. Murphy, T. McGrath, P. Thomas, R. Purnell, R. Wrobel, J. Burnowski.



FOOTBALL TEAM SCORES

IBC		OPP
13	Lakeland (Wisc.)	7
28	University of Dubuque	13
28	University of Dubuque	13
23	Milton (Wisc.)	7
14	Olivet (Michigan)	3
60	Northwestern (Wisc.)	14
53	Eureka	7
19	North Park	7
52	Illinois College	0
56	Concordia	0
17	Rose-Hulman (Ind.)	18
25	St. Joseph (Ind.)	47



WRESTLING TEAM —
 KNEELING: K. Nemev, L. Solis,
 D. Huber, M. DeBoo, L. Langone.
 STANDING: E. Ruzga, N. Heinz,
 B. Leswig, B. Tozzi, T. McGrath,
 Coach G. Cavich

Grapplers win NIIC, NAIA title under Cavich

The IBC wrestling team has grown from an intramural organization into one of the top young small college teams in the state in three years. Much of the credit was given to coach Gene Cavich who worked his team hard. The work paid off.

The IBC grapplers captured the NIIC wrestling tournament, with three individual champions and five second place finishers. The Eagles posted 82 team points to edge second place Concordia (79), Aurora college (66½), and Trinity with 17.

The wrestlers also won the post-season NAIA District 20 meet at Illinois Wesleyan University in Bloomington.

The young squad was led by eight freshmen with all-district, conference champ and MVP Ken Nemev pacing the way. Other outstanding freshmen were Louis Langone (second district, second conference), Lupe Solis (third district, second conference), and Mark DeBoo (fourth district, third conference.)



Coach Gene Cavich encourages wrestler.

Freshmen dominate cross country team



It was a building year for the Cross-Country team. Four of the five top runners were freshmen with sophomore Kevin Turner filling in fifth. Freshman Steve Wagner was selected MVP and honorary captain, while his classmate Al Kerpe ran the best four-mile time (22:30).

On home ground, IBC defeated Concordia 23-34. The harriers placed poorly at Trinity, scoring 41 points to Trinity's 16. In a triangular meet with Aurora and Judson, the Eagles bowed to Aurora 20-38 while beating Judson through the latter's forfeit. This left the harriers with a 2-2 conference record going into the Judson meet where IBC lost to Aurora 90-50 while surpassing Judson (98) and Concordia (110). Overall, the team tied with Judson for third place in 1972 conference standings.

The harriers also placed sixth in the Ray Schellong Invitational and the Spartan Invitational, seventh in the University of Chicago Invitational, and fourth in the NIIC meet.

Freshman harrier Tom Varner places ahead of Concordia runner at home meet.



1972 CROSS-COUNTRY TEAM — KNEELING: E. Madaj, J. Rice, R. Gaynor, S. Wagner, A. Kerpe. STANDING:

manager J. Craft, K. Kriebs, M. Kirchner, G. Green, T. Varner, K. Turner, coach B. Coleman. Not pictured: G. Rapp, M. Bohan.

Young Basketball team sees mediocre season

Despite the impressive home-opener against the University of Chicago, the Eagles were not able to generate the hustle, enthusiasm, and teamwork throughout the season that they displayed in the first game.

University of Chicago came into the home opener with a highly ranked reputation of being one of the nation's top ten defensive ball clubs in the small college division. The starting line-up, consisting of three sophomores, one junior and one freshman, outlasted, outdefensed, and outran the Maroons for a 97-94 victory. This was the first win for Coach Gornley, beginning his initial career as the Eagles' varsity coach.

The Eagles lost their next five games despite playing excellent basketball against St. Xavier and Aurora College. Returning senior John Seno to the line-up proved to be a good decision as John enjoyed his finest season ever, winning All-Conference honors as well as being selected MVP by his teammates.

The Eagles easily defeated conference foes Trinity and Judson, their second and third victories of the season. Unfortunately, their next seven opponents provided tougher competition due to player changes.

In the last six games the Eagles played .500 ball, winning three and losing three. The final two games proved to be the most exciting offensively as the Eagles pressed their way to a 99-88 win over Rockford and a hard-fought 114-107 victory over George Williams College. These last two games brought the team together as demonstrated by a two-game total of forty-three team assists.

A total of nine players lettered, only one a senior. The eight returning lettermen should provide a nucleus for a respectable club if they continue the tough defense that characterized the last two games.

A total of seventeen players saw some varsity action throughout the season. Two other individuals were utilized during the five Junior varsity games played.

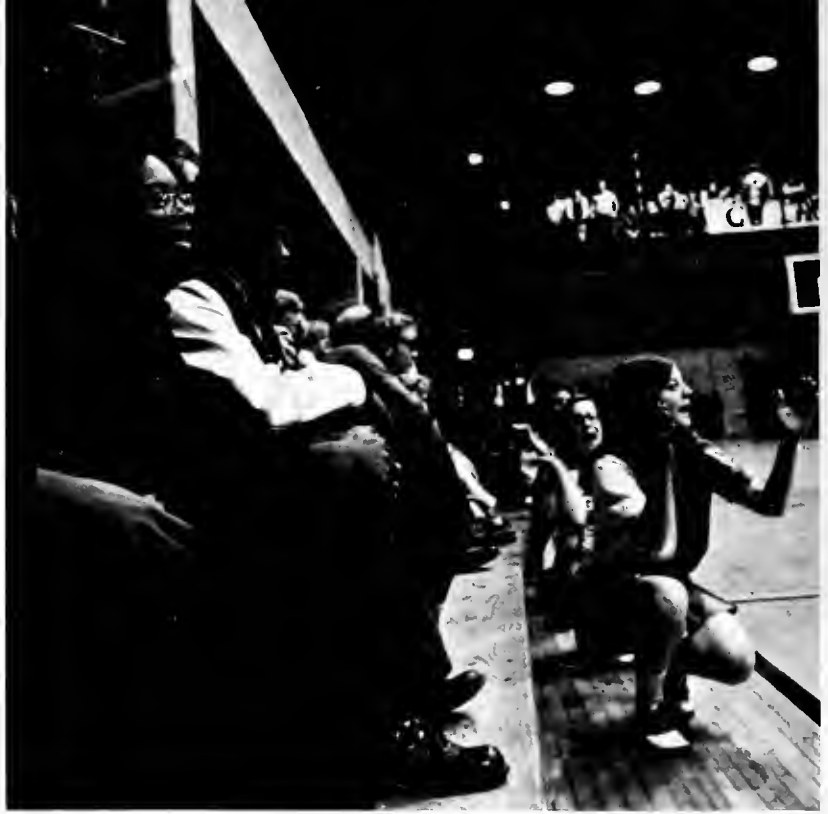
Despite the conference record (4-6), two of the Eagle ball players, Tim Lorenz and John Seno, were named to the ten-man All-Conference team.





Left Bob Di Virgilio struggles with opponents for rebounded ball. *Above* Freshmen John Garrity and Bob Di Virgilio bring ball down to home basket. *Lower Left* Ball is passed over guard's head by freshman Terry Proczko. *Right* Coach Mike Gormley explains strategy to team during time out. *Below* Junior Jim Krema dribbles past Aurora College player.





1973 BASKETBALL TEAM — KNEELING: T. Lorenz, J. Stark, J. Waytula, C. Weber, J. Garrity. STANDING: F.

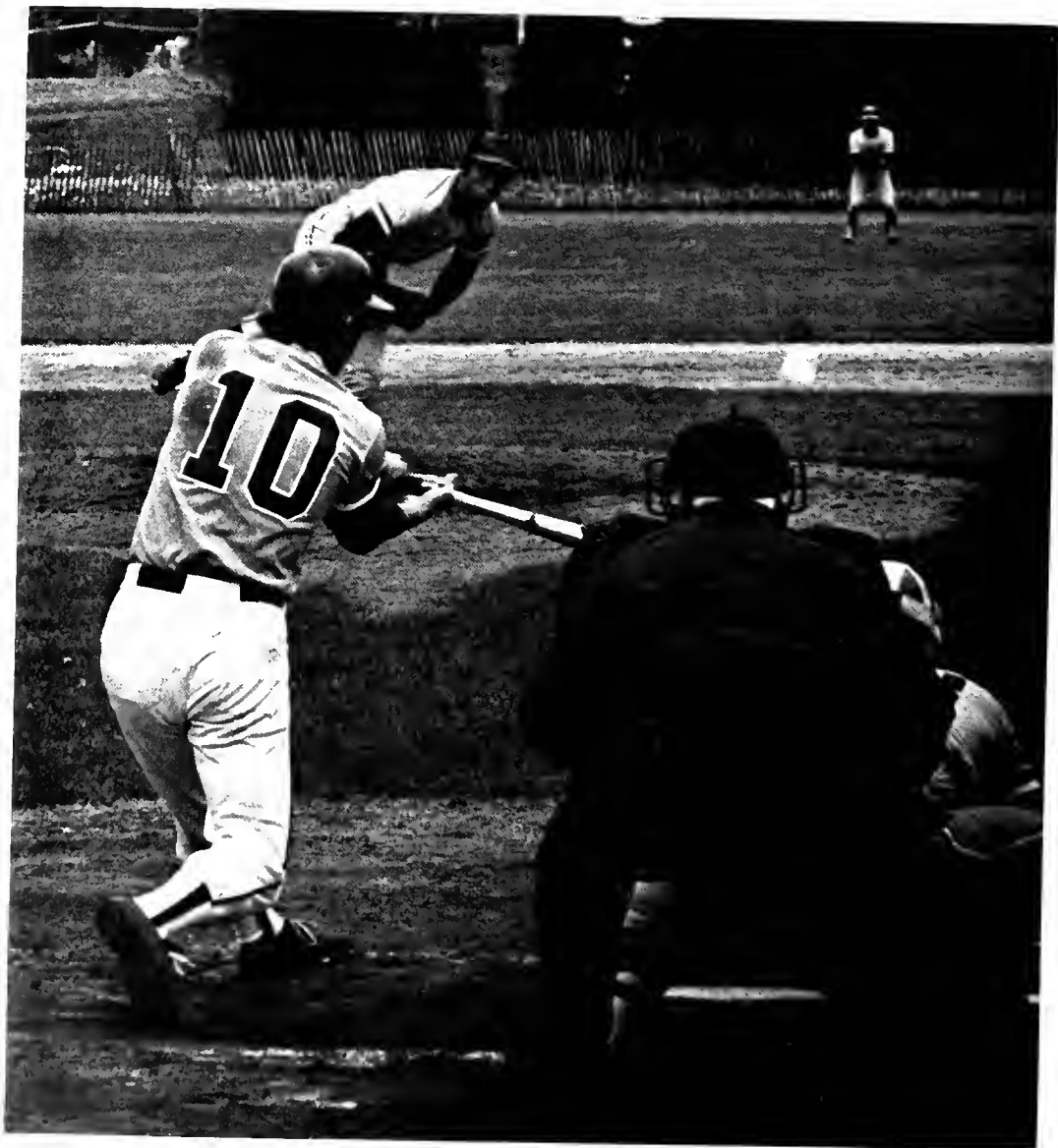
Chervenak, R. Puntil, T. Grgurich, R. Di Virgilio, J. Seno, J. Krema, coach M. Gormley.



Above Bob Di Virgilio brings ball in front sidelines. Left Debbie Rita, Paula Venckus, and Cindy Birch cheer for listless crowd. Right Freethrow is sunk by Tim Lorenz. Below Dave Schmecht receives ball from teammate during Aurora game.



1972-1973 BASKETBALL RECORD		
IBC		OPP
94	University of Chicago	79
78	IIT	99
80	St. Xavier	92
83	North Central	103
90	Aurora	102
54	UICC (Circle)	84
95	Trinity	71
57	Wheaton	112
68	Milton	89
68	Niles	78
77	Eureka	60
72	Judson	64
85	Concordia	95
72	IIT	79
76	Lewis	100
87	Rockford	91
68	George Williams	97
71	Aurora	95
62	UICC (Circle)	82
73	Judson	71
79	Lewis	101
79	Concordia	83
76	Trinity	86
99	Rockford	88
111	George Williams	107



IBC Eagles Win Fourth Consecutive NIIC Crown



For the fourth consecutive year, Illinois Benedictine Eagles captured the NIIC championship.

IBC first defeated the University of Illinois, Circle Campus in a tight 9-7 victory. To grab the title, the Eagles had to split at Concordia College. While there, top pitcher Jerry McMahon allowed only one unearned run in the first game, but lost a tense 1-0. This was the second one-hit game Jerry pitched this season.

The Eagles grabbed the decisive win (5-2) behind the strong performance of pitcher Mike McMahon. This victory established the champion Eagles as a dynasty of sorts. The Eagles have been NIIC champs in each of the four years the conference has existed. This year, IBC won with an almost all-freshman team.

Senior Jerry McMahon was named Most Valuable Player by his teammates. He has been four-year starting pitcher for IBC, and set a school record this season, compiling an earned run average of 1.52. Jerry also was named to the NIIC All-Star team for the third time.

In addition to McMahon's record, eight other marks were set this season, including five by freshman first baseman Dave Lambert.

Lambert set season records for at bats (119), hits (39), doubles (9), home runs (6) and runs batted in (27). Freshman center fielder Dave Swanson scored a record 24 runs, while IBC won 19 games, two more than the previous season high. Lambert was the leading hitter at .328 and right fielder Ken Carruthers stole 18 bases in 22 attempts.



Track and Field Has Best Season Yet

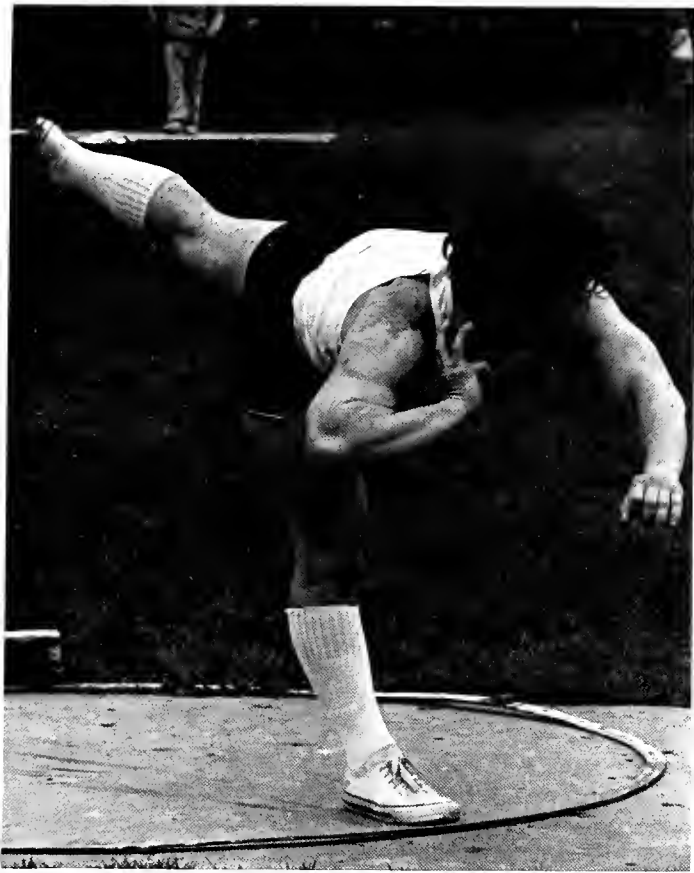
The 1973 Track and Field team was, according to Coach Bruce Coleman, the best that Illinois Benedictine College has ever had. They finished third place in the NAIA Indoor District #20 meet; came in second at the NHC outdoor meet on May 5; and, in addition, beat DePaul and Aurora in one meet, and Trinity and DePaul in another.

Barry Williams was named most valuable individual for the second year in a row. He placed in every big meet and set records in the triple jump and long jump. Other players of note were Kevin Turner and Jerry Skurka; who, with Barry, were named captains for the 1974 season. Jerry has already been captain for two years, and in 1973 was the only man to place in every meet on the schedule.

Among the new players, the freshmen distance runners did an outstanding job at the conference track meet. Tom Varner, Steve Wagner, and Bob Gaynor were among those freshmen receiving particular praise from Coleman.

In addition to Williams' records, other records set this season were Dave Krogull indoors with the shot and Skurka outdoors with the pole vault.





LAST HULLBAY
56 FILM COMMISSION
SLL 101
SUN NOV. 19 - 8:40 PM
MON NOV 19 - 8 AM
25c ADMISSION

ISTORY
BLUB
MEETING

THURS
NOV. 18 AM 2:09
11:00 PM
ALL MEMBERS ATTEND!

JAZZ AT THE
TABARD:
BACK BY CONSPIRACY
RICH
GRANDALL
TALLO
SAT WED - 9 P.M. FREE

SUMMER JOBS
DO NOT EXIST!

ONLY
24 WEEKS
OF LIFE
REMAIN TO US
HARVEY LOWEN

A.C.S.
LECTURE
DR. SAM LIPINSKY
CAREERS IN
URINALYSIS
SLL 101
WED, NOV 17
8:00 PM



WINE
IN GYM
FEATURING
GURVES
8 PM - 11:00
SPONSORED BY
F.K. JURY

activities

"Hello there yearbook fans. This is your roving reporter, Desi "Q" Chelani, located just behind Kohlbeck Hall on a path commonly referred to as the Ho Chi Minh trail. At this point along Memory Lane, we would like to get some reactions from students on this past year's Student Government as seen through the eyes of its constituents."

Q. "Excuse me, sir. I'd like to ask you a few questions about your Student Government."

A. "About my what?"

"Your Student Government, sir. You know, that body-political that represents you and all students in the decision-making processes here at IBC."

A. "Oh yeah, SG. I think there should be more dances, or more parties, or something . . ."

"Well thank you anyway, sir. Let's move along here. Ah, you sir. Would you like to comment on this past SG.?"

A. "Well I guess I could, now that it's over and all. I used to be a rep for the senior class, you know. So I guess I know a few things about SG."

Q. "That's great! Were there any particular events you'd like to mention?"

A. "Well there was this one time Jack Beary . . . he was the SG president, you know?"

Q. "Yes, I know, sir."

A. "Well, Jack changed the meeting time from nine o'clock at night to four o'clock in the afternoon. I guess more people were able to attend the meetings during class hours than later at night.

"There was another time we received a lot of participation. During December of '72, they called a general meeting of all student members, and called a Reorientation meeting. That wasn't bad, and I guess it was really needed, too.

"After that meeting we set up a few committees on visitation, student union, and all that kind of student government junk."

Q. "Were there any real issues that ever came up in some of the Council meetings?"

A. "Well, there was this one time that they sent a letter to President Nixon and the head of the Indians at Wounded Knee, South Dakota. That was the only time that we didn't confine student interest to our campus. I guess that's pretty important seeing since a lot of the students will be on their own in a few years."

Q. "What about budget problems? Weren't there a lot of confusing discussions about the SG budget?"

A. "Oh yes, the budget. John Zasadzinski, the SG treasurer, had a heck of a time trying to convince the majority of the student reps that he knew what he was doing whenever he had to juggle the budget.

"One example was the time that the radio station needed funds to keep themselves on the air. Not too many members of the Council believed it was necessary to maintain a radio station, especially when it was our

money that they needed. The fact of the matter was that most of the members never even knew about the station.

"Another time we almost fought over the budget — a most unhealthy subject, I might add — was the time the BSA almost got their money taken away because one of the jokers on Council thought that the executives gave them too much in the first place. Well, Titus Garnett came to the next meeting and put the picture in a clearer perspective, and needless to say, the money was not even touched.

Q. "How about the rising problem of apathy in your SG? Has this been a problem in the past year?"

A. "Well if the attendance records Geri Labuz kept as secretary are any indication of the apathy in our SG . . . At one meeting I remember people going around to some kids everyone thought was from another school, but they ended up to be from our own SG.

"Yeah, I guess apathy was the "in thing" for the 72-73 school year. If it wasn't for about five or six people one might have forgotten we even had a Student Government."

"I remember a few times when Jim McDonough, the vice-president, got all frustrated because he couldn't figure out why nobody cared. He's probably still crying about the 'deceased members of SG', as he used to call them.

"Norm Horstmann, Social Chairman, would also be able to testify on the social apathy here at IBC. I guess most of the kids on campus found new ways to release their mounting tensions this year. I'm sure it wasn't as a result of an overload of studies either."

Q. "Sir, What does the future of SG look like to you? Does its future seem promising, or will the future of Student Government to come still rely on those few concerned students?"

A. "Well, that's a pretty difficult question to answer right now. You see, they've decided to rearrange the SG in order to better attack the problems of the college community.

"You see, in the past, if there was a problem in student Government a committee was assigned to rectify the problem. But the problems in SG were never really set straight. I guess committees have unique ways of not getting things done."

Q. "You mentioned there has been a structure change in Student Government. Exactly what kind of change will be implemented in the future, sir?"

A. "They plan on replacing Student Government with — believe it or not — four new committees."

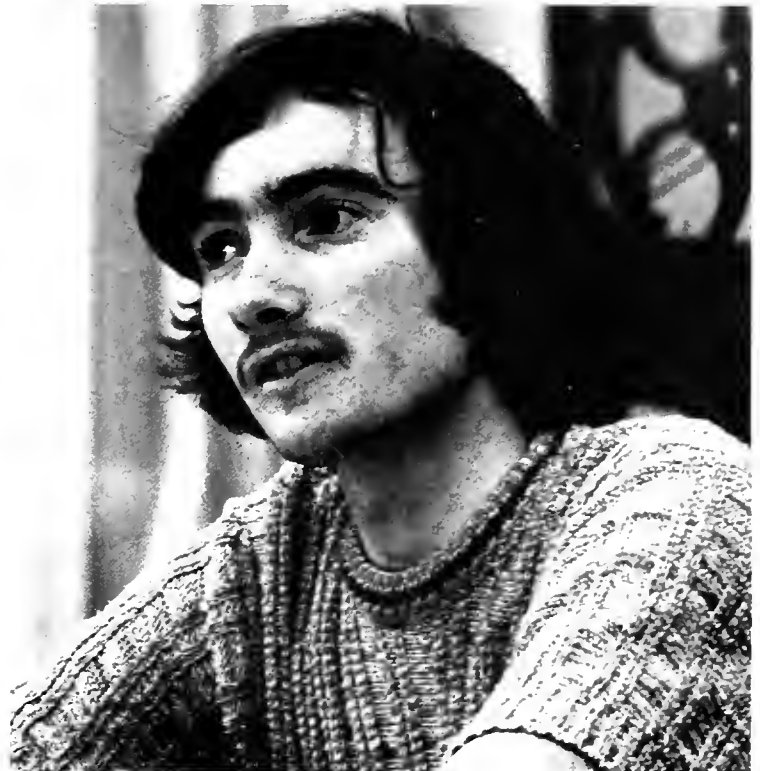
"Are you kidding — I mean — oh, thank you sir. I'm sure the yearbook audience out there will appreciate your comments just as much as I have.

"This is Desi "Q" Chelani returning you now to the remainder of the activities section back at Yearbook Central."

SG Officers



Jim McDonough, Vice President



Jack Beary, President



Norm Horstmann, Social Chairman

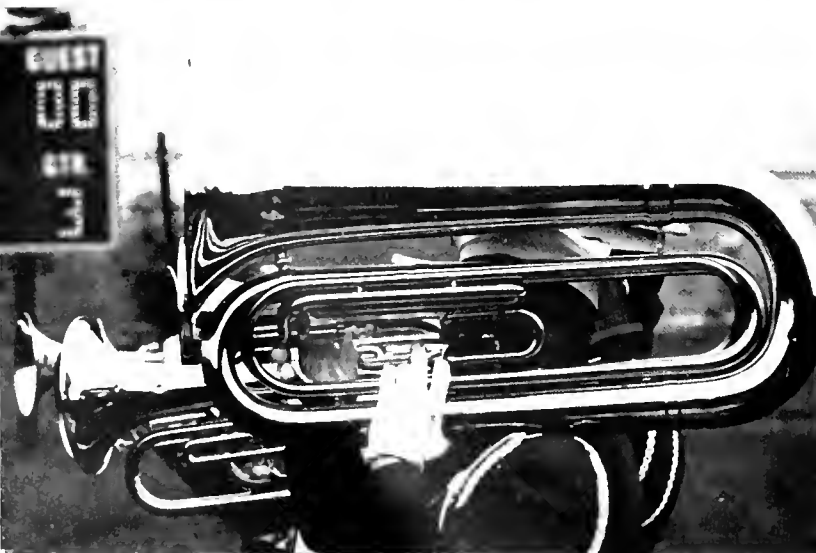


Geri Labuz, Secretary



John Zasadzinski, Treasurer

HOMECOMING





Homecoming is a term applied to an interesting American ritual celebrating the glory and heroism of school football teams. The name is derived from the fact that the ceremonies are generally held at the first home game of the season (that is, the first game held in territory indigenous to the school.) Homecoming season generally extends from mid-September to early November, although some schools have been known to celebrate this festival as late into the season as December.

A homecoming is similar in many respects to a primitive harvest festival. In fact, the theme of the 1972 homecoming at IBC was "Oktoberfest", patterned after the famous German festival celebrated in the fall when the grain is harvested. And, true to the pattern, IBC's Oktoberfest was marked by the consumption of prodigious amounts of beer. No record of the actual amount consumed is available; however, considering that the festival lasted for nearly a week, it is probable that the local beer merchants reaped the biggest harvest of all.

The first scheduled event of the week involved many of the students, as they demonstrated their prowess in canoes. Joan Hoffelt and Mary Ann Walsh paddled away with first prize in the women's division. John Clemens and John Pope took the honors of the day after a running start and a truly breath-taking finish.

The race evidently left everyone with a big appetite, judging by their performance in the pie-eating contest on Monday. Dave Krogull staggered away with the honors in that contest. This event, sponsored by the Freshman

class, was cast into the shade that evening by the brilliance of several IBC beauties. Clothes from a local junk shop were modeled before an enthusiastic audience in the Social Center, while Jim McDonough served as emcee. Finally the judges decided to let Jim Moran and Mike Sposlor share the laurels, since they were so obviously matched equally in grace, poise, and charm.

On Tuesday, Saga food service made their contribution to the German theme by holding a smorgasbord in the cafeteria. The main result of this valiant attempt was to slow the line down to a crawl.

Among Wednesday's and Thursday's activities were an obstacle race; an ice cream social at which students were entertained by folksingers Bill Gorey, Mike Bohan and Mary Fitzgerald; a polka contest; and a mud sliding contest. For the latter, a hydrant near the gym was opened as students used tables and brute force to deflect the stream of water into the proper area. Then, once the mud had attained its proper consistency, the contestants lined up for the run. The longest slide was achieved by Don Huber who had, as one other contestant remarked, "the best build for mud sliding that I've ever seen." The entire event received campus-wide notice as the water supply, stirred by the opening of the hydrant, ran bright red for several days thereafter.

Friday was marked by a bicycle race with 10-speed bikes as prizes. Sophomore Tom Yuhas came in first as rain drizzled on the small crowd of spectators present. In the evening, after a German dinner as conceived by Saga,

a mixer was held in the gym featuring a rock band — Weapons of Peace — and folksinger Ron Crick. Both performances were very well received. This mixer took the place of the traditional “pep rally,” a quasi-religious ceremony at which prayers and chants were offered so that the football team might attain victory in the coming battle. The only trace remaining at this year’s celebration was the announcement of the homecoming queen and her court. In the earliest ceremonies a young virgin was apparently chosed for sacrifice at the next day’s battle in order to appease the gods of war. However, in modern times the only requirement is that she be a student. Further, she no longer attains the honor of sacrifice, but must be content with being photographed with various of the larger, stronger warriors. At Friday night’s festivities, Rosemary Fuchs was announced as Queen and Joe McQuaid was featured as honorary king, symbolized by a Burger King Crown as a token of the coming harvest.

The next day, a large crowd turned out for the football game against Illinois college. These savages, nicknamed the Blue Boys for some obscure reason, were out for revenge against our institution for stealing their name and trying to disguise it by putting “benedictine” in the middle. The crowd, whipped into a frenzy of blood lust by the chants and gesticulations of the cheerleaders and pom-pom girls, watched as the teams fought. During half-time, a parade was staged featuring the queen, court, and cheerleaders and several floats (including one representing the Jaeger Air Corps). When it was all over, IBC had won by a score of 52-0.

The only event remaining was the homecoming dance, which was held that evening at the Marriott Motor Hotel near O’Hare airport. An open bar provided the fuel and Fifth Street contributed the music for a traditional celebration, complete with a 1950’s segment and the complaints of irritated hotel employees.

So we had a traditional homecoming and it was a big success; proving the old adage that if you have a traditional homecoming, it will probably be a big success.



The Black Student Association, presently under the leadership of Titus Garnett, is a social and cultural organization designed to aid in the stimulation of Blacks' interest on campus and to develop relationships with Blacks at other Colleges in similar situations.

Although the Black Student Association consists of a small membership, 31 people, it has made an enormous contribution to the existence of Blacks on this campus. It exists as a relatively comfortable environment, similar to the "home away from home" type of warmth and security. It exists as link which pulls Blacks together because of each and everyone's unique identities, personalities, and lifestyles.

While proceeding to strengthen our cultural values, concepts and communication, it's used as a social outlet where various problem situations are discussed and

analyzed. Because there are no Black faculty and administrative members it's our *only* means of communication with the Administrative Staff. The BSA as a whole makes the decisions and propositions, if necessary, on current issues involving Black students.

Some of the future goals of the BSA are: to increase Black enrollment through the recruitment programs; to indulge in the improvement of the environment for future Black students; to create better interrelationships with other cultures here on campus; to improve facilities such as increasing the amount of Black Literature in the library and improving the BSA room. But the ultimate goal of the BSA is to promote student survival academically in an environment lacking and desperately in need of Black faculty members.



OFFICERS: D. Whitaker, vice-president, S. Bibbs; J. Statum, secretary; S. Fox; T. Garnett, president; R. Hampton, treasurer.

Cheerleading — Fanning a dead fire

The IBC cheerleaders, like cheerleaders everywhere, make a lot of noise. But it's noise with a purpose, for it promotes school spirit at IBC ball games. Whether the ball is foot, base, basket or puck, and whether the game is on home soil or foreign, these girls display a generous amount of enthusiasm for their teams.

There are times, however, when the cheerleaders become discouraged, disillusioned, and disheartened at the lack of audience response. Some people even have the nerve to say their cheers are dumb. These people might not brush off the cheerleaders' efforts if they knew the rigorous schedules of daily practice required of the girls. Then, again, they might. You never know about Proco students.

This lack of student support is evident in the outcome of the cheerleaders' only fund-raising event: selling buttons for homecoming. This year, the effort just broke even, forcing the group to use the money allocated them by the Athletic Department to buy new sweaters for basketball season. Hence: no money for anything else.

The pom-pom squad (that's the dictionary spelling) has goals and methods similar to those of the cheerleaders. However, while the cheerleaders rely on their voices to stimulate adrenalin flow, the pom-pom girls use their bodies in conjunction with recorded music. Because of its distracting effect upon the players, this type of routine is performed during half time. Although the human side of the squad functions flawlessly (thanks to daily rehearsals), the mechanical side often causes trouble. Anyone who has gotten a good look at IBC's vintage PA system will understand the reason for some of those embarrassing five-minute silences during routines.

Other problems encountered by the squad include daily fights over the use of the gym floor for practice (small basketball games keep getting in the way), conflicting class and work schedules (there are fourteen girls on the squad), and finally the amount of plain work needed to get everyone to move in unison. But they do it somehow.

Financially, the pom-pom squad is in no better shape than the cheerleaders. This year for the first time the squad was included in the Athletic Department budget. The money was used to buy material for hot pants outfits, which the girls made themselves. The sweaters and boots were paid for by the girls themselves. You see, these girls are willing to do a lot of work for the school's benefit.





Kneeling C. Phillips, S. Christy, D. Usselman, S. Kroll, M. Fitzgerald. Standing S. Convery, R. Lulac, R. Scifo, S. DelSasso, T. Reveles.



History Club



Among the new clubs organized this year was the Illinois Benedictine Historical Society, also known as the History Club. The idea for the club was originated and put into practice by Rick Zunica, first club president. The club's function is to bring about a greater interest in and understanding of history and closer contact among the history majors. This was accomplished through such activities as a reception for Mr. Joel Setzen, the latest addition to the history department. Members also took several trips to the Chicago Public Library for its lecture series on cities and to Harper College to see the documentary film, "The Sorrow and the Pity." Lectures and discussions were held on the topic of Nazi Germany. A panel consisting of Fr. Odilo, Dr. Roth, and Dr. Kornaros discussed first-hand experiences in occupied Europe during World War II. Another highlight was Mr. Dyba's every interesting and informative lecture and slide presentation on the Lincoln home in Springfield. His reputation as a model builder is spreading statewide due to his scale model of the Lincoln home complete with furnishings, wallpaper, and carpeting.

The club has contacted several colleges in the immediate area regarding the formation of a large interscholastic historical society. By pooling the resources of all the colleges much more could be achieved in the area of history.

The History Club has come a long way according to club moderator, Miss Tysl. She feels that it has accomplished a great deal considering the short time of its existence. The club is not designed to be just an academic association but also a social organization bringing majors into a closer-knit group.

History Club officers: Rich Zunica, president; Debbie Zajac, vice-president; Michele Jaworski, secretary; Marie Yara, treasurer.





Biology Club officers: John Petro, treasurer; Gene Kenny, president; Greg Stachowicz, vice-president; Ed Gross, representative.

Biology Club

After two years of dormancy the Biology Club has become an active element on campus. The club has sponsored various activities ranging from lectures and movies to field trips and campus clean-ups.

Among the many lectures offered by the club were featured speakers on taxidermy and radiation biology. Dr. Larry Kamin, club moderator, furnished a talk on the relationship between cell shape and wall composition in pea epicotyls which proved interesting to biology majors (especially those in his class).

The field trips sponsored by the club included several fossil hunts and a trip to Brookfield Zoo.

"Earth Week" activities, such as the planting and slough cleaning projects, were aimed at improving the ecological environment at I.B.C. Funds from plant and animal sales were used to finance these. Lectures and films on environmental topics were also held during the week.

The club concluded the year's activities by holding a picnic for its members.





Math Club officers: Cindy Dvojak, secretary-treasurer; Rich Dubnick, president; Miss Kittel, moderator; Tom Yuhas, vice-president.

Math Club



Aleph I, the Math Club, is not like an intramural program for it is often hard to generate interest. So the Math Club does not pressure people to attend lectures; the lectures are merely presented. Surprisingly, the attendance at the lectures is not bad. It is, in fact, encouraging.

The year's activities were mainly lectures. The funds to sponsor the lectures were raised by the members. One day the members worked for an outside organization and earned enough for the year's activities. The lectures this year were:

Dr. Karl Menger, visiting Lecturer at IIT
 Dr. Leon Bernstein, visiting Lecturer at IIT
 Mr. Richard Nelson, Department Chairman at
 Naperville Central H.S.

Mr. James Meece, Jewel Companies Inc.
 Mr. Wepple, New Trier East H.S.

The lectures by Menger, Bernstein, and Nelson provided the students with examples of personal research. Each of these lecturers presented his own research in various areas of number theory. Mr. Meece spoke to the students about the role of a mathematician in business as a systems analyst as well as his own experiences in this field. Mr. Wepple presented an interesting lecture on mathematical recreation in the form of puzzles and games.

Aleph I this year initiated a new tutoring program. One student was stationed in each of three dorms. When a student had a problem, he or she saw one of these persons in the dorm and then saw a private tutor (who did well in the particular area in which the student had problems) was assigned. If the student had more problems later, he could always see the same tutor again. The program was relatively successful.

Astronomy Club

To Nicholas Copernicus:
Sir,

Ah, my friend, it is truly a pity: the mirror a veritable sieve for starlight, scarred by fumes from the college engines; antiquated wiring and inadequate mounting; a photometer and a new secondary mirror, waiting for mountings; birds nesting in idle, inoperable shutters, the scaffolding needed for their repair withheld for matters of insurance. This observatory is in abominable condition.

Yet perhaps there are grounds for hope. One lad, by dint of a fortnight's inspired labor, restored the shutters to full operation last March, only to have them fail that May. Undaunted, he and his companions assembled and presented several stunning and informing audio-visual shows, seemingly unnoticed by the rest of the college. And even without scaffolding, they recently obtained an extension ladder with which they once more repaired the shutters. Then, through their telescope, they witnessed ecstatic visions of the moon and Saturn which thou and I had perished to view.

Still, I cannot quiet a nagging fear that this once-thriving, quietly striving observatory may like a meteor suddenly be bursting into brilliance only to fade as suddenly, leaving a faint trail of hope behind.

From your associate and friend,
Galileo Galilei



Astronomy Club: Front: Tony Skrobul, treasurer; Jeff Shadley; Gary Lazich, president; Back: Bob Marschalk, secretary; Paul Wolfe, vice-president; Roger Blanc.

Physics Club



PHYSICS CLUB: D. Rita, J. Zaszadzinski, M. Bohan, A. Kruml, L. Dwiel, C. Ekins.

Editors Note:!! The following article subtly presents such a strongly emotional human interest story that it was left untouched by red pen.

IBC's physics club is an affiliate of the National Society of Physics Students. Its members are interested in many areas of physics.

Early this year, the physics club sponsored a trip to the National Accelerator Laboratory in Batavia, Illinois. Under the leadership of its officers (pres. Mike Bohan, vice-pres. Jack Liedtke, and secretary Lynn Dwiel) the club has sponsored several lectures for the student body. Among these were *The Mossbauer Effect*, by Dr. Bobby Dunlop, and Dr. James Gindler speaking on *The Separation of Radionuclides*. Both guest speakers were from Argonne National Laboratories. These lectures were usually quite interesting, though not too many students were

acquainted with this fact. Besides the faculty, it was always the same group of students who showed up for the lectures. Some of the (Don Shanske, Carl Ekins, and John Zaszadzinski) are probably more known as intramural basketball players than as physics students.

Other people on campus may wonder what the physics club had to offer that drew these guys away from other activities. Most likely the answer can be found in the Physics Seminar room in the SLC. It's to this room that the physics club disappears, speaker and all, after each lecture. It is in this room, with its relaxed atmosphere (and refreshments), that the students can talk to the faculty, speaker, and fellow students about the lecture (or just how much they didn't quite understand it). Then, after the speaker has been thanked, and most of the faculty has gone home, there might be a flash of white sailing across the room and dropping neatly into the wastepaper basket, with a voice announcing "two points!"



Front Row D. Long, J. Langhauser, G. Ricca, M. Gugerty. Second Row D. Barbick, N. Hennesy, J. Justice, P. Cetera, T. Yuhas. Third Row B. Gaughn, D. Bogdanske, E. Kelly, L. Dwiell, S. Lorenz, C.

Birch, R. Bouche. Fourth Row J. Kerwin, R. Sphillman, G. Bono, M. Solon, B. Smith.

Circle K

"Circle K is not a dude ranch" . . . or so the man says. And hark! He is correct, for Circle K is indeed not a ranch of dudes, nor is it one of those \$1.79 steak joints, nor is it a dive on Cicero Avenue. No, Circle K is none of the above, instead we find ourselves confronting a rather eccentric collection of charitable-minded people who prefer raising money for Kiwanis rather than throwing parties for people with beer on their minds. And that, my friends is what Circle K is all about.

Now the intelligent reader will find himself making a rather difficult cognitive leap after reading the above information. He'll probably be thinking "Ah yes, so that's why these people sponsor all those odd events such as the canoe race on the slough, and the basketball marathon, and that's why there are always some members standing at Maple and 53 selling peanuts every year. Now I understand . . . it's because Circle K is a dude ranch!"

"Circle K is not a dude ranch" . . . or so the man says.



Field Day Makes Good Times for Few



This year, Field Day was given a last chance to prove its worth. Despite much faculty opposition classes were suspended for the "organized" day of fun and games.

Ted Sevier, as president of the sophomore class, coordinated the activities. He was told that the results of the 1972 field day would have to justify the further existence of the activity.

Field day was held on September 26. About 100 people participated in a dozen activities ranging from chess to volleyball to wheelbarrow races. Those involved enjoyed themselves, others back in the dorms or at home studied, grateful for the chance to catch up on schoolwork. That evening, the residents gorged themselves on a special buffet featuring baron of beef. The feasters put away over a pound of meat apiece.

A prize of \$50 dollars was awarded to the top class in overall performance. The sophomore class (class of '75) took first place for the second consecutive year.

After field day, the results were analyzed and discussed. Turnout was acknowledged to be low, considering the total student enrollment. Some activities were cancelled and others delayed due to failure of teams to show up for the scheduled event. Basically, it was agreed that class rivalry as a viable motivating force was no longer operative.

What does this mean in terms of the future? Whether field day will be held again is still questionable, but it probably will. If held it will not be organized along class lines, nor will one class be responsible for the day.



Women's Basketball Team Gains Enthusiasm

Since women haven't been around this school too long, it stands to reason that women's basketball is a recent addition to the list of sports at IBC. However, in the few years of its existence, the team has acquired quite a following.

Perhaps the fact that both of the coaches (Tom Thilmany and Steve Bufano) were men indicates that women's basketball is not quite as liberated as some other women's activities, but the coaches did not hinder the team's performance by any means. Under captains Marie McNamara and Barb Goodwin, the team "wiped" Judson and St. Xavier. In addition, one of their more noteworthy experiences was a game played in McGaw Hall prior to an Iowa-Northwestern game. The team members admit that their "toughest competition" was George Williams College and Olivet Nazarene (our press release bears the curious notation "no fun" in relation to these two games, possibly indicating that the team lost). In any case, nothing can be said against the women's basketball team. They're in it for the fun of it.



WOMENS BASKETBALL: *Kneeling* C. Donovan, A. Fialkowski, B. Goodwin, M. McNamara, J. Smith, S.

Lorenz, C. Birch. Standing S. Bufano, J. Doe, J. Johnson, P. Sheets, A. Anderson, G. Baker, P. Skupien, C. Consola.



Tournament Spurs IM Basketball Competition



Translated literally, intramural means "within the walls." Intramural athletics, therefore, may be defined as athletic activities carried on within the walls of the institution. One of the objectives of intramurals is to get as many people as possible to participate in as many athletic activities as possible. This is what Coach Ostrowski, the program director, set out to do.

His success was evident. The intramural program had record participation this year. It all started with the football season, but while that was going on there were a number of other activities. These included chess, tennis, and ping-pong tournaments, to name a few. Volleyball, the next major activity, usually has good participation, and this year was no exception. The season started with some very lopsided games but most of the teams blossomed into real contenders.

While the volleyball season was in progress, Coach Ostrowski sponsored a weekend basketball tournament. It was doubled elimination with a total of fifteen teams entered. The action was great, and the tournament was a fine addition to the intramural program.

The continued success of the intramurals program was no surprise. Some improvements can be credited to the efforts of Coach Ostrowski and others; but intramurals at IBC could probably not fail unless you cut the arms off half the students, and the legs off the other half.



Tom Shanka Wins Hockey MVP Title



A strong returning line-up and a few promising freshmen carried the Hockey Team (Club) to a conference third place with a 6-4 record. Play was inconsistent, however, holding the overall record to 11-14.

The members voted forward Tom Shonka Most Valuable Player. Shonka was also the season's top scorer, with 29 goals and 22 assists. Most Improved Player title went to right-winger Jim Konrath.

Status-wise, the club remained in a state of confusion, somewhere between "club" and "varsity team". The organization had a president, Tom Smoucha, as well as a captain, Jerry Sullivan. The alternates were Ed Picard and Sonny Franiak. Charles Stasica, the Proco alumnus who coaches the team, continued to work with the members toward both a better team and a clearer status. He expected a decision in favor of team standing, but probably not until the 1974-75 season.

The outlook for the coming season is favorable. Eleven members, including Shonka, Picard, and Sullivan, will return as lettermen. The two- and three-year veterans, with a complement of incoming freshmen, should be able to settle down to a better, more consistent game.



HOCKEY CLUB: *Sitting* J. Rigio, J. Williams, J. Vaci, J. Lopata, K. Baron, M. Werakowski, L. Hatorri, M. Jordan, M. Peluse. *Standing* J. Konrath, J. Zieman, J. Carberry, J. Sullivan, T. Smoucha, T. Spaniol,

E. Picard, J. Javors, R. Holmes, J. Pripusich, T. Allen, C. Statsika, T. Shonka, M. Bonamer, S. Franiak.

The Tabard

A lot of people are wondering what happened to the coffeehouse, including the managers. What was promised was entertainment and refreshments every weekend and records every weekday evening. The obvious fact was that entertainment was sparse and hours were nonexistent. But another fact was that things did get better as the year progressed, and student support grew until the Tabard could almost be considered a vital part of the campus life. Almost.

When Paul Fitzgerald took over as manager in September, he knew very little about procuring entertainment and even less about eliciting student co-operation. The result was a series of performances by students which were poorly attended; and at the same time there was a wave of vandalism which nearly reduced the coffeehouse to four bare walls. Fitzgerald was ready to give up, and the entertainment suffered as a result.

Finally, in November, Bob Ingrisano offered to act co-manager of the Tabard, to which Fitzgerald readily agreed. Ingrisano knew many of the students who had been throwing unauthorized beer parties in the Tabard. Since these parties had been a major cause of the damage, Ingrisano concentrated on persuading the students that the Tabard was something they could be proud of if they acted responsibly. The idea of no hassles from the school proved to be motivation sufficient to make the parties clean up and police their own gatherings. As a consequence, the Tabard began to look better as repairs were made.

During the second semester, the popularity of having parties in the coffeehouse threatened to overshadow its function as a place to have live music. Consequently, the managers sought to prevent other groups who might not police themselves so well from spoiling the privilege. The device agreed upon was a deposit asked of anyone who planned to throw a party. This money was collected beforehand to guarantee that no damage would occur and the place would be left fairly clean. There was some grumbling and a few mixups, but on the whole, the idea worked very well.

Meanwhile, Fitzgerald's entertainment was improving. There were usually two or three performances by off-campus entertainers every month. Often the performers would bring along friends who played a set free, and this helped to provide variety and quantity of entertainment.

Both of the managers were satisfied at the year's end that they really had something going in the form of the Tabard. It had, they felt, great possibilities for reviving the dormant social life at IBC. However, they still felt like they were working against the administration and some of the students, and they looked for more support and co-operation from both groups in planning for the 1973-1974 year.



Tabard managers Paul Fitzgerald and Bob Ingrisano.





from *Pygmalion*



from *Snow White and the Seven Dwarfs*



from *The Boyfriend*



from *Snow White and the Seven Dwarfs*

Productions

The 1972-73 Productions season proved to be nearly as dramatic offstage as on. Producer-director J.C. Barnhart hired a fulltime technical director, Menno J.M. Kraai, to design sets and lighting for the shows and to teach the newly-created theater history, stagecraft and scenery design courses. Mr. Kraai would also assist Mr. Barnhart in constructing the Studio, an intimate, 150 seat theatre located in a wing adjacent to the main stage in Sacred Heart Convent.

Beginning the season was the nostalgic musical-comedy "The Boy Friend." Its large cast of 23 included 14 newcomers and featured two IBC freshmen, Vicki Bernd and Jim Kucharski, along with IBC voice instructor Mrs. Rosalie Loeding, in the lead role of Madame Dubonnet. Most of the members of Mike Mensa's stage band for *The Boy Friend* also appeared in Fr. Alban Hrebie's stage band show *Sound Out*. Dominating the show were the seven members of Aureus, Mensa's professional jazz/rock group consisting mainly of current, past or future IBC students. Three senior music majors who appeared in *Sound Out*, Michelle Hayes, Ron Paryl and Chris Markiewicz, made their conducting debut in the next show, *Born to us a Child*, the annual Christmas concert.

Trouble arose for Productions over the semester break, however, when Mr. Kraai relinquished his duties as technical director after four months of service. Mr. Barnhart and the community people who had helped him design and build sets for previous season did the technical work for the remainder of the season. Mr. Kraai remained on the teaching faculty through the spring semester and continued technical construction in the Studio.

Snow White & the Seven Dwarfs began 1973 as the annual children's musical. Generally light on student participation, this year's kid's show featured no IBC undergraduates. But faculty member John K. Smith, head of IBC's Right to Read Program, made his second children's musical appearance in the part of Sir Dandiprat Bombas. Mr. Smith's earlier appearance had been an unforgettable portrayal of Captain Hook in the *Peter Pan* production of two years ago. IBC faculty members are not strangers to the Productions state. James Clark, speech department chairman, and Thomas Rieh, admissions dean, are also active in Productions. But no one could have expected that the faculty member who would take the lead role of Henry Higgins in IBC's next production would be the producer-director J.C. Barnhart. The original *Pygmalion* casting had to be changed because of a schedule conflict, and time did not permit subsequent auditions, so Mr. Barnhart took the role himself. He also designed and built most of the set himself. IBC student Matt Cramer was also featured in *Pygmalion* as Freddy Eynsford-Hill.



from *Man of LaMancha*

A balletorio is an oratorio with ballet. Only one work can be classified as a balletorio, and that one work is *A Light for the Darkness*, which made its Chicago Premiere at the Auditorium Theatre on April 7, 1973. Produced by the IBC music department and not included in the Productions line-up of shows, *A Light for the Darkness* was composed and conducted by Fr. Alban as a benefit performance for the college. 29 professional dancers from the Loretto Rozak dancers and 17 members of the WGN Showcase Orchestra Performed along with the IBC Symphony Orchestra and Chorus. Senior music major Michelle Hayes was the only student soloist for the performance.

Rounding out the season was *Man of LaMancha*, the musical based loosely on *Don Quixote* by Miguel de Cervantes. Never before performed in the Western suburbs by a college-community theatre, *LaMancha* offered many interesting challenges to the production staff, including a dungeon setting with no curtain, a stylized rape scene and the necessity of double-casting roles. Students cast were John Seno, Jim Kucharski and Fran Jansta. Many Productions critics on and off campus hailed *LaMancha* as the best production in IBC's history.

Looking ahead to next year, Productions will open the Studio and be the first non-commercial theatre to operate two theatre houses simultaneously. Mr. Barnhart has also hired a new technical director, Michael Clark of Manhattan, Kansas, to take over the post vacated by Mr. Kraai. Productions will offer nine shows to its audience next season, a total unapproached by any other college-community theatre in the area.

Reader's Theatre

Reader's Theatre has rapidly become the nitrogen of IBC's cultural atmosphere. Each new production is guaranteed massive crowds, thanks to the high caliber performances which have become a tradition.

Three presentations were made by Reader's Theatre in the 1972-3 season. The first was *A Spoon River Anthology*, a dramatic adaptation of Edgar Lee Master's long poem. It was presented in the standard Reader's Theatre format as directed by Jim Clark (Act One) and Jean Smith (Act Two). In *Spoon River*, the characters speak from a cemetery in a small midwestern town. Their post-humous observations on their former lives gave interesting insights — sometimes funny, sometimes sad, mostly valid — into the human condition.

The next Reader's Theatre offering was a creatively structured adaptation of St. Exupery's novel, *The Little Prince*. Jean Smith introduced to delighted IBC audiences the techniques of chamber theatre and legitimate theatre in conjunction with the usual Reader's Theatre in this modest tale of love. The prince leaves his planet and comes to earth where he and the pilot grow to learn (with the help of a wise fox) what is really important.

The Tabard seemed to be the best stage for these two plays. But in the third presentation, director John Smith chose the more formal Social Center for his environment. *The Seven Ages of Man* was the title, a patois of readings expounding upon an introductory thematic speech from Shakespeare's *As You Like It*. John Smith collected material from such diverse sources as Dylan Thomas, Thornton Wilder, and Mike Royko. There was no action; Mr. Smith relied on his cast to develop vocally the readers, touching on each of the seven ages, from the infant to the senile man.

So this year was one of innovation in Reader's Theatre. New forms and new locales confidently emerged and were well-received. Surely there was, as they say, something for everyone.



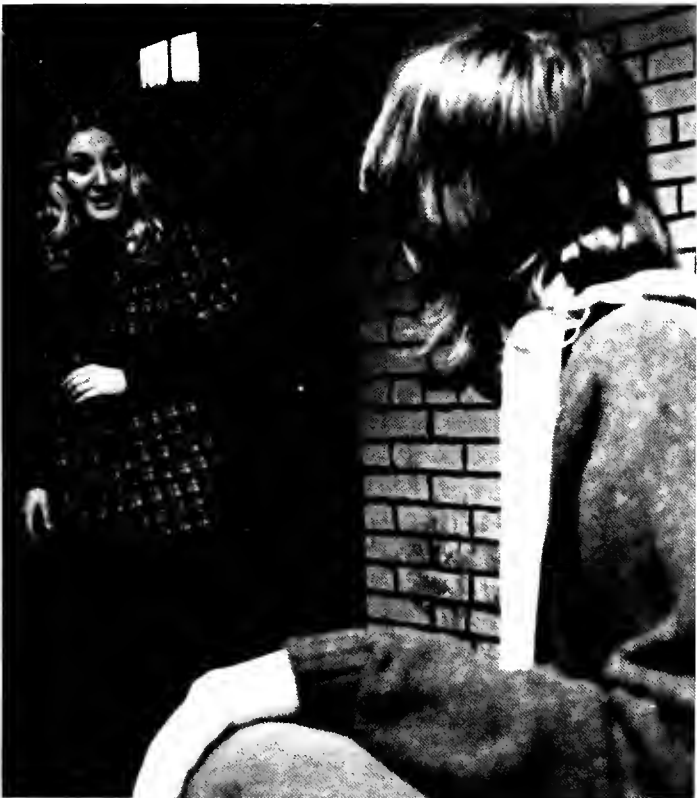
from *Spoon River Anthology*



from *Spoon River Anthology*



from *Spoon River Anthology*



from *The Little Prince*



from *The Little Prince*



WIBC station manager Ron Kubacki

WIBC, IBC's first campus radio station, made its first broadcast on November 13, 1972. Long promised by SG's Radio Club, the current-carrier AM station was formed under the leadership of Ron Kubacki with the guidance of faculty adviser Jeff Madura. Initial problems were modifying the existing transmitter to reach the whole campus, selecting a suitable location for the studios, and obtaining adequate broadcast equipment (turntables, tape decks, mikes, record albums, etc.).

Since the Radio Club had left no existing structure, Kubacki decided to disband it totally and form the station WIBC in its place. Student government had not allocated a budget to the Radio Club for the 72-73 school year, but \$82 still had been unspent from the previous year's funds. WIBC inherited this, along with a schematic diagram for a transmitter which physics major Kubacki had deemed insufficient to "reach the next room" much less the whole campus. A better design was obtained and Ed Keating (then the other physics major) began its assembly.

After repeated attempts at securing a large room in Benedictine Hall (the Ad Building) to serve as a studio, Kubacki was forced to settle for the Radio Club's small meeting room on the first floor of Procopius Hall (the old Science Building). The contents of that room were several score 7 foot 2x4's, one box of nails, one desk, and a metal cabinet housing the skeleton of an old Army surplus AM transmitter. Combining the first two items, Kubacki, aided by Fran Jansta and Bob Keating, began to build WIBC's first broadcast studio.

\$82 doesn't go very far nowadays, so the radio station soon ran out of money. WIBC needed a promotional director and found one in Vince Adams who helped raise

\$150 in ads from local businesses before he vacated the post to seek bigger and better things. The money was used to complete the studio and to purchase the needed broadcast equipment.

Soon after completing the studio, announcer auditions were held to fill the planned 18½ hour per day, six day per week broadcast schedule. About twenty students were selected from the over thirty who tried out. The initial idea was to have each announcer do a two-hour show three days a week. Soon, more announcers were added when some shows were cut to an hour and new announcers given air time. The WIBC power structure at this time was:

- Ron Kubacki — Station Manager
- Fran Jansta — Assistant Station Manager & Public Relations Director
- Ed & Bob Keating — Technical Directors
- Fran Donovan — Program Director
- George Sessa — Head Announcer

The latter two soon found their academic schedules prohibitive to work on the station and resigned their posts.

Most administrative problems being solved, it was only natural that WIBC should suffer technical problems. The station's signal could not reach across campus; in fact, it could hardly be picked up outside the old Science Building. Several subsequent attempts to increase power also fell short of the desired goal. By first term's end, the future of WIBC was in question and it became fashionable to refer to the station as the big campus joke.

It was time for a powerful and drastic action, something which can be quite lacking on the IBC campus. The Student Affairs Dean, Mr. Weinlaeder, helped by putting WIBC on next year's budget as a separate entity, much like the Eagle and the Flux. He would be able to secure at least \$1000, subject to the Trustee's approval. SG helped the station's more immediate cash needs by granting \$500 from its existing unused funds.

Meanwhile, the student announcers were gaining valuable radio experience, the results of which would hopefully mean better listening for the IBC students in future years, once the transmitter problems are cleared up. Before the first semester was completed, WIBC had obtained another room, adjacent to the studio, to be used for its offices. The studio itself was expanded also, with the broadcast area including two fully carpeted and somewhat accoustical studios and connecting hallway.

By year's end, a new staff had been appointed to run WIBC during the 73-74 school year. Plans were being made to purchase a professionally-built current-carrier transmitter and to obtain promotional recordings from large music distributors free of charge. The possibility of going low-power educational FM was also mentioned. But the biggest obstacle in WIBC's path was to overcome the doubt of the student body that the station could amount to something more than a campus flop and give the students what they really want in the way of entertainment. Hopefully, the student body will not be disappointed.





FLUX

The 1972-73 school year brought numerous changes in the *Flux*, the student newspaper. Under the leadership of senior Jim Kauling, the old paper was given a badly needed face-lift. The staff was expanded from the faithful few of previous years to approximately thirty students, thanks to vigorous recruiting by staff members.

By mid-year, renovation of the format was completed. Straight objective reporting was replaced by a more subjective style of writing. "We tried to add more human interest to the articles; more about the students themselves," associate editor Nancy Valentias explained.

The "new look" of the paper was met with a wide range of opinions. Most upperclassmen felt that the quality of the paper had improved greatly over the last years, and many were for the first time reading more than just the sports page.

There was also some criticism of the format. "The emphasis is on past events — reviews of plays and movies — which is good, but that's not the only function of the paper," commented senior Joan Carberry. Other students agreed that there should be more coverage of coming events. One senior put it this way, "The news is late, old, or not pertaining to campus life."

There was no doubt the the *Flux* aroused discussion on campus. Editorials on the role of Student Government led to better understanding of the workings of that organization. Other articles critical of the traditional freshman "beanie week" helped to place that piece of college life in the annals of an earlier time at Procopius. "I would say the paper is improving all the time," said sophomore Bill Smith. Most students seem to agree.



FLUX STAFF: *Standing* A. Dikty, G. Maryniak, M. Cercio, T. Courtney, R. Crilly, N. Valentinas *Seated at desk* J. Kauling (editor) *Stooping* J. McDonough, P. Fitzgerald, V. Howell, B. Knowski



EAGLE STAFF: *Standing* G. Victorine, W. Harnett, J. Jubala (co-editor) *Sitting* G. Lazich, P. Fitzgerald, C. Pilarski, N. Claus (co-editor), J. Slajchert

EAGLE



Dear Student,

You may wonder why I chose this method to reveal myself to you. I can only say that this is the best way I may safeguard my identity.

All of your fellow students have received letters just like this one. My demands are of the entire school. What I need is the use of all the laboratory space on the campus for one year, in order to perfect my final weapon. Of its nature you will know nothing, and no one will interfere with my work.

You may wonder what I have to back up these demands. What threat to this school do I wield? Have I managed to close all the liquor stores in the area? No, I have not. Have I kidnapped the coaches? Not that, either. Have I tampered with the typewriters, booby-trapped the bassoons, messed with the motorcycles, fixed the furnaces, doped the dope, poisoned the peppers, sneezed in the ice cream, or given Mr. Fieldstack a parking ticket? No, nothing so discreet or simple.

You see, I have perfected a technique for capturing people's memories and storing them on sheets of paper between embossed covers. I call this devilish device a "yearbook", and I warn you that even as you read this, your memories are already UNDER MY CONTROL!!! And if you do not cooperate with me, I will see to it that every one of these yearbooks is BURNED, and all your memories along with it! And, what is worse, I'll put back all the BAD THINGS in their place. You won't be able to laugh about getting caught with a girl in your room — you'll WORRY for the rest of your life whether that knock at the door is the R.A.! And you won't be able to chuckle about the boring classes you had to take — I'll make you SIT THROUGH EACH of them for the rest of your life! And you won't be able to snicker about the time you got sick on Bali Hai and Stroh's — but I don't need to go through all the gruesome details, since you've got the idea by now.

So, students, you must give me what I want or face the awful consequences. My instructions will be given to you ONE WEEK FROM TODAY, through campus mail.

As ever,
DR. WEIRD



1.

Pollution hits Snake River — Systems Analysis hits IBC

Well, I'm back. There's some o' you who might not remember me, so by way o' introduction, I'm Caleb Shucks. I was here before. I did some reportin' fer that crazy magazine that nobody liked. You might o' remembered I was an Oceanography major back at the University of Hell's Canyon. Well, now since the Snake River's half polluted, that sorta naturally led me inta garbage. I tried workin' in New York fer a while, but I kept gettin' towed out ta sea. So I figgered the only logical choice was ta come back ta IBC.

Well, I'm back. They gave up on that goofy magazine, an' got a year-book instead. It's a good ol' fashioned yearbook, an' I'm writin' fer it as a good ol' fashioned garbageman. The editors told me they needed a real "inside view" o' this school, an' a "flow chart o' systems operation." Well, since I figger that the only thing that flows around here is garbage, I orter write 'bout that. Ya know, every piece o' trash tells a story, an' I got plenty o' stories to tell 'bout IBC.

My office (see picture 1) ain't like most o' the offices around this place. Sure, they all got a chair an' a wastebasket, but most of 'em got a desk as a stoppin' point in between. Kinda like breakin' eggs into a cup before ya put 'em in the pan, so's to make sure they ain't rotten. Anyway, the feller in picture 2 is the secretary they gave me. He used ta work fer Hallmark Cards fer a couple o' years, till they found out he couldn't read nor write. But that don't bother me, 'cause I just let 'im ride 'round the campus on 'is little vacuum cleaner. Now me, I got *wheels*. Four on the floor an' get a load o' that upholstery! (picture 3). Boy, when my secretary got a look at that piece o' machinery, he got so jealous that he set right down an' designed his own "Automatic Trash Recycler." Ya can see it in picture 4. He tells me that the best part's behind the wall, an' I'll take his word fer it. It must be good, 'cause they've got 'em all over the campus.



2.



3.



4.

But gittin' back to that there "flow chart," I guess I'd better tell ya 'bout my route an' all that stuff. Your average piece o' garbage (see picture 5) starts out in what we in the trade call a trashcan. Maybe someone didn't like what it said, or they just didn't understand it, so they tossed it out. But whatever it was, once it's in that can it's just garbage ta me. Most trashcans look just about the same, though 'round here some of 'em have the hole on the side 'stead o' on the top (picture 6). My secretary tells me he's workin' on one with a hole in the bottom. Now who woulda thought o' that?

So anyways, I take all these trashcans an' dump 'em in my vehicle an' scoot down the hall to the trash depot out back (picture 7). That's right outside Mr. Englert's office, in case yer wonderin' where ta find it. I leave my bags o' trash there until the pick-up truck comes. Sounds like a song, doesn't it? Like somethin' my mother taught me. Ya know, she was a good women, my mother was. Ah, but that's neither here nor there, as they say. Well, actually, she's there an' I'm here, so let's get back to my garbage. We'll follow the pickup truck (picture 8) as it carries our trash down to the hopper. I can't fer the life o' me figger out why they call it the hopper, cause I ain't yet seen it hop. I bet it'd make a real mess iif it did, too. That's cause they put all the garbage from the school into the thing (see picture 9), an' lemme tell ya', that's a *heap* o' garbage.



5.



6.



Now don't ask me where all this garbage goes when the truck hauls it away, but I suspect they just take that hopper an' dump it in the slough. My secretary told me there's a hole at the bottom o' the slough an' they have ta keep dumpin' garbage in so's the water won't run out. Kinda reminds me o' Hell's Canyon.

Well now, I've told ya the path of a typical piece o' IBC garbage, so let's go in depth an look at some o' the high points o' the IBC trash system. Well, first there's this place up on third floor that they call the IFM, an' ever since the police took it over last year, it's been a regular beehive o' garbage. Ya see, there's some state law that says ya have ta make twice as many copies o' everythin' as ya need. They waste a lotta paper that way, but I guess they get their money's worth outta the Xerox machine. An' that's not all. Those guys got a soddy pop machine up there, just like in a fillin' station, an' that machine really turns out some serious trash (see picture 10). There's cans an' pop tops an' plastic rings an' cardboard boxes an' spilt pop an' cigar butts an' busted toy guns an' pretend fingerprints an' play traffic tickets an' beer cans an' pretzel boxes an' uniforms an' patrol cars an', oh, I don't know what else.

Elsewhere around the campus, there's some mighty strange trash comes out o' the ol' science buildin'. Ya can see by picture 11 that my secretary's been at work out in back. He tell's me he's installed some sunken garbage cans out there ta keep the animals an' football players an' psychology majors away. In the picture ya can see a couple of artifacts, as I call 'em. The Max-Pax is courtesy o' Bill Sobol, an' the beer can is courtesy o' the FAC.

Inside the buildin' it's the same ol' thing. Why even the yearbook (see picture 12) itself sports a handsome collection o' beer cans. The main difference is that there always seems to be a boot nearby. Guess that's why they work so efficiently.

The last stop on our misguided campus tour is what my secretary calls his greatest achievement (see picture 13). He calls it the Strat-O-Trash. It works something' like a big cannon, an' the idea is ta shoot the garbage inta orbit. My secretary asked me ta thank the math department fer lettin' him use the computer ta design it. It's not workin' yet though, cause they haven't figgered a way o' puttin' a muffler on it, and they're afraid it might wake up the theology classes.

Well, that's about it. I've gotta get back ta my garbage, so I can't write any more. I hope my spellin' wasn't too bad, an' I'll see ya round the ol' hopper. I still can't figger that out though . . .



10.



11.



12.



Freshmen



Sitting M. Wirtz, J. Wilson, C. Grob. *Standing* B. Smialek, T. Ragusa, M. Maenza.

Sitting M. Lee, B. Grant, M. Angelos, J. Paryl. *Standing* K. Loiselle, F. Toenniges, S. Sinnott, R.-D. Karpf.





Sitting J. Kenney, R. Ryan, T. McQuaid.



Sitting M. Clifford, J. Jackson, D. Baum. Standing T. Killacky, M. Jaworski.

*Sitting M. McCarthy, M. Callahan, J. Burns, A. Fialkowski.
Standing M. Driscoll, M. Dean, M. Boyle, J. Svoboda.*



Freshmen



Sitting L. Garetto, B. Zentz, M. Wirtz. *Standing* J. Kane, G. Richards, J. Riccio, J. Jundt.



Sitting J. Zapfel, M. Flynn, A. Dikty. *Standing* G. Zabinski, B. Gaynor.



Sitting B. Fiedler, M. Sponsler, T. Modesitt. *Standing* D. Fischer, J. Westertil.



Sitting D. Nickels, S. Butzen, C. Leuerenz, D. Butzen. *Standing* E. Adams, L. Bazen, L. Kowal.



Sitting J. Alviti, D. Swanson, B. Leonetti. *Standing* B. Stankus, B. Gomolka.

Freshmen



Sitting K. Stepeik, M. Chandler. *Standing* T. Langs, P. Kennedy.



Sitting V. O'Ryan, R. Poprawski. *Standing* C. Vogl, M. Morrissey, D. Mueller.

Sitting M. O'Donnell, M. Vemich, B. Nowaczyk, M. Kykga. *Standing* S. Ferraro, A.M. Kalek, D. Rita, B. Kowalski.





Sitting B. Tozzi, R. Wroble, E. Stephens, K. Shields.
Standing M. Guest, S. Sheffner, B. Schellinger.

Sitting P. Pignatiello, D. Lambert, B. Gress, J. Kennedy.
Standing J. Arrivo, R. Pripusich, L. Mattori.



Freshmen



Sitting J. Fuller, V. Wallace. *Standing* H. Kedziorski, M. Thompson.



Sitting J. Anderson, S. Telford, A. Kerpe. *Standing* F. Langone, R. Juszyński.

Sitting K. Banas, T. Watson, M.B. Kypsche. *Standing* C. Farnham, L. Kaderabek, M.K. Manthuy.





Sitting K. Kristoff, M. Hanley, R. Janowiak, T. Eakins. *Standing* J. Conrath, M. Venhaus, T. O'Rourke.

Sitting K. Reid, D. DuFour, B. Golembiewski, D. Ernst. *Standing* J. O'Neill, J. Sullivan, J. Johnson, N. Kula.



Freshmen



Sitting R. Rosser, B. Yarmoska, D. Reid. *Standing* L. Wasiukiewicz, R. Lulek.



Sitting F. Zelezinski, M. Connell, A. Schreuben. *Standing* J. Lane, D. Mazzuca, J. Wilson.



Sitting J. Jenkins, S. Christy, K. Relphorde. *Standing* M. Walsh, M. Hall, L. Brenner.



Sitting T. Norgel, D. Basener, R. DiPasquo. *Standing* T. Varner, M. Bergeron, D. Debaks.

Sophomores



Sitting A. Behrmann, B. Nunn, S. Kuhn. *Standing* D. Kennedy, E. Blazek.

Sitting D. Nanak, M. Krzus, J. Hoffelt. *Standing* P. Skupien, C. Geyer.





Sitting M. Moore, L. Lester, D. Bromberek. Standing B. Ryan, J. Hardy, R. Purnell.

Sitting J. Garrity, B. Filipiak. Standing P. Renella, J. Stark.



Sitting C. Klein. Standing L. Mooney, D. Hayes.



Sophomores



Sitting B. Gaughan, M. Pacelli, E. Picard.
Standing J. Vaci, J. Laurencig, D. Varner.



Sitting D. Koller, G. Ricca, R. Fraser.
Standing J. Kerwin, P. Brankin.



Sitting F. Chervawek, J. Weber. standing
T. Lorenz, D. Dytrych.



Sitting C. Segler, G. Bono. Standing J. Los, G. Latto.



*Sitting M. Savage, B. Malecki.
Standing N. Valentinas, B. Cihak.*



Sitting L. Dwiell, B. Smith, S. Lorenz, D. Martin. Standing N. Hennessy, D. Schwierjohn, J. Lopata.

Sophomores



Sitting M. Gallagher, T. McGuire, J. Fungalli. *Standing* B. Corley, J. North.



Sitting M.A. Marowcelli, S. Misek. *Standing* R. Scifo, N. Peterson.



Sitting B. Swedler, T. Walsh. *Standing* B. Piet, L. Nichols.



Sitting S. Centinario, D. Burnell. Standing D. Lin, J. Clemens.

Sitting M. Novak, T. Baxter. Standing P. Bergin, D. Krogull.



*Sitting R. Spihlman, R. Podgorny, D. Long.
Standing D. Bogdanske, D. Barbick, J. Laird.*

Sophomores



Sitting K. Carruthers, J. Hoffmann, D. Whitaker. *Standing* P. Cetera, J. Sikora, J. Justic.



Sitting C. Segler, C. Hatchett, B. Bartkus. *Standing* M. Riedman, S. Bibbs, R. Holm.



Sitting C. Zvirblis, A. Anderson, M. Kelly. Standing D. Krupka, G. Lazich, G. Riley.



Sitting C. Birch. Standing R. Stablein, S. Sevier.

Sitting M. Gugerty, E. Kelly, M. Solon. Standing M. Stiglianese, J. Langhauser, V. Rafferty.



Juniors



Sitting S. Kroll, C. Riedl, T. Moore. Standing R. Drozd, C. Dvojak, T. Reveles, A. Norton.

Sitting L. Strauf, M. Yara. Standing M. Neis, B. Denk.



Sitting J. Carberry, P. Wnek. Standing G. Zeifert





Sitting J. White, J. Schuetz, P. Sullivan, K. Kriebs. Standing C. Pouk, M. Casaletto, C. Antonini.



Sitting G. Yarmoska, P. Kellner, D. McCarthy. Standing M. Kiley, E. Brown, P. Lovetere.

Juniors



Sitting J. Chandler, B. Balance.
Standing J. Jarmul, T. Courtney.

Sitting G. Klinger, M. Jones. *Standing*
E. Indurante, M. Holthaus, C. Basic.





Sitting M. Rogowski, B. Bruton, C. McDonough, J. McGrath, J. McQuaid, T. Wirtz. *Standing* G. Chamraz, D. Augustine, J. Moran, L. Bufano.



Sitting C. Phillips, M. Fitzgerald. *Standing* D. Peifer, M. Bohan.



Sitting J. Pripusich, J. Meyer, F. Tuck. *Standing* M. Feery, R. Batliner.

Juniors



Sitting R. DiVirgilio, M. Blais. *Standing* T. Johnson, R. Crilly.

Sitting B. Goodwin, J. LeBeda, C. Kostrzynski. *Standing* K. Foreman, G. Labuz, M. Young.





First Row J. Jubala, P. Fitzgerald, J. McDonough. Second Row G. Victorine, Y. Mandes, W. Harnett, G. Himes. Third Row R. Ingrisano, N. Claus, M. Fitzsimmons, L. Seno.



Sitting M. Richards, C. Consola. Standing K. Turner, B. Williams.

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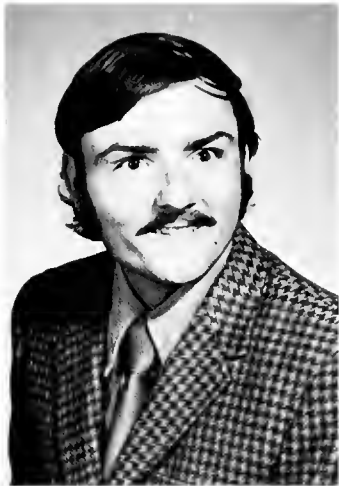
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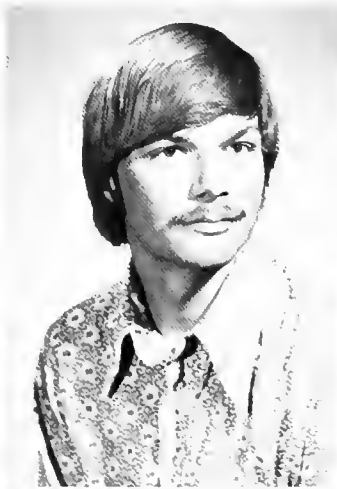
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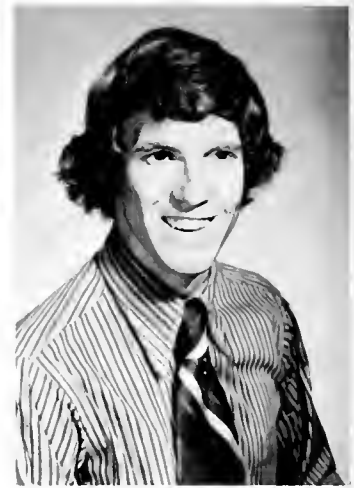
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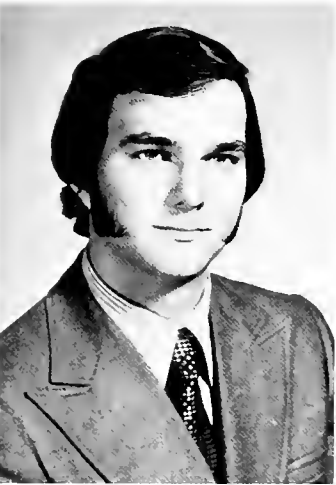
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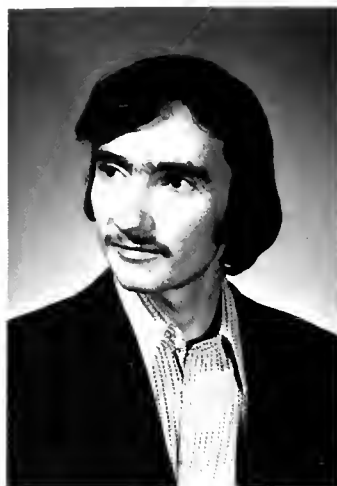
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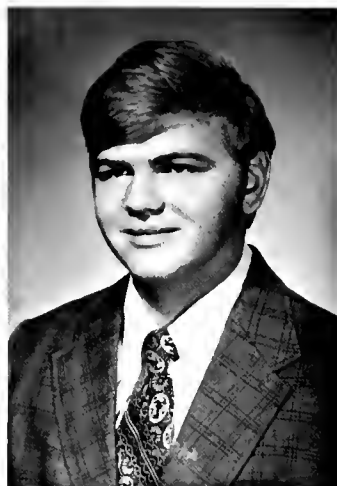
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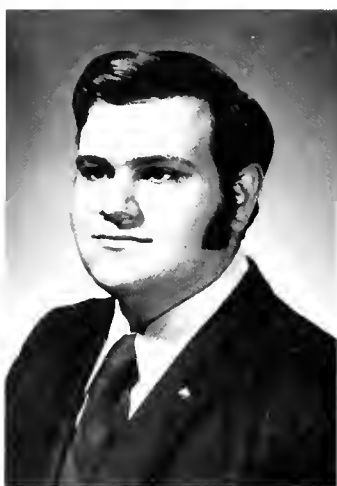
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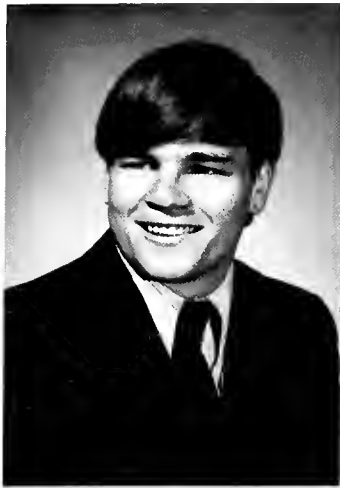
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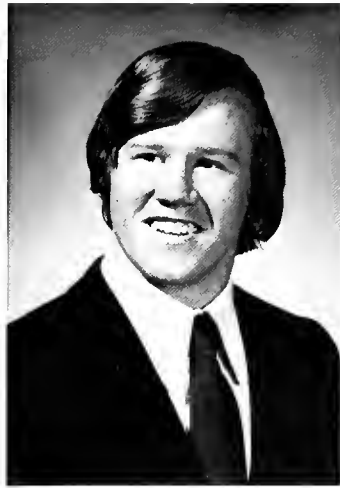
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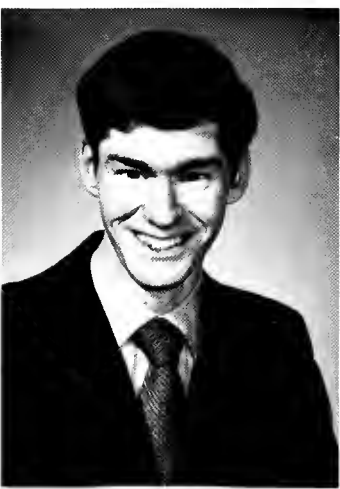
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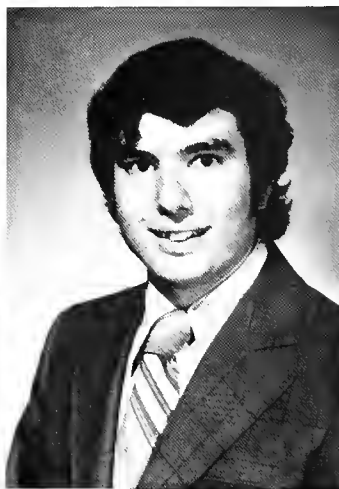
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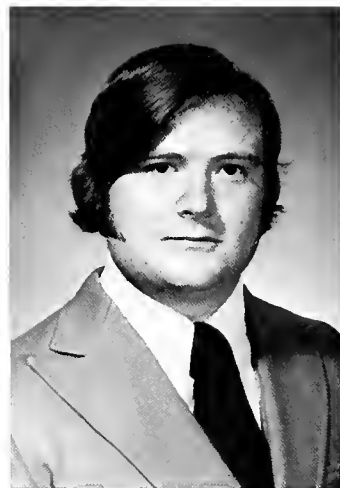
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