




**TALON**

NINETEEN  
HUNDRED  
AND  
SEVENTY  
NINE





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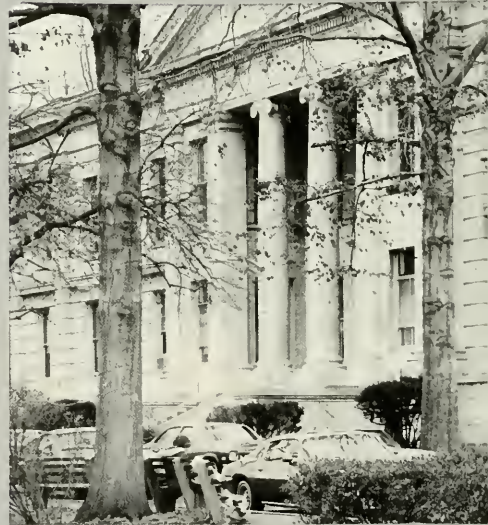
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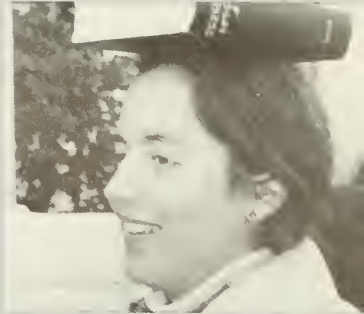




"No great thing is created suddenly,  
any more than a bunch of grapes  
or a fig. If you tell me that you  
desire a fig, I answer you that  
there must be time, let it first  
blossom, then bear fruit, then  
ripen."

**- Epictetus, Discourses**





# Social

“Love is an adventure and a conquest. It survives and develops like the universe itself only by perpetual discovery. The only right love is that between couples whose passion leads them both, one through the other, to a higher possession of their being.”

Pierre Teilhard de Chardin

# Social



## Crackerbox Palace: or, You Can Live in a Dorm and Survive to Enjoy It

Sitting in the lounge late one night, you begin to look around you and ask yourself why the hell you are in this place and not off campus in a house with a private room. You think about that blaring stereo in the room next to yours, and you wonder if that madman next door ever goes to sleep before two in the morning. And you think about the yelling and the strange noises emitting from the room down the hall. Then you think about how you waited last Thursday night until 1:00 a.m. for the drier to release your clothes. And even after all that time they still weren't dry. You remember how you never did appreciate those 3:00 a.m. fire drills during exam week or the nightly bomb threats. Then you look at your own room, which reminds you of a cell block in a jail, and you wonder, "What am I doing here?"

But, then the belief that there must be some good aspects of dorm life begins to emerge. You think about how — even though your roommate last year was an escapee from the Bronx Zoo — this year's roommate is really all right. You talked late into the night last week about girlfriend/boyfriend problems and how you have this





shitty class with a shitty professor and his shitty book you have to read. You may even decide to get up in the middle of the night to play a couple of games of backgammon.

And even though the members of your floor almost never watch what you want to watch on t.v. in the lounge, the times when you can share the celebration of a Yankees World Series victory or a Redskins victory over Dallas make you feel a little bit better, and you think maybe it isn't so bad not having a t.v. in your room.

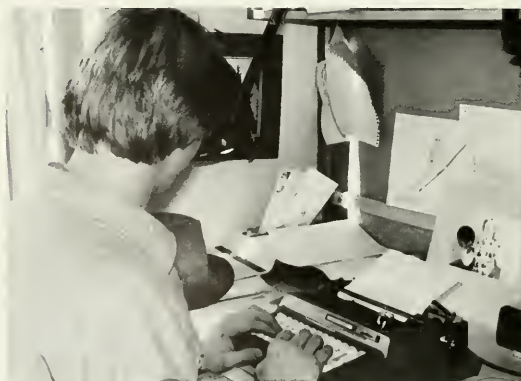
Friendships of this sort in a dorm can be strengthened merely through passing in the hallway late at night and returning those tired smiles that say, "Yes, I'm working on my paper due tomorrow morning, too."

You begin to appreciate the little things in life when you live in a dorm. You realize how important your stereo is when it soothes the end of a day that began with the Registrar's telling you that you don't exist, and your professor's telling you a thirty page paper is due the following week, and ended with your R.A.'s telling you what you already knew, that you are no longer required to leave the dorm when there is a bomb scare, even though you never did leave in the first place.

You also appreciate incidental music; when you walk downstairs and listen to the man singing Pete Seeger songs to the accompaniment of his banjo in the stairwell, you don't mind needing to use another floor's laundry room.

Despite your nights out on the lounge sofa because your roommate has better uses for the room, you also have your nights with the room to yourself when your roommate goes home for the weekend or spends the night in another room on campus with another "roommate." The only thing you have to worry about is what you are going to say to her parents if they call in the morning.

In a dorm you are taught your economic principle of allocating resources through competition in the market place. You compete for the laundry room, for the lounge burners, for a socket for your toaster oven, for the television, and even for the use of the hall phone. But you also learn how to begin and develop personal relationships.





You learn how to live agreeably with people who do not share your lifestyle. You appreciate the occasional times they might let you use their car to go to the A&P, and you return the favor by lending them your typewriter. It is also a relief to know there is someone else also pulling an all-nighter.

You value the comraderie, the ability to always find someone who will play cards or backgammon with you. You find you can live with fifty other totally different people and survive to enjoy it, at the price of listening to the madman next door or sharing the bathroom and showers with strangers who lead lifestyles you're not quite sure about. Then again, there's the challenge of dorm life you enjoy when you occasionally do win and are the first to use your favorite shower in the morning. Most important to dorm life is beginning to accept and appreciate that "home" is only a five minute walk from anywhere on campus.

Lynny Bentley





## Sink Your Teeth into a Big Macke . . . (But Watch Out for the Bones)

As my son and I were driving home from the beach one weekend in the year 2000, we began to listen to the conversation issuing from the car next to ours. The back-up stretched on to the horizon, and we weren't going anywhere. We needed some diversion, and fortunately it was provided.

"I'm getting hungry. Let's stop somewhere for dinner," suggested Al, the father.

"Me too, dear," replied Jane, the mother. "Where do you kids want to eat?"

"Oh, oh, let's go to MacDonalds; there's

one coming up," said Ginny, the six year old.

"No, no, I wanna go to Burger King," yelled Paul, the four year old.

But the most mature one, Joan, the eight year old, said that she wanted to go to Kentucky Fried Chicken.

"I want to go to the Four T's," Jane said. "The food's good; the place is clean; there's a wide selection; and the prices are right."

"Hey, I got an idea," Al was quick to ejaculate. "Let's go to Macke."

At that instant I could hear the kids all scream with delight. "Yeah, yeah. We're going to Macke."

The cars inched forward. I put the car in

gear — then took it out again.

"Yeah, I love to go to Macke. I can order anything I want; can't I, Daddy, can't I, can't I?" asked inquisitive Joan.

"Macke's great," wailed Ginny, waiting impatiently to get there.

Paul was the last to respond — he was crying. "But I don't want to go to Macke. I don't like it. I wanna go to Burger King."

At that moment Father Al and Mother Jane started singing their favorite song to calm their anxious youngsters: "Join the Macke people, feelin' free, feelin' free. Join the Macke family; I'll eat you, you'll eat me. All across the Nation it's the Macke generation, feelin' free, feelin' free."





I pulled off to the side of the road. "Macke — that name rang a bell. I know it from somewhere. But where? Ah, yes, Macke was that food service at American back in my college days. Now they have restaurants everywhere."

"Why did we pull over?" asked my son Jerry.

"Oh, nothing, nothing, just some passing thoughts," I answered.

"Tell me, Daddy, please tell me, Daddy. Are you thinking about Macke again?"

I had to admit I was. "Yes, son, I am, but please don't tell," I said.

"Don't worry about it, Dad," my care-free son replied. "But do tell me," his voice got softer, "What was Macke really

like?"

"Well, son, I'll tell you."

"Daddy, did you like it?"

There was no need to think about that question — or answer it verbally, for that matter.

But Daddy, if you didn't like it, why are you still alive?"

"I don't know. I guess I'm just one of the lucky ones," I replied, and my mind was filled with images of myself and some friends seated 'round the square table feasting on the salad for weeks in a row, joking and laughing and picking the browned pieces out.

Arthur Jacob



## Specialty Floors: Shared Interests

For those students who have special interests and want to live in an atmosphere supporting these interests, several "specialty floors" have been established in the dorms.

The Communications Floor, fourth floor Anderson South, was founded in order to provide an opportunity for communications majors to live together, study, and converse in an atmosphere geared toward developing their journalistic talents and broadening their sense of the communications field.

The floor leadership attempts to arrange for persons in the communications field to speak to the floor members, and it has or-

ganized tours of newspapers' offices and radio stations to help its members become acquainted with and ask questions concerning their major.

The French/Spanish Floor, located on seventh floor Hughes, was created originally as a floor for French majors or for those interested in French culture. However, the floor has recently been opened to students interested in Spanish culture.

Through floor events such as a French dinner, a Spanish dinner, French and Spanish films, floor trips to dinner theaters, speakers and a wine and cheese party for the French and Spanish faculty, the students share a broadened knowledge of and appreciation for French and Spanish culture.

A floor for freshpersons only, the Living

Learning Center, South Terrace of Anderson, is dedicated to promoting togetherness. The students living on this floor take two classes together in the Living Learning Center itself, and they attend their other classes in the normal classroom atmosphere.

The International Floor, located on sixth floor Letts, was created to promote the interest of students involved in international affairs. Foreign students and SIS majors live on the floor and take part in such floor activities as an international brunch, an international dinner and an international dance. But the strongest force contributing to the students' awareness of international affairs is the atmosphere of the specialty floor itself.

Lynny Bentley





The Alpha Kappa Alpha Sorority, Inc., was founded January 15, 1908, on the campus of Howard University, Washington, D.C. It is an organization dedicated to service to all mankind. Through leadership abilities and civic awareness, they have pledged their support to such organizations as the NAACP, the United Negro College Fund, the Urban League and the United Council of Negro Women.

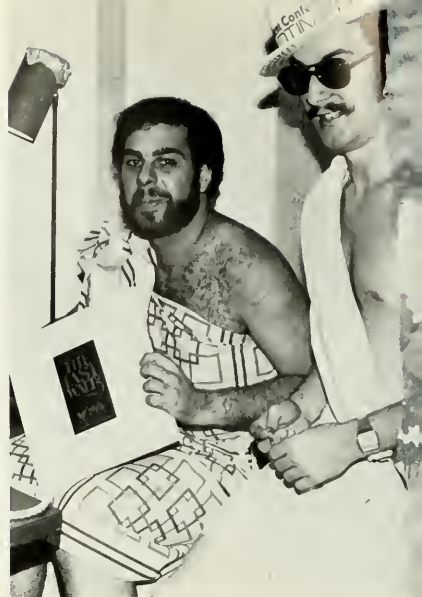
The Lambda Zeta chapter of AKA was chartered on the campus of American University February 26, 1977. Since then their members have worked unselfishly to attain their national goals. They have also done community work for Howard University Hospital, Children's Hospital, Clothe-athon-for-Kids, St. Ann's Infant Home, and

the Child Abuse and Neglect Resource Center. Each spring they look for women with leadership abilities, civic awareness and high scholastic achievements to expand their membership.

Their 1978-79 officers were: Basileus, Anti-Basileus, Epitoleus, Grammateus, Tomioachos, Anti-Grammateus, Parliamentarian Philactor, Hodegos, Dean of Pledges, Joy Leaf, Reporter and Historian, Sheri DeBoe, President.

Alpha Phi Fraternity, Inc., Nu Beta chapter, was founded at The American University on May 21, 1977. The first black fraternity ever founded, it is also the first black fraternity on the A.U. campus. Four men founded the first chapter on December 4, 1906, at Cornell University. They

## Greeks



## Alpha Kappa Alpha

Janis Williams, Debbie Ross, Gerry Lyons, Sheri de-Boe, Dennis Keeling, Marsha Lindsey.



## Delta Sigma Theta

Kneeling — Gina Ferguson, Rita Chandler, Angela Gillian, Evetta Slerman. Sitting — Rosalind Harper, Gwendolyn Thomas, deLeVay Osborne, Jacqueline D. Wyatt. Not Pictured — Evita Slerman, Ellen Leach, Karol Smith, Virginia Welch, Marva Parker, Andrea Dorsey, Yolanda Aiken, Sharman Monroe, Gloria Ivey.



## Phi Mu

Row 1 (kneeling) — Patty Cox, Kathy Ward, Lisa Shimberg, Mary Bannister, Ezzie Allo, Valyrie Laedlein. Row 2 — Brenda Minor, Kathleen laMarre, Car-



rie Previ, Kim Baker, Holly Baker, Peggy Brown, Carol Luggins. Not pictured — Barbara Quick, Candice Thurman, Beth Wolk, Michele Leifer, Ava Berman, Candy Perque, Abby Loward, Biffy Dillion, Laurel Tobias, Meg Ricci, Audrey Galex.

founded the fraternity on the basis of scholarship, community service and brotherhood. Nu Beta chapter has committed itself to community projects ranging from fund raising for the Friendship House in S.E. to sponsoring a Halloween party for kids to contributing to the Million Dollar Drive, which the fraternity sponsored on behalf of the N.A.A.C.P., National Urban League and the United Negro College Fund.

The fifteen founders of Nu Beta chapter are Anthony Williams, Joseph Ferguson, Darion Thomas, John Garnett, Adrian (Lucky) Brevard, Daniel Robinson IV, Earl Jennings, Benjamin Bowles, Robert Kelley, Eddie Oliver, Robert Butts, Donald DeVille, Mark Trice, Michael Reeves and Donald Edwards. Our Chapter Advisor is Rowland Martin of the Student

Activities and Special Services office.

**Phi Sigma Sigma**, the first non-sectarian sorority in the United States, was founded at Hunter College in 1913. Presently the Beta Upsilon chapter is active at American University, raising funds continuously throughout the year for the Kidney Foundation. They enjoy a close friendship with their own sisters and also with those of sorority houses throughout the country, and they pride themselves on the diversity of their sisters.

On the A.U. campus Phi Sigma Sigma sisters hold winter and spring formals, holiday parties and study breaks with other Greeks on campus. During the '78-'79 school year they took part in such activities as auctions, ice skating and pot luck dinners.

**Alpha Tau Omega** fraternity was



### Delta Gamma

Row 1 — Donna Shira, Jackie Smith. Row 2 — Kathy Baisden, Margie Stauffer, Marie Gladys, Tina Ederman, Maggie Wolff, Dawn Peters.





### Phi Sigma Sigma

Eilene Litvak, Robbin Marks, Cathy Grim, Laurie Weiss.



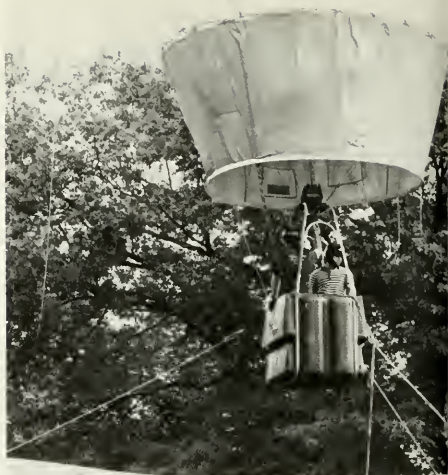
### Alpha Chi Omega

founded at the Virginia Military Institute, Lexington, Virginia, in 1865. It was the first fraternity founded after the Civil War, and it is one of the oldest social organizations in the nation. The Epsilon Iota chapter of Alpha Tau Omega was founded on January 30, 1943, here at American University. The brotherhood has, however, been associated with this campus since 1928, when, until 1943, it was known as Alpha Theta Phi.

Today the Epsilon Iota chapter of Alpha Tau Omega is an active and growing campus organization of thirty-one brothers and pledges. A.T.O. has a long history of community service here at A.U. The most recent endeavors in the area of social service have been raising money for both the

National Epilepsy and Leukemia Foundations. Throughout the year, A.T.O. offered several parties that were open to the entire campus in addition to closed in-house parties. A.T.O. has also kept active in intramural sports. While they have not won any championships lately, they have advanced to the semi-finals and the finals in the areas of softball, bowling and basketball.

The A.T.O. officers of the 1978-79 year were: president — Randy Gleit, vice-president — Rodger Petrocelli, treasurer — Jon Krongard, and secretary — Lee Potter. Under these officers the brotherhood has striven to become a visible and active organization at American University.



## Alpha Epsilon Pi

Eli Fatterman, Mark Polack, Marc Duber, Ronnie Dresner, Joe Seawell, Jim Sitpe, Rich Hansler, Joel Feldman, Bruce Taub, Jeff Newman, Marshall Aaron, Lee Rawitz, Lee Miltner, Scott Richter, Jim Blainstein, Abe Lowenstein, Scott Hildebrand, Eric Portnoy, Neil Rosen, Doug Sonetas, Kent Roman, Don Deem, David Weiner, Mike Kirk, Steve Ungar, Dave Olafson, Eric Feldman, Rob Engel, Mike Dresner, Scott Becker, Pete Vimonen, Kevin Rich, Jeff Kahan, Richard Skobel, Ari Maxham, Brian Armstrong, C.D. Horwitz, Alan Lavin, Rob Greenburg, Phil Horowitz, Keith Lewis.





### Alpha Phi Alpha

Anthony Williams, Donald DeVille, Michael Halbert, Joseph Ferguson, Benjamin Bowles, Daniel Robinson IV, Edgar Oliver, Adrian Brevard, Mark Trice, Darion Thomas, Earl Jennings.



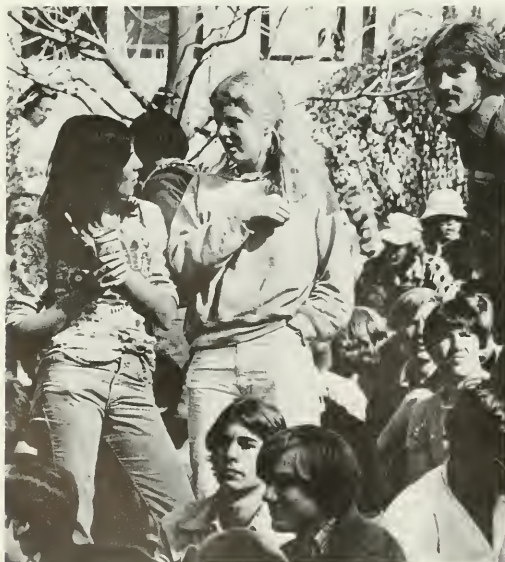
## **“Daddy’s Back”: The Loggins Concert**

The mark of a truly great performer is his ability to turn a restless, bored and unresponsive audience into cheering enthusiasts after just one number. Kenny Loggins is such a performer.

Appearing Wednesday, October 18, at George Washington University’s Smith Center, Loggins displayed various styles of music ranging from the mellow to hard rock, all of which won the crowd over.

He opened with the title tune from his latest album, “Nightwatch,” then followed with “Daddy’s Back” and a long version of “Why Do People Lie?” His new pieces have a jazzier sound than his earlier works, but it made little difference to the crowd.

Loggins then turned to mellow sounds with a solo version of “You Don’t Know Me.” In an effort to oblige and quiet the shouted requests, he played his famed “House at Pooh Corner.”





The rest of the evening ran like a Kenny Loggins greatest hits album. "Danny's Song" preceded his current single, "Whenever I Call You 'Friend,'" which sounded better than ever despite the absence of Stevie Nicks. At this point the crowd was on its feet clapping and swaying to the music. During "I Believe In Love" the audience was urged to sing along. He closed with a 20 minute version of "Angry Eyes."

His lengthy finale, however, did not satisfy the crowd, which cheered him back for three encores, "Easy Driver" from his new album, "Vahevala," and finally "Celebrate Me Home."

Jay H. Handelman



### The A.U. Tavern: "Eating Out is Fun"

A last psychology class held over wine and munchies. Catching a couple of beers while your computer program is running. Relaxing on a study break. Getting rowdy after midterms. The juke box competing with the T.V. Live bands on the weekends. A freshman sent flying across the room followed by his chair. And the food isn't bad either.

Lisa Strongin





### Coffee House

A.U.'s own Saturday Night Live.

A grab-bag of rock bands, jazz bands, poetry readings, folk guitarists. "Isn't that guy in Western Trad. How does he have time to write songs?" A place in which to become friends. No cover, B.Y.O.B. Black tie optional.

Lisa Strongin



The Student Union Board





hunt for the steps used in filming *The Exorcist*. If you are a bit more bizarre, you can stand near Riggs Bank's golden dome and tell the real tourists, "Yes, this is the Capitol."

When you have walked enough and are interested in food, your choice is only limited by your pocketbook and your imagination. If you are celebrating a paycheck, you can enjoy the good food at the Publick House. If not, Crumpets is very informal and the desserts are spectacular. Mr. Smith's gives you the option of outdoor dining in their Garden Room and the best daiquiris in Georgetown. The Cafe de Paris serves excellent potatoes and fattening desserts twenty-four hours a day. The key is to window shop the menus in order to decide where and what you would like to eat.

Now that you are rested and refreshed, what about the Georgetown night spots you have heard about? Unfortunately, most of them require cover charges and minimums, but there is one place with no cover: Deja Vu, located around 22nd and M, not quite Georgetown proper, but still within walking distance. Proper dress is necessary in this palatial maze of rooms where you can sit and sip your drink and, when the mood is right, make your way to the dance floor. The music is mostly Fifties and the Pina Colodas are stimulating! Best of all, at the end of a night like this, you can take a taxi home and still afford to do it again next week.

L. Strongin



## Where to Go When Your Dorm Walls Close in on You

Georgetown. Exciting playground for junior executives and dignitaries. But what about the rest of us, who do not own gold charge plates? Take heart! Georgetown can be fun on student budgets too. It is a kaleidoscope of sights and sounds, many of which come free of charge. The shops on Wisconsin Avenue and M Street are unique and picturesque, and while their merchandise may be priced way out of your range, it doesn't cost a cent to look.

At Canal Square there are two shops that are especially fun to browse through. The Tiffany Tree features original pieces of art work in various forms of bric-a-brac. Porcelain and pewter figures, hand blown glass and sculptured candle and one-of-a-kind jewelry are just some of the items on display. If you have a passion for classic

children's toys or Christmas ornaments, The Great Chase is your paradise. They have the finest array of nutcrackers and tree ornaments in the area. Follow a young child around the shop and watch his eyes light up among the stuffed animals and hand puppets. The Square features other shops and usually a street musician or two at night.

To really appreciate the diversity and charm of Georgetown, wander away from the main avenues. You will find good and inexpensive restaurants, a canal along which to stroll, row, or ride a bicycle, and off-beat shops such as the Bowl and Board where everything is made of wood. Their toys, dishes, goblets, all have the personal touch of carved wood. The people are friendly and there is no pressure on browsers.

If you enjoy being touristy, you can catch the view of D.C. from Key Bridge or

## Off Campus Living: The Alternative

It's early morning, a little before eight, and the dorms are slowly coming to life as the residents awaken and prepare for the first of the day's classes. But outside are cars and buses coming up Massachusetts and Nebraska Avenues, up Foxhall Road and down Wisconsin Avenue across Western Avenue, bringing A.U. students from Arlington and Alexandria in Virginia, and Rockville and Riverdale in Maryland, from the corners of Washington and its outlying suburbs to The American University campus, where they create a constant flow of in-and-out traffic from the first class at 8:30 a.m. until the last, ending at 10:40 p.m.

Whether they are area natives living at home or students from other cities sharing an apartment, the commuters share a common sense of independence from the often cloistered existence of the on-campus residents. To the commuter, the resources of the city are not something distant and inaccessible, as they may be to the resident who treats the campus borders as walls. The Kennedy Center, local museums, movie theaters and Georgetown are, for many commuters, a way of life and

have become regular stops during the day on the way to and from school.

For the bus commuter, A.U. becomes four years of bus stops at Ward Circle, 18th & K, and Dupont Circle, as well as bus transfers and subway farecards. Getting from one end of the city to another becomes part of the education of self-sufficiency. The commuter can't afford the distinction the resident is prone to make between college life and "the real world," for on the bus, subway and highways there is no such distinction.

When on campus though, the commuter faces the problem of what to do if there is a long stretch between classes, for A.U. is not a campus designed for the non-resident. The 24-hour study lounge and snack bar are fine for a brief respite, but they become monotonous after awhile, and the crowds get tiresome for the student who wants privacy. The Batelle-Tompkins Library, with its tight space and claustrophobic atmosphere, is also of little help.

For those who live off campus, its advantages far outweigh its problems. The city becomes part of their life and part of their education; its resources and opportunities open before them.

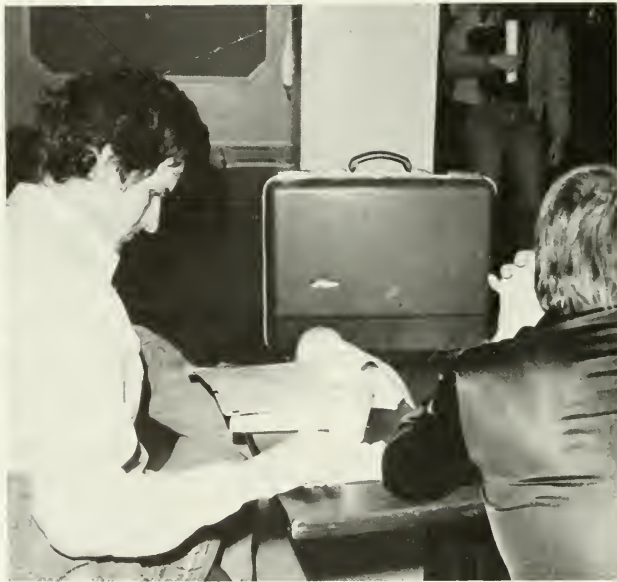
Paul Page



metrobus

N1 N2 N4 N5







## Views from Student Life

Characteristics of college students in the past four decades have reflected the changing interests and values within American society. K. Patricia Cross (1968) refers to the campus scene of the 1930's as "coping with the enthusiastic cause-chasers." The veterans of the late 1940's brought new academic competition and seriousness to campuses. In the 1960's, the protestors and activists amused, angered and mostly baffled and bewildered the American people. This vocal group provided a startling contrast to the silent generation of the 1950's.

The American college student population of the 1970's represents still another fundamental change. Higher education no longer attracts only the bright child of liberal, affluent, college-educated parents. As the goal of universal opportunity to attend college becomes more of a reality in the United States, the new student of the 70's necessarily comes from the second and third quartiles in academic ability and the lower socioeconomic strata of our society. Motivation for intellectual pursuits becomes secondary to the desire for an employable degree. Tight money, inflation and high cost of attending college are the broader societal reasons for the shift in emphasis.

Career planning and placement seminars are drawing serious-minded students who are no longer content to while away their academic careers in course programs which are dead ends in the world of work. Colleges, recognizing this shift to the more technical fields, have realized that in order for students to grow and expand, distribution requirements must be re-instituted. Basic skills in writing and mathematics need to be taught and tested for to assure competencies prior to the awarding of the undergraduate degree.

The four year college experience, if it is to be successful, must be a time of growth for students. It is a time of seeking and exploring and finding oneself through association and solitude, during sleepless nights and jam-packed days, in classrooms and residence halls, at meetings and soccer games, sharing love and dreams and disappointments. According to Timothy Healy (1978), college should hit a student like a ton of bricks. Perhaps for the only time in an individual's life, the mind and body and

spirit are stretched to the maximum of one's ability.

The average American University student of the late 1970's appears to be serious minded about academics, interested in the quality of life outside of the classroom, aware but somewhat apathetic about campus, national, and world issues, notwithstanding a sizeable foreign student population. I believe American University students perceive their University to be a changing and vital place. Professors are taking more interest in them as individuals and in their classes as a whole. The increase in the normal academic load from four to five courses has had a major impact on their study time. Students who have gotten by with a minimum of effort in the past are now hitting the books and attending classes on a much more regular basis. Remedies are being sought for loud stereo playing and other inconsiderate actions, nuisances, and intrusions into quiet times. A sense of real academic purpose is developing on campus, and it is exciting to be a part of The American University in this time and place.

On the extracurricular side, although free time for planning and putting on major social events is not as available, interest remains high in student activities. The undergraduate and graduate student governments, despite a very cumbersome structure for the Student Confederation and a very low budget for the Graduate Student Council, are managing to provide viable and valuable services to the entire university community. Students are expressing themselves and they are being listened to and heard.

If anything is lacking on campus at present, it seems to be a cause to enthusiastically support. We have had brief flickers of banding together for lower tuition increases, better food services and the like, but there simply has been no major issue to excite and unite. Once again, I believe this to be a sign of our times.

It is evident that the student of this decade has a perspective quite different from those of college students in the past. I believe the outlook for the 1980's, despite dire predictions of decreasing enrollments and budgetary cuts, is generally favorable



for institutions of higher education. Once the very painful adjustments have been made, our colleges and universities will continue to make their very important contributions to society. Students, reflecting that society, will continue to partake of the collegiate experience, and will continue to grow in literacy and wisdom and knowledge as a result.

Carmen G. Neuberger  
Dean of Students

I wouldn't want word to get out, but if American University stopped paying me for working with students, I'd probably just keep on coming to the campus each day to do it anyway! I don't know where else I could go to find such a fascinating variety of intelligent and creative people as there are on the American campus.

While it is true that I might have said similar things each year since I came here in 1969, I say them with particular feeling this year. For not only do I work more closely with a broader cross-section of the student body than in the old days; but the nature of that student body has measurably changed. For one thing, the students come from more places. What a cosmopolitan campus we have! It is virtually impossible to walk from one end of the quadrangle to the other without hearing half a dozen different languages spoken. We have the

world in miniature on our seventy-two acres. We have a kaleidoscopic variety of lifestyles and world views and political passions and religions. It may be possible to come to American University for four years and to insulate oneself from all of this — but it has become increasingly difficult to do so. We live in a world that is shrinking at great speed, and now not only Europeans and Canadians are our neighbors. So are Iranians and Nigerians and Chinese and Venezuelans and Japanese — and the list goes on and on. And to be on this campus day after day is to rub shoulders, and to exchange ideas, with the world! That, I think, is very exciting, very relevant education.

Other changes I note have to do with things like academic seriousness and vocational preparation. If ever it could be said that this was a "party school," it can be

said no more. Statistics of library use have climbed off the charts — had the new library not been finished for the spring semester, we would have had to expand into a circus tent on the quad! And people study in the dorms in numbers that never used to be the case. Traffic in the Career Planning and Placement Services has multiplied many times over. More students are involved in religious activities. And while I would not want to make the alumni feel bad, I have to note that the new students are smarter than the old ones used to be.

If it sounds like I enjoy all of this, there's good reason. So, like I say, don't let word get back to my boss, the Provost, that I like my work with students so much I'd probably do it for free. He's the kind of guy who just might want to take me up on that . . .

R. Bruce Poynter

Assistant Provost for Student Life

## Office of Student Activities and Special Services (SASS)

Concerts. Coffeehouses. Lectures. Dances. At some point in the production of these and most student-sponsored programs, you will find SASS.

The Office of Student Activities and Special Services (SASS — formerly Student Program Development) acts as a resource for the various components of the Student Confederation, the Student Union Board, Greek organizations and student media. Clubs look to the SASS staff for assistance in establishing goals and objectives, and in developing and planning activities. Up-to-date files are maintained in order to refer potential members to existing social, academic, political, athletic, public service and special interest organizations, or to facilitate the creation of new ones. Participation in these non-classroom activities provides invaluable opportunities for developing management skills, for personal exploration and growth and for friendships that won't be left behind on graduation day.

The office also processes vending and room reservation requests and coordinates services for students with physical disabilities.

Whitney Stewart



# Physical

"The art of running the mile consists, in essence, of reaching the threshold of consciousness at the instant of breasting the tape."

Paul O'Neill

# Physical





## Crossing the Threshold: The Athlete

Certainly the aim of any university is to stimulate the growth of its students. Although academically the university challenges them to strive toward intellectual excellence, an equally vital facet of growth is accessible only through sports.

Athletics offer the participants a chance to give and receive. The athlete devotes all his resources toward the realization of an ultimate group goal. Whether or not this is achieved, the game still imparts to its participants a feeling of unity: individuals striving together for a common purpose.

Through this physical realm we observe examples of extreme courage; athletes continue to play with injuries that would cripple most people because they realize it is no longer a matter of "me" but of "us." Here we are presented with a refreshing

interpretation of individuality: supreme individual effort for the good of the team. Indeed it is invigorating to consider the team as a unit of individuals striving for a common goal, each contributing his/her special talents toward its attainment. Sports teach us that one may not be the best. Defeat must be accepted, but we can still maintain our individuality.

Athletics also teach us a sobering lesson about the nature of time: it erodes an athlete's reflexes, clips his/her speed, and drains his/her power. The strongest individuals, athletes or otherwise, are eventually ravaged by the passing years.

Sports pit humans against other humans, against the individual self and against time — all in the quest for perfection. Athletes continually seek the perfect play, game and season. If this is realized, the ensuing exhilaration is unmatched.

David Perel





## Soccer

One of the brightest spots in American University athletic history was the 1978 Eagle soccer season; for the first time in the history of any A.U. team, the Eagles attended a NCAA tournament.

In November after a stunning win against nationally ranked Loyola College of Baltimore, the Eagles were invited to travel to Clemson, South Carolina, to meet the Clemson Tigers, ranked third in the nation. Although the Eagles lost to Clemson, 4-0, they proved to the entire University community that A.U. can play admirably against even the best in the country.

The Eagles ended their season 10-5-1, which is the best record that an A.U. soccer team has ever finished with. That record gives great hope for years to come. American also had the youngest team in University history this year, so with a little luck the Eagles will hopefully come back next fall with an even better record.

This year coach Pete Mehlert saw fit to start five freshmen with only one senior.

With that line-up Mehlert's team ploughed through an undefeated season at home — another team first. The Eagles were also regionally ranked in the top ten towards the end of their season.

The Eagle's defense managed to shut out half of their opponents this season, primarily because of the efforts of Tony Vecchione, the captain and goalie. Vecchione ended his college career with nineteen shut-outs, again another school record.

Two of the Eagles were appointed to the All-East Coast Conference team. Louis Calderon was given the honor despite the fact that he was forced to miss the second half of the season due to a leg injury. Another A.U. standout was freshman Kevin Barth. Barth chalked up eleven goals and three assists during the season and lead the ACC in scoring for most of the season.

The Eagles will be back in full force to begin their season in September. With the returning talent on the team, another shot at the NCAA title could well bring victory.

Ann Riley

# Tennis





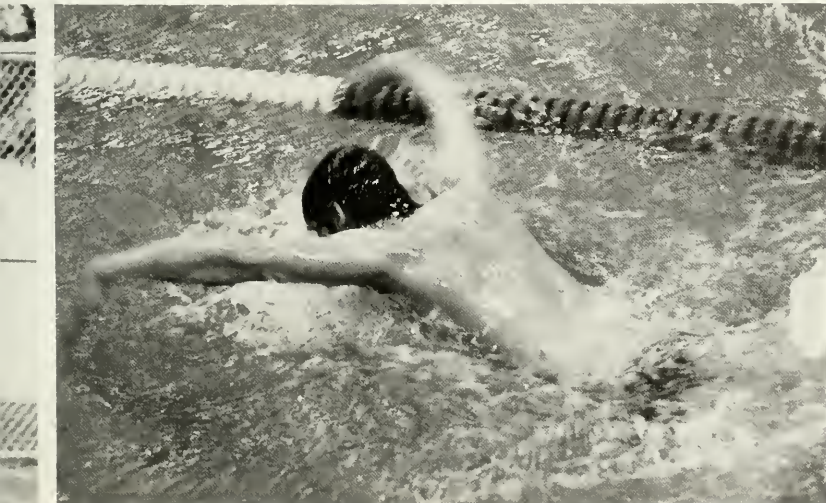
Baseball



A.U.'s women's field hockey team barely missed hitting the .500 mark this season. The women showed flashes of excellence throughout the year. Their toughest test came against Salisbury State College of Maryland. The Eagles' tough defense only allowed one goal, but it proved to be enough; Salisbury won, 1-0. The Eagles had a strong, young squad, and they look forward to next year.

## Field Hockey





## Swimming



Certainly one of the big surprises of the A.U. sports scene this year was the **women's swimming team**. The women shattered an amazing fourteen school record at the East Coast Conference Relays. Leslie Willard broke three individual records and also helped establish four new relay records.

The Eagle women destroyed rival Georgetown University 92-39. Willard broke two school records in that meet. However, powerful Drexel University was too much for the Eagles, handing A.U. a 73-50 loss.

The **men's swimming team** had a season full of peaks and valleys. The men were impressive in defeating area rivals Georgetown and Howard Universities. The Hoyas fell 57-51, while the Bison were dealt a 60-48 defeat. However, the men were trounced by nationally ranked Drexel University, 68-36. Co-captain Michael Kirks was a constant standout for A.U. as was co-captain Tom Ugast. Kirks took two first place finishes against Drexel. Both wins were in freestyle events.

Basketball





Standing (l to r) — Mark Gritos, Rodney Adams, Stan Lamb, Leon Kearney, Ray Voelkol, Tom Pfozter, Bob "Piper" Harvey, Russel "Boo" Bowers, Mike Abner, Chris Dye, Steve Bond. Kneeling (l to r) — Head Coach Gary Williams, Assistants — Jay Mottola, Frank DiLeo, and Ed Tapscott.





### Athletic Club Council

(l to r) Talal Chaach, Eric Hood, Tim Coffey, Barbra Schick, Lisa Beaman, Tab Shanafat.



# Emotional

“A happy life is one which  
is in accordance with its  
own nature.”

Seneca

# Emotional



## Welcome to Your Home for the Next Four Years (A Freshmen Look at A.U.)

Attending a large university in a major city is a big step for a small-town gal like myself. Meeting new people, living in a dormitory, finding out that high school was a poor preparation for college classes and learning my way around the Nation's Capital were all the orientation I was to go through to become a part of The American University.

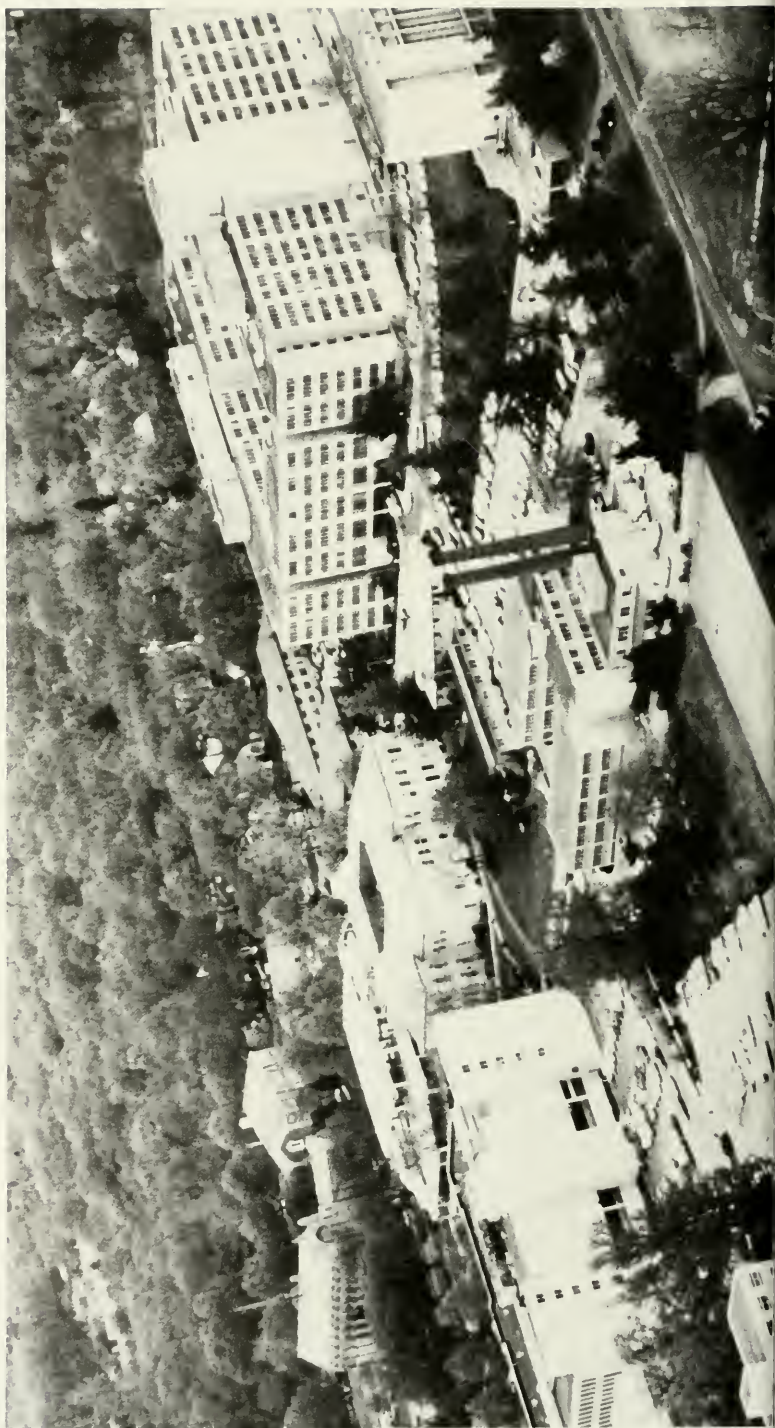
The small Long Island suburb where I had spent the past eighteen years was the typical middle-class neighborhood, inhabited by much the same sort of people. When I came here, I realized my town had presented a rather limited view of the different types of people and cultures in the sea of humanity.

American University has all kinds of people — the rich, the poor, the Americans, the international students, the "big city sophisticates" and the "down home farm guys and gals." Meeting these different people from different areas and lifestyles proved to be an interesting and enlightening experience.

Dormitory living was one of those facts of life I'd heard so much about, but I wasn't really sure what the truth was. In my dorm room would I ever get any privacy? Could my room be transformed from a cement prison cell into a humble abode in which to spend my freshman year?

My questions were answered in a short time. Dorm living isn't that bad . . . except for the noise at 2 a.m. from blasting stereos, people jogging in a late-night attempt to trim down that bulging stomach, and various voices screaming through the halls. A few roaches here and there, empty mail boxes and bomb threats conveniently timed to abruptly shatter my best dreams were some of the other trials of dorm life . . . C'est la vie.

Once classes had started, I realized what I was doing here — or did I? College classes are a far cry from those of high school, where homework is minimal and where there is always that bottom level of students to make the college preppies look intelligent. Spending an average of three to four hours a day studying was a little more than I had anticipated, and for those first few weeks I was sure I'd smother under all those assignments.



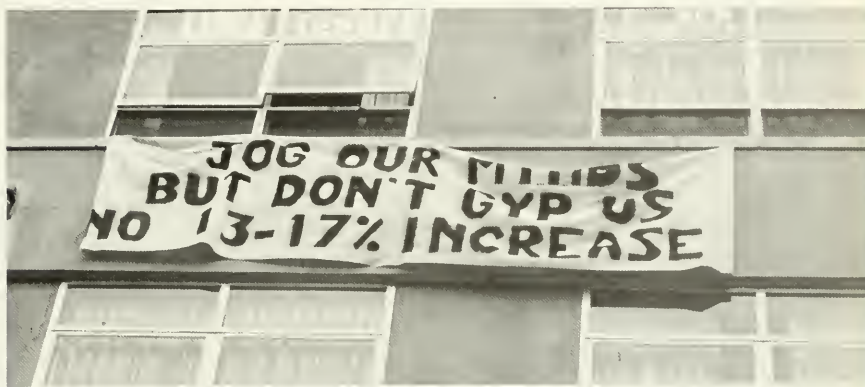


After I had received grades on my first exams, I concluded that by organizing one's time and work, it is possible to do well in and benefit from a course.

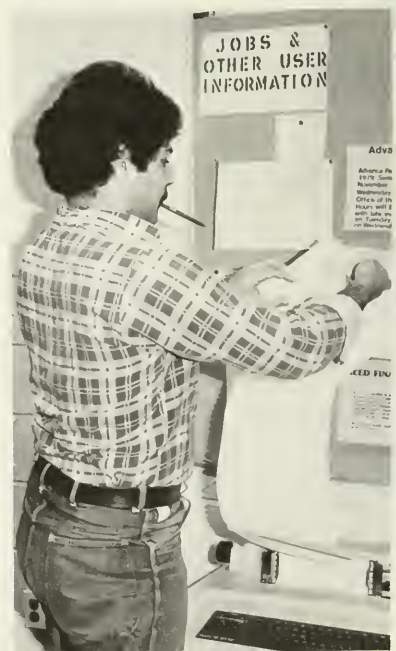
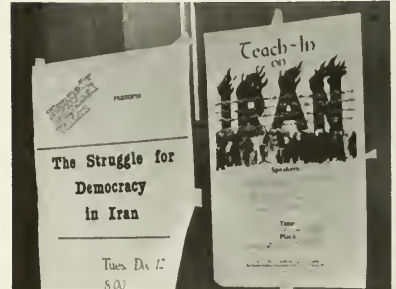
The city of Washington, D.C., proved to be an extra added benefit. I'm so glad I didn't choose to attend a small college "way out in the boondocks" of cold upstate New York. Washington — at least the north-west section — is a beautiful city, offering something for everyone who wants to take the time to explore it.

College life may be somewhat perplexing or even frightening at first, but if one gives it a chance, in time it can even become enjoyable!

Laura Penny



## Foreign Students at American





## Letter To A Prospective Nursing Student

Dear Future Nursing Student,

So, you want to know what it's like to be a nursing student? Picture yourself well read in chemistry, biology and physiology — three semesters worth. It's 5:30 a.m., the alarm shatters the warm security of your dreams, and you open your eyes to darkness — two days a week. The final semester you envy your previous routine: three days a week you begin work at 4:00 p.m.; your shift lasts until midnight. Yes, all of this is clinical; that's what nursing is all about.

What have I learned from all this? First, I must take into consideration the biopsychosocial needs of every human — A.U. students no exception. Therefore, I am also a walking Health Center for my floor. In four years I have acquired the symptoms of palpitations (before each test and care plan due), congestive heart failure (when I get the tests and care plans back), depressive neurosis, and along with all that — hemorrhoids!

Of course I make mistakes. I wouldn't

be a student nurse if I didn't. One time in Obstetrics I told the janitor, instead of the real father, that his wife had just had a baby.

You ask about a social life — what is that? Seriously, I have had time to socialize — a few minutes here and there.

The size of the school, although small, is ideal, because my professors know me as a person, not just as a social security number. They know my feelings and goals, I know and respect theirs, and we are friends. Other students are impressed when I tell them I'm in nursing school, because many of them didn't know one even existed here at American University.

Many times I've asked myself, "What the hell am I doing?" Then I get a thankful response when I work in a clinic, and I realize I have helped someone in some way. That's when I know it's worth it. If all else fails to keep me going, I look at it this way: At least when I graduate, I'll probably have a job.

Sincerely,  
Gail Hadburg  
A prospective R.N.



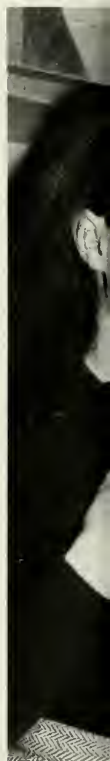
The Counseling Center offers the American University student an opportunity to be more comfortable and effective in life and in relationships with others. This may mean understanding uncomfortable feelings and unwanted behaviors or enhancing what one already does well. College years are a time for growth and development in many spheres — the educational and emotional well-being of a student are not always easily separated, and the Counseling

## University Counseling Center

Center has a role in contributing to the maturity, responsibility and independence of the A.U. student.

Services of the Counseling Center also include the Reading and Study Skills Laboratory component. In offering individual and group programs for improving reading, writing, and learning skills, the RSSL serves as a support service to the academic component of university life.

Pat Freiberg





## Women's Issues: Is Anyone Listening?

They are pushed from the mainstream of campus life into their own corner. There, safely removed from our sight, they can rant and rave all they want — we don't have to face them and justify our lifestyles to them. Ignore them; perhaps they'll give up and go away.

A.U.'s feminists are removed from our sight not by force — they could strike back against that kind of open resistance. Our feminists have to battle apathy. The energy and emotion towards feminist issues is just not there. It is harder to convince a lazy person to run than to convince a running person to change direction.

Our sole undergraduate women's organization, excluding the flourishing sororities, is the A.U. Student Women's Union. Since its conception two years ago, this group has survived on the determination of a few core women. They aim to raise feminist consciousness in men as well as women. They hold meetings, they divide into committees, they formulate ways to bring women's issues to our attention, and they analyze barriers facing A.U. women. But they hear no responses. The A.U. Women's Union has no enemies, but neither does it have support.

There are several women's organizations on campus for faculty and staff, however. The Women's Advisory Council, for example, consists of members of the Women's Law Collective, the Senate Women's Affairs Committee (wives of faculty) and the 25 to 99 Club (women of that age group). The Student Women's Union also has a representative on this council. In addition, the Division of Student Life publishes a Women's Newsletter, which focuses on issues and events of interest to women, but it too is geared to faculty and staff.

The women's movement does not thrive among undergraduates here at A.U. Instead, amidst our rush to get to class on time and attract a more interesting Friday night date, the movement quietly slips into campus background. Our women's organization is not heard because we are not listening.

Lori A. Woehrle



## Reflections: Looking Forward To Looking Back

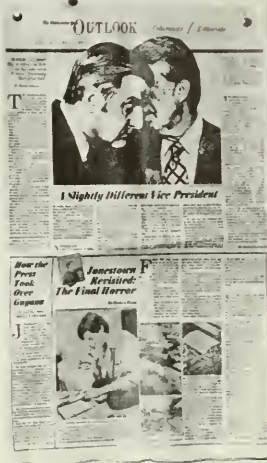
We are supposed to be different now. Polls and surveys in news magazines tell us so. In 1979, as members of the post-Vietnam, post-Watergate, pre-1984 class of college graduates, we are described as intensely career-oriented, prone to specialization and very much goal-directed. Concerns about the state of the job market have compelled many of us to conform rather than to experiment with our own intellectual growth and development. How many liberal arts majors, philosophers, artists and musicians have turned, out of apparent economic necessity, to more technical but comfortable fields like business administration, accounting or computer science? It is said we are less willing to take a stand, more self-centered. The time of student radicalism had long faded when the class of 1979 entered American University. Names of people, places and events so important in the sixties and early seventies are, for most of us, reminders of our then observers status: Kennedy, King, Berkeley, My Lai, Chicago, Watts. Not many of us actually fought in Vietnam. Few stood in Dupont Circle when it was ringed with troops in 1969. We watched it all on television — live, in vivid color — via satellite.

The life of the student was different then. There were other goals, social and political attitudes, styles of dress and modes of behavior. Very much the activists rather than the apathetics, our predecessors had many causes to which they could rally, injustices against which they could protest. The problem, many said, was that the system itself — the establishment — was bad and had to be changed. Many things did change for the better. But the establishment was never overturned, nor was the system dismantled. Graduates of 1979 prepare to enter that system and will attempt to improve it, for it will carry us into the 21st century.

Where will we be and what will we be doing when the clock strikes twelve and the year 2000 begins? Most of us will be in our early forties, having spent Orwell's 1984 in our late twenties. We may be working at jobs we enjoy, or we may still be searching. But quite a bit of reflection will no doubt be taking place, as it is now for me — reflections on an institution called The American University and an investment of four years of my life. For A.U. will have played, by that time, a major role in determining my own future, as it has for thousands of others since its inception.



# THE PROGRAM IN JOURNALISM AND PUBLIC AFFAIRS REPORTING POSTERS ★★



A certain amount of melancholy tends to set in as one contemplates graduation, and there is a peculiar sadness as well. It's all based on the sudden realization that a special period of one's life is at an end and that somehow it passed all too quickly. Yes, there is an emotional pride in The American University that is difficult to overcome. Not that there haven't been any disappointments in four year's time. It has not been easy, for instance, to see so many shy away from a liberal education in favor of careers promising more security or financial reward. We may be snapping out of the notion that specialization is the best thing in "uncertain" times, and perhaps the liberal arts will rise again. It's just that I've learned that a major does not a person make, that an English Literature graduate can just as easily run a radio station as author a book. The American University, I've learned, is not an ivory tower, an entity separate from the "real" world (one of the traditional put-downs of college life). It is one with the world and especially with the city of Washington, as much a college town as Boston, Berkeley or Princeton.

The time passes so quickly now. In the beginning, four years seemed to stretch interminably before me. Now for the first time since entering school sixteen years ago, there is no clear-cut package of years to look forward to, no three years of junior high school, three years of high school and four years of college; just the longer continuum of life. I lived in the dorms and experienced personal growth, and lived off campus for a different taste of life; faced the initial disillusion and self-doubt and overcame them. I was a doer, not a complainer, and wished that I could have done more. For a university is only as good as the people who comprise it. Attitude is just as important as endowment or the number of books in the library.

Maybe that's my biggest regret — I won't have used the new library as an undergraduate for more than a few months. But it doesn't really matter that much because American University is on the upswing — it has been for years. I wonder how many of us really took notice. Leaving will be the hardest thing I've had to do in some time. But it will be with the knowledge that when I ever return, I'll remember what I added in four years at A.U. As Spinoza said, "To be what you are and to become what we are capable of becoming, is the only end to life." And so for the Class of 1979 . . . and for The American University.

Daniel A. Robinson

Dear Cyndi  
Carol  
it was a very  
snowy year  
in D.C. Love  
Kisses  
Ricky T. ♪  
P.S. Thank  
Rhonda

Julie-bug ~



live  
love  
b  
laugh ....

**YOUR BESTEST**

To the revolution

Oscar still  
loves you ☺ always

I'll never forget  
your Birthday party—  
To Stic

you  Springsteen  
is and always  
will be  The

L. ۱۱

the J. F.  
Will you?

Will  
A Year of Hearty Parties  
and Happy Hangovers

To Stick, Sarge, Quake, Randy, Monty,  
Lex, Rodge, Gordo, Scott, Gumbee,  
Hersch, Mike, Jeff, Jon and the  
Rest of ATO,  
Thanks

45

Scott, Gumbie,  
n and the  
ts  
Ringo Road  
Linda & Quicks  
ie die.

Stevie  
will never die!

What A long strange @

That's been!

(17) ~~Guaranteed~~ from Rich - not 7 hands  
 "Do the city" to Gregg, to Frank  
 to see the city to see the city  
 to see the city to see the city

For 1000  
Tubed over!

NEVER underestimate  
The Power of  
A Woman!!

11/10/78  
Hi Everyone!

Cheryl S.

Bruce proved it all nite to  
Nancy on her 20th  
11/2/78 dja

An R.R.'s job  
is never done. And  
what's worse, no one  
ever appreciates it!!

We love you  
Mimi. 7th  
Hughes

ON CAP. HOW I DO MISS YOU  
We might be  
laughin a bit too  
loud--but that new  
er hurt no one.  
ONLY THE GOOD  
DIE YOUNG

J.D., D.D., + M.D.  
"Thanks!"  
Karen

you know the water your delitation  
the more you're slip sliding away  
the more you're exposed the age  
the more of consciousness and rightness  
I believe that's just what a  
rage found that's just what a  
fight

LE:

DEE WHITE '79  
HARDY BENNETT '75  
JUNE (LOVE) '79  
JUNE 16, 1979

people on a bus  
you're only two  
TURGENTINE & RED PAINT

GO Yankees!  
Boston  
Hillcrest inc.  
WHEN LYNNE  
ENTERS A ROOM SHE  
MAKES AN ENTRANCE  
WHEN YOU ENTER A ROOM  
SHE MAKES AN  
ENTRANCE  
short

# Intellectual

“The highest, most varied  
and lasting pleasures are  
those of the mind.”

Arthur Schopenhauer

# Intellectual





## An Interview with the Provost

**Talon:** What do you see as the goals American University is striving toward, and where do you see the University on the path to their realization?

**Berendzen:** I think the most noble goal we could achieve, and, as a matter of fact, the one for which The American University was founded, is as grand as that of any university in the country. As long ago as George Washington in time, there were those who wanted to have a national university and, for the founders of this University, the goal was to have a great national institution of learning here in Washington, D.C., an institution dedicated to the highest academic standards and to attracting students from the District of Columbia, the fifty states and around the world.

These are broad goals, and we still believe in them. More specifically and programmatically we should not try to have all programs because we cannot be everything. On the other hand, we should have a certain number of programs and do them well; if we cannot do them well, we should cease to be. And as far as the time scale required to achieve this, I really don't know any university in the nation which, within a two-year time span, has done more to upgrade its academic standards and to link these clearly to its student life programs. I can point to the change in credit hours, the distribution programs, grading standards. There are solid data and evidence. We're not perfect. We're not

perfect at all. All I can say is we're a lot better than we were four or five years ago.

We need to do more to improve our admission standards, and that would mean improvements in the area of student life; it would mean such things as honors tracks — not just a course or two but an entire track, an honors track that would appeal to the most able and motivated students. Probably, it would mean some senior level projects, senior theses, special programs, and so on. Also, it would mean more work-related experience, such as the Cooperative Education Program, expanded so that it would be an even more important part of our campus. Probably more national and international linkages are forthcoming, such as more Washington Semester Programs but in other fields beyond what we have now, some sister-school ties between The American University and schools elsewhere in the country so that not only can their students come here, but also our students can go there for a semester, some linkages with foreign countries . . .

**T:** The university was founded primarily to develop a more liberal approach to education, but now liberal colleges are becoming more specialized. How do you feel about this shift?

**B:** It is certainly true that the humanities and arts and sciences nationally have been declining in popularity compared with the professional areas. In my view, one with-

out the other is simply inadequate. I think what we need is to have in our School of Communication, in our School of Business Administration, and in other professional programs a strong liberal arts core; and, conversely, it seems to me that people in all the various liberal arts programs ought to have some introduction to the real world of work. And I don't care whether you major in art or history or philosophy or whatever — I think that there ought to be some introduction to professional or job-related experience — an internship or something so that there's a practical, career-oriented aspect to what you're doing.

The only thing that worries me is that far too many students enroll in higher education no longer to learn facts or concepts, for upward social mobility, to avoid the draft, to find a mate or for any of the other classic reasons for going to college. For a large number of students, it's become a matter of getting the obligatory "ticket" to certain high-paying jobs. And while that's understandable, it's also somewhat lamentable, because the job market changes over time in a curious and almost unpredictable way. My guess is that eventually, we're going to be graduating more students in accounting than there will be accounting positions. We're not there yet, but we're going to get there. Half the freshman class at Yale, about a year ago, declared themselves to be pre-med majors. Now at that rate, in a few years, either we're going to

have some very disillusioned medical school graduates from Yale or the nation is going to have a shortage of sick people.

T: Most of what you are talking about concerns programs the University provides for the students; how do you see the students themselves, how they fulfill the goals you see them striving for, and how they fall short of these?

B: We are getting increasingly better students. Students this year, I find, seem just as interested in the University as before but in a different kind of way. I think it's evident in the altruism of the Dance Marathon, where people were having a good time and doing something for somebody else at the same time.

T: In the 1977 *Talon* you were quoted as being more interested in nobility than in survival. What do you mean by this?

B: In a time of very tight budgetary constraints, which is certainly where we are, there is a strong temptation to worry about survival. Nobody would ever say that quite outright like that because it doesn't have dignity; it doesn't sound right. The fact is that we worry about admissions standards, we worry about exit standards, we worry about how tough to get in the classroom, and we worry about the geographical diversity of our student body. We worry about all kinds of things. In the back of our minds all the time is sheer survival — balancing the budget; can we be here next year? What I would like to reiterate with all

personal growth?

B: Probably the single most important aspect of education at this or any university is the ethos of the campus. It's not a common thing to talk about, but it just happens to be the most important thing of all. It's not merely what you memorize from a textbook, what you parrot back to the professor on an exam, what you simply sit there and mechanically write down in lecture notes. These things are a part of education, a part of the university experience, part of what you're graded on, part of what your parents expect, and part of what your employer expects — but these things alone miss the point. The really bigger and more important issue, I think, is learning how to think and act and be an educated person. I am talking about the quest and thirst to know, to challenge, to ask questions and ask the right questions, and about the willingness to work hard, not for somebody else but for yourself, not for a grade, but because you're not satisfied that you yourself yet understand something well, not to try to get by and pass the test and get the diploma and then get the job, but really and genuinely to desire to know and to create. Now that's awfully hard for a university to achieve, and I expect that the only way it can be done is through example. I suspect the best way to educate is not to stand up and tell a person what to do but to show him, through your own actions, how in fact it should be done. And that's why I think the nature of the professor's relationship with the student — the conversations in the office hours, the general interaction on a one-to-one, human basis — is the single most important component in an education.

What I'm saying is I think your college experience is a precious period in your life. You cannot retrieve it. You're never going to have those years again. At no other time in your life do you have quite the freedom that you have now. You don't quite have the financial burdens that you'll have someday. You don't have a family yet, most likely. You still have some sort of parental support, most likely. You're young and vital and feel good. You're old enough to be mature, and you're still young enough to be inquisitive and curious. To take that precious four or five years and not use it is the most catastrophic waste I can imagine. And for a university to accept a student's money and fail to challenge that student and help guide that student is immoral.

T: What is the role of the University in

T: In what ways have the students



The response of students to strengthened academic standards and, indeed, even to the increase in their academic workload I find very thrilling and almost surprising. The response has been virtually unanimously positive, and I had hoped that students would feel that way, because, in essence, they're getting more for their money.

There are concerns I do have about our students. I still don't think that we have, at large, as really academically able a student body as I would like to see. I think we're getting there, but we have a way to go.

I'm also concerned, as the costs of private education go up, that we'll end up with a university that will tend to be predominantly upper middle-income group students. And that's a fate not only do we face but that most private schools do. And I don't know quite how you get around that.

the force I can muster is that survival alone is simply not enough — at least not for my three or four score years on this planet. I think there's something more important than that, and it strikes me that the surviving and accelerating universities of the 1980's have to be the ones that are demonstratively worth the cost, both in time and in money. In short, they will survive because they are excellent. The simple, sad fact is that during the early Seventies this university and scores of schools across the country were graduating students who were close to functional illiteracy. That is a national disgrace; I hope we can stop it. That's one of the reasons the American University is establishing, among other things, a competency-based exit examination procedure, which, by the way, has generated nothing but favorable editorial response all across the country.



changed, and what kind of student is coming to the University now?

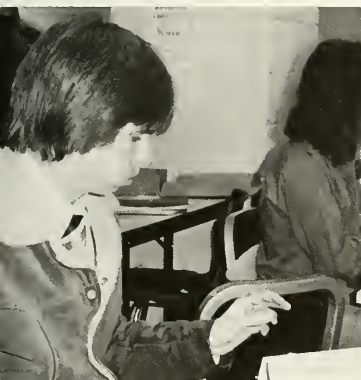
B: In a university, things do not change instantaneously. You do not suddenly find a whole new breed of students. On the other hand, in a short amount of time, we have seen change; it is measurable. Just in terms of simple statistics, what we find is increasing geographical diversity. We are still not adequately diverse, in our view, for two reasons. One is from the educational standpoint. I think there is something to be said for having a student body that is indeed heterogeneous, because you learn from your fellow students. The second and the more pragmatic part of it is that if we're overly concentrated in any geographical area, then we become too vulnerable to population shifts in that area. If there is a demographic decline in that area, then we can find ourselves with a precarious enrollment problem. We now have students from the District of Columbia, fifty states and from ninety-two nations. We're a rather heterogeneous university, and come January 5th we will have

students arriving from The Peoples' Republic of China; so it's rather a remarkable school. What I hope is that we can maintain a good complement of students who are academically motivated yet also have a deep interest in other things. The truth is that we can have students who are serious, who are capable of studying and who are capable of performing well but who also are capable of holding down good jobs, enjoying a good basketball game, and, occasionally, going to a disco in Georgetown; that's part of the life, too. And I hope we never become so overly serious that we lose that.

T: Do you see a positive change in students that is peculiar to this year's graduating class?

B: I think the students at The American University at this time happen to be living in an unusually exciting epoch of the school. You tend, in day-to-day life, not to step back and look at it in the continuum of what's happening at the time. You tend not to realize that you happen to be at one of those rare moments in the history of the institution in which fundamental things are transpiring. And what I suspect is that the students of today will someday, twenty years from now, look back and say, "I was there at the very time that The American University underwent a renaissance and perhaps emerged nationally into true distinction as an academic institution." And it's exciting to say, "I was there."

(Taken by Steven Waxman and Lynny Bentley)



## Shoot Out at the B.A. Corral

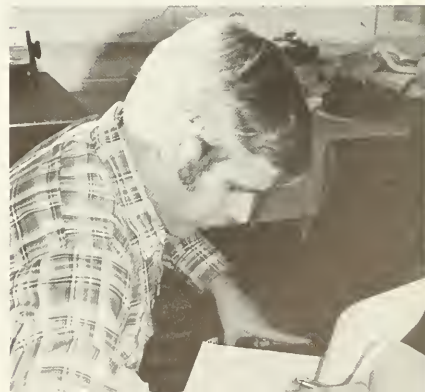
You scrape the sand out of your eyes and try to focus. Where are you? In Hell? No, in class. Class? What class?

Vague memories of a second bottle of tequila float through your mind . . . . Someone suggested you go to the Lincoln Memorial to watch the sunrise. You couldn't see very much because you spent most of your time falling into the reflecting pool. You never had much use for historical monuments, anyway.

But why are you here, and why so early in the morning? Something about learning, something your father once told you about "These Hallowed Halls of Higher Education." But all you can think about is how much it just hurt when your head banged against the seminar table.

But — oh God! — you suddenly realize the teacher is about to give a pop test on the book you were supposed to have read for today's class: **The Socio-Economic Impact of Auto-Pedophilia on Post Modern Literature: A Paradigm for Psychotherapy Using Neo-Kierkegaardian Modalities.** The book was only 911 pages long, so there was no reason why you shouldn't have read it — except for the fact that you brought the book to the Tavern the other night, and some frat boys who didn't much care for you (or wimps in general) spilled a pitcher of Old Milwaukee — at least it wasn't Stroh's or Schlitz — all over you and your book.

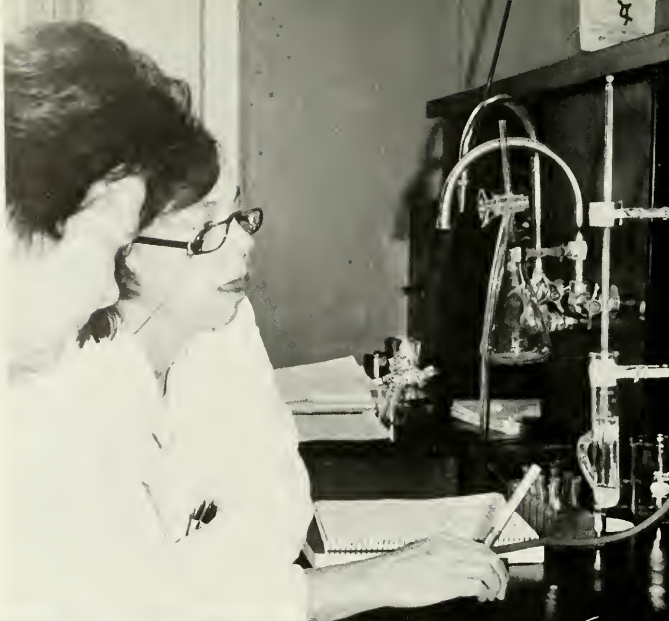
You thought you'd find someone who'd loan you the book for a day or so, but you should have known that nobody is that



stupid.

Now you look up. Professor de Sade is glaring at you, waiting for you to get started on your test. To your horror you discover you have brought neither pen nor paper with you to class. You don't want to take the test, but you want to save yourself the humiliation of not writing anything down.

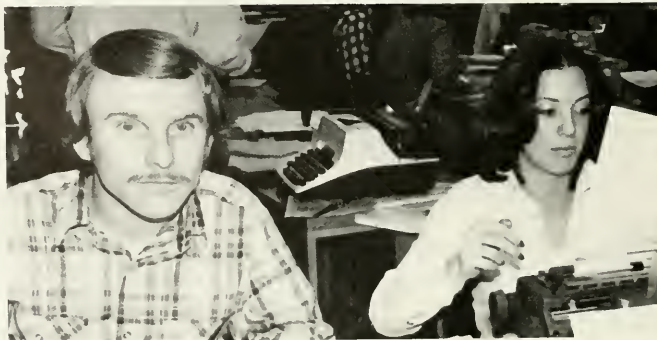
You borrow a pen from the girl who always gets A's. She tells you she wants it back immediately after the exam. You are losing all hope of surviving the semester intact. Thoughts of suicide creep through your mind. After the test the hideous beast who stands at the head of the class rattles on about material you never realized was on the syllabus. Everyone seems to know what's going on except you. Everyone is ready with the answers except you. But you were doing all right until your parents announced their divorce, your sister got knocked-up by the mailman, your lover left you for your best friend . . . . It was going



ok until then.

But then that "D" turned up on your first **Psychology of the Dead** paper. Your **Survey of Russian Sadism** class changed its meeting time to conflict with **Explorations of the Exploratory Process**, and, in general, everything went to hell.

Tonight you will drink seventeen cups of coffee in order to stay awake and cram for tomorrow's **Abstruse Methodology of Legal Abstruction** class. The test will count three-fourths of your grade, and each section will count three hundred points. If you fail any one section, you fail





the test; but even if you pass all five, you still may fail. It's all up to the professor.

Teachers, you have come to realize, are not out to help students learn more or do better; rather they are tools of multinational corporations. Their whole aim is to prevent the middle class bourgeois from raising an out and out revolt. No, wait a minute. That's some Marxist you were reading last week. That's not you.

You remember the time you woke up and it was absolutely pouring — horrible torrents of rain. You rolled out of bed and pulled yourself up by the bookcase after two hours of sleep. You put on your clothes and inched your way through the freezing rain, swearing like a gang leader. You trudged across campus, slogging through deep mud puddles and feeling completely slimy. Finally inside McKinley, you climbed fifty steps and hurried down a long hallway to your classroom only to find there on the door a 3" x 5" file card stating: "Today's meeting of 23:666:07 has been cancelled. Please keep posted on further details." You wanted to kill something.

The test but a putrid memory, you plan your revenge. Fantasies of faculty members dangling from clotheslines, impaled on electric toothbrush handles, and glued to the pressure drums of mimeograph machines are better left suppressed, but you think: "This time I'll get that teacher who gave me the 'F' in Presocratic Approaches to Inorganic Chemistry as it Relates to the Heisenberg Uncertainty Prin-

ciple."

You obtain several sticks of dynamite from the basement of the new library, place them in a large envelope marked "Basic Research Grant," and slip the present onto the desk of your most esteemed professor. Then you sharpen your teeth and take out your chopsticks.

Herbert S. Guggenheim





To the members of the Class of '79.

A generation ago colleges and universities were viewed as refuges from the "real world." Students, it was thought, were living in academic ivory towers designed to protect them from the more unpleasant realities of life, or at least to postpone their eventual reckoning with them. At graduation students would pop through the imaginary barrier between the two worlds and become miraculously transformed into persons capable of dealing with the complexities of life.

Many of them would be sadly disappointed when the miracle failed to occur.

Times have changed since then, and The American University has changed and grown with them. The boundaries between the "Real" world and academia are not as clearly drawn as might have been the case in times past. They overlap.

Since 1976, when I became president of this university, I have been concerned with breaking down those imaginary barriers. The world grows a little smaller each year, and in the same way we become more a part of it. As a result, Washington, D.C., is fast becoming our center for learning and the broader parameter of our campus. It will remain as such as long as our faculty and students — and we are endowed with a fine group of them — continue to take advantage of the resources of our Nation's Capital.

We have developed many programs to give you a clear picture of the "real world" — what your responsibilities to it are and how you can best fulfill your potential in it. You are not waiting until graduation to plunge into reality. You are working on-the-job with alumni in our extern program; in government and interest group offices through internships; and in various settings, both at home and abroad, through the Cooperative Education Program, termed a "real success story" by the U.S. Department of Education.

But, as I said before, the real world is growing, too. Federal agencies increasingly use the minds of our faculty and students to solve national problems. We are providing a formal major in procurement, acquisition and grants management at the request of the Office of Management and Budget in response to projected federal needs; we now house the Center for Urban Policy Analysis through a grant from the Department of Housing and Urban Development; and we have established a National Foundation for Cancer Research Laboratory.

The growth on both sides of the campus gates requires some new commitments on our part in order to make sure you are prepared to meet the challenge of this new exchange. We have succeeded in opening the new Bender Library, which provides improved facilities for academic study, and

there will be an enlarged law library as well starting this fall. We have instituted the new credit-hour system and the distributive requirements for undergraduate students. Beginning next fall new students will be required to take an "exit test," which will measure their competency in basic skills.

What is most important to me is that these changes have come with your support and cooperation. You have grown, too, and your growth helps us — and the world — grow along with you. There has been a significant change in our student body in the past years. The concerns over escaping and postponing responsibility have given way to a new and vigorous embracing of responsibility. Study — both in the classroom and outside of it — is the order of the day. I respect your seriousness, and I applaud your commitment. Together, we have taken major steps toward molding American University into the kind of institution envisioned by the founding fathers. Together, we can achieve more than they ever dreamed possible.

Best Wishes,  
Joseph J. Sisco

## A Letter from the President

# CAS

You know, it occurs to me that the way we go about higher education doesn't tell the whole story about what we, the professors and the students, are ultimately trying to do. Professors teach a unit at a time and then test the material. Students take a course at a time and then get graded. We plan our schedules by the year, usually, and four years, theoretically, add up to a college education.

But they don't. The four years are an arbitrary time scheme that got formalized along the way. That's all they are, a span of time spent studying in college. That span, and the work that is done, isn't in and of itself an education. Maybe what I should say is that we are creating parts of an education, components that can be combined in innumerable ways and changed and added to over the years. The additions and changes are the crucial part.

Something has to happen to you as a result of your work, your labs, your professors, your friends, your discussions, your disagreements and agreements. I hope it has been happening from the moment you entered the University, but — more important — it has to happen continuously from this point on; otherwise a lot of time has been wasted.

From this point on you need to add to the concepts you have encountered, the ideas you have developed, the skills you have acquired. And you will need to change a lot of what you think you have



learned. You will have to evolve. You yourself have not come to a final point of development, a place to stop. You will have to go on testing, adapting, learning and unlearning. You have to leave the University with a mind free enough to roll your ideas over many and many a time. Free enough to "change your mind" in every meaning of that phrase, just as you came to The American University ready to "change your mind."

What I would be interested to know, and what you will be fascinated to see, is what

happens over the years to the things you have learned in college. Without a doubt, in ten, twenty, thirty years, you will be doing something, reading something, thinking something, that had its genesis in some class on some particular day during your work here. That was and is the point of it all. What you can do and what you know when you graduate is your present accomplishment. But more important is what happens to it way on down the road.

Dean Frank Turaj  
College of Arts and Sciences

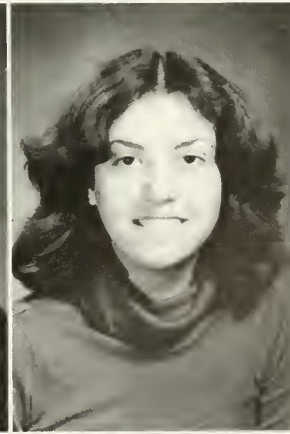
## COLLEGE OF ARTS AND SCIENCES



**KARON ADLER, B.S., Art  
Education.**



**LISA ALBERT, B.A., Design.**  
**SHARON ALLEN, B.A., Psychology.**  
**MURIEL BAKER, B.S., Psychology.**



**VALERIE BOYKIN, B.S.,  
Mathematics/Computer Science.**  
**JULIE H. BROOKE, B.A., Design.**  
**CHRISTINE CIPU, B.A., Graphic  
Design.**

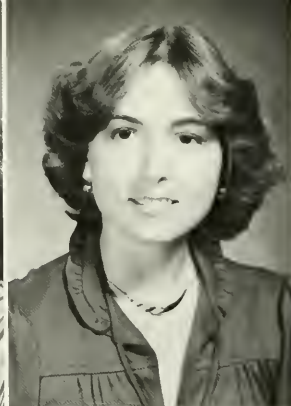


**KAREN COBURN, B.A., Psychology.**  
**MARY DAVIS, B.A., Sociology.**  
**MARY EICHELBERGER, B.S.,  
Biology.**

ANDREA ELLISON, B.A., Design.

LINDA EMMNUEL, B.A.,  
Dance/Psychology.

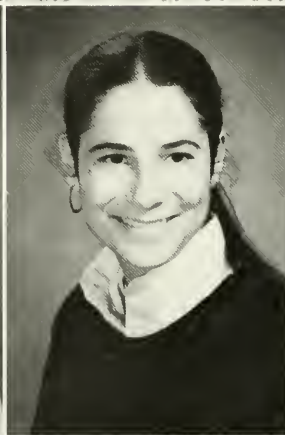
DEBORAH ETHELTON, B.A.,  
Psychology/Elementary Education.



MARIA FABIRCIUS, B.A., Biology.

ANNETTE FRYE, B.A., History.

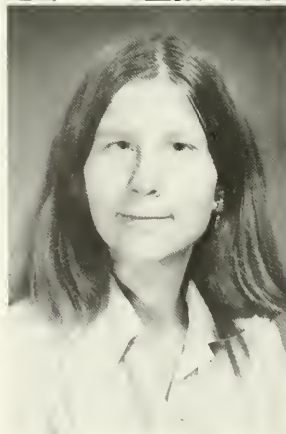
NEAL GOLDMAN, B.S.,  
Microbiology.



LORETTA JEAN GRAY, B.A.,  
Economics

ANTHONY GROSSO, B.A., Physical  
Education.

RACHEL HALL, B.A.,  
Literature/Education.



CINDY HORWITZ, B.A.,  
Psychology/Elementary Education.  
THERESA INMAN, B.A., Psychology.

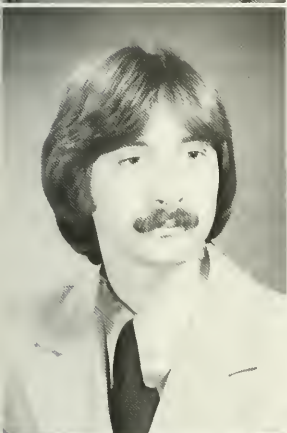




**MARTHA ITTNER, B.A., Design.**

**GLORIA IVEY, B.S., Biology.**

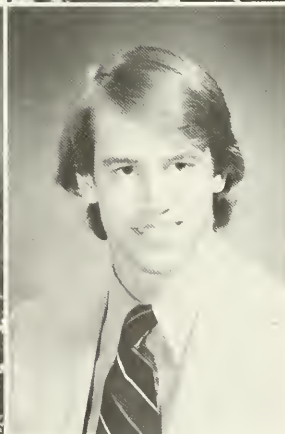
**SHARON JACKSON, B.A.,  
Psychology/Sociology.**



**MARK JAECKEL, B.S., Physical  
Education.**

**STEPHEN KAHN, B.S., Psychology.**

**AYSEL KEMAL, B.S., CAS.**



**MARIO KERBY, B.A., Economics.**

**EUN KIM, B.A., Studio.**

**MICHAEL KIRKS, B.A., Physical  
Education.**



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SHELLEY KREMENS, B.A..  
Sociology.

LEONARD LAMM, B.A., Sociology.



EDNA LAWSON, B.A., Psychology.

BRAD LEVINE, B.S., Chemistry.

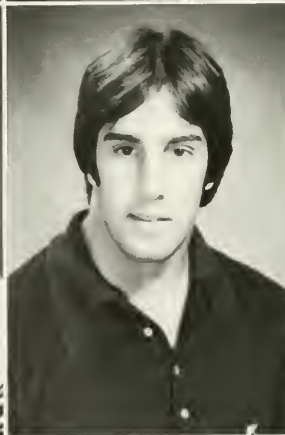
LYNN LEVINTHAL, B.A., Sociology.



S. DOUGLAS LOESER, B.A..  
Economics/Environmental Studies.

RICK MALTZ, CAS.

J. LAWRENCE MARCH, B.A..  
Psychology.



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THOMAS MARTIN, B.A., Sociology.

LYNN McCARY, B.S., Design.





**JULIA McCOY, B.A., History.**

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**JOHN POLLNER, B.S., Anthropology.**

**ROBERT RABINOWITZ, B.S., C.L.E.G.**

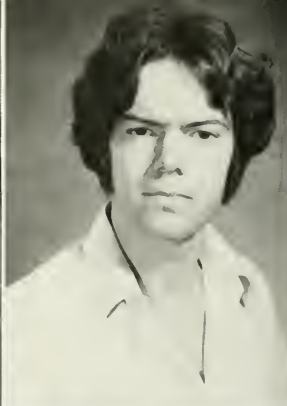
**DEBORAH REGENBOGEN, B.A.,**  
Psychology/Sociology.



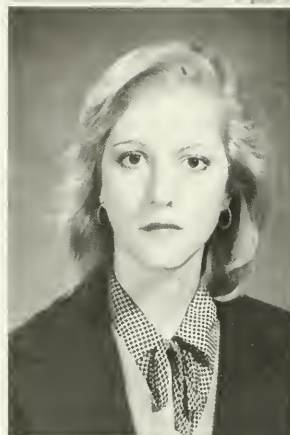
**MELISSA REIDENBAUGH, B.A.,**  
Dance.



**FRED REIF, B.A.,** History/Political  
Science.



**ANNETTE REMICK, B.S.,**  
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History.



**STACY ROSE, B.A.,** Sociology.



**BETH ROSENBERG, B.A.,**  
Sociology/Jewish Studies.

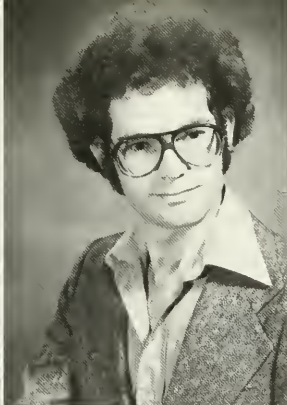
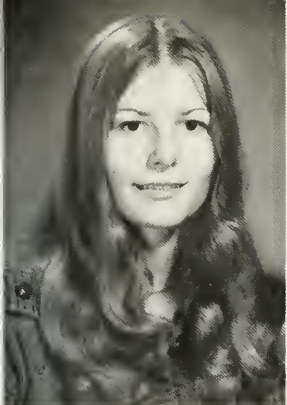


**VICTORIA ROUSUCK, B.S.,**  
History.

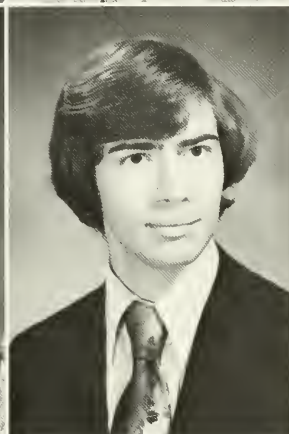


**NANCYRENEE ROWE, B.A.,**  
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**KENNETH SCHARFF, B.S., Dance.**  
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**Psychology/Administration of Justice.**  
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LORI STRICOFF, B.A., Psychology.



NANCY TARSHIS, B.A..  
Psychology/Sociology.



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TOMMYE TINKHAM, B.A..  
Literature.



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TONY VECCHIONE, B.A., Physical  
Education.





**GRACE WALTON, B.S./B.A.,**  
Sociology/Psychology.

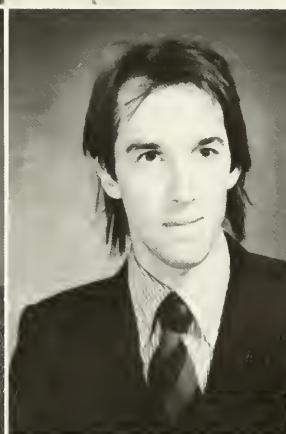
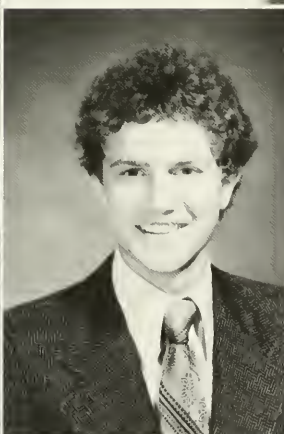
**ZELDA WARREN, B.A.,** Psychology.



**HELEN WELLS, B.S.,** Sociology.

**PATRICIA WELSH, B.A.,** Design.

**DEBBIE WILDER, B.A.,** Psychology.



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**ROBERT WURZBURG, B.A.,**  
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Sociology/Psychology.

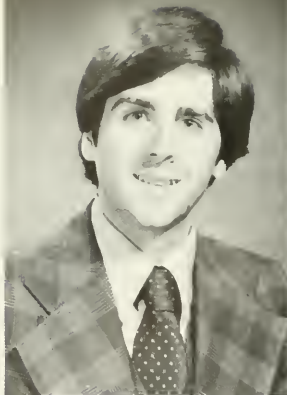
**RUTH ZETLIN, B.A.,** Theatre.

**JAYNE ZIMBLE, B.A.,** Sociology.

**RONALD ALOISIO, B.A.,**  
Communication.

**SHARON ARDAM, B.A.,**  
Communication.

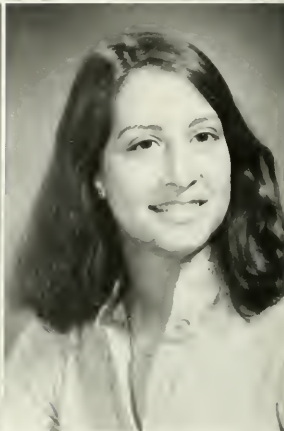
**KURT BACCI, B.A.,** Print  
Journalism.



**RENEE BATALIS, B.A.,**  
Communication.

**JEFFREY BAXT, B.A.,** Broadcast  
Journalism.

**GAIL BERNSTEIN, B.A.,** Visual  
Media.



## SCHOOL OF COMMUNICATION

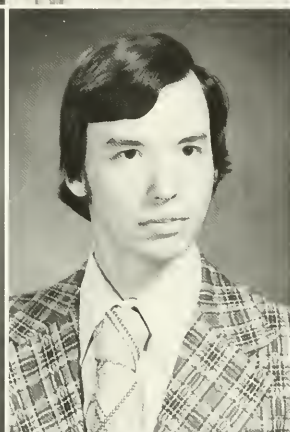




**KEVIN BERTHOUD, B.A., Visual Media.**

**DIANE BOOZER, B.A., Visual Media.**

**BOB BRADICICH, B.A., Visual Media.**



**PATRICIA BROWN, B.A., Visual Media.**

**CHARLES CARLSON, B.A., Print.**

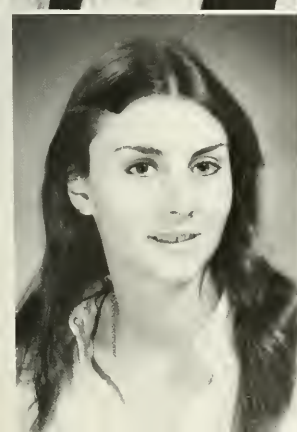
**GLEEDA CHOH, B.A., Communication.**



**JUDITH COLLINS, B.A., Print/Economics.**

**PATRICIA COX, B.A., Communication**

**JOYCE DAVIS, B.A., Broadcast Journalism/Language.**



**CLAUDIA DePAUL, B.A., Visual Media.**

MARK DORF, B.A., Communication.



JOE ESPO, B.A., Print Journalism.

MARGARET FERRY, B.A.,  
Communication.

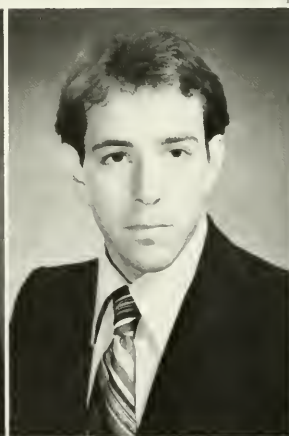
RANDI FETNER, B.A., Visual Media.



CATHIE FLYNN, B.A., Visual Media.

STEVE GINSBERG, B.A.,  
Communication.

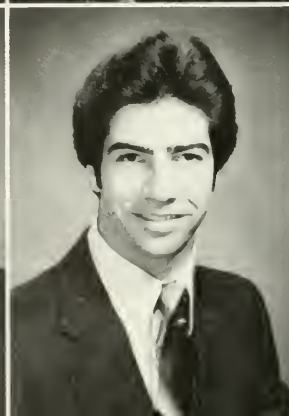
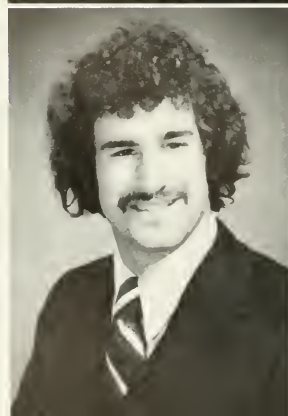
ALEXANDER GIOVANNIELLO,  
B.A., Broadcast Journalism.



RANDY GLEIT, B.A.,  
Communication.

NEAL GOREN, B.A.,  
Communication.

KAREN GREENBERG, B.A., Visual  
Media.





**MELANIE GREENBERG, B.S.,**  
Visual Media.



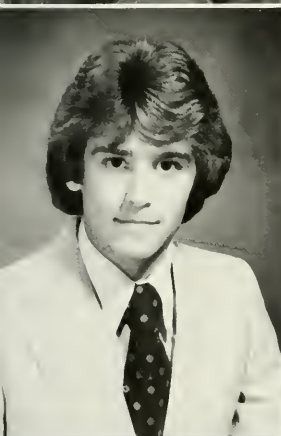
**ANDREA RENEE GRIFFIN, B.A.,**  
Print.



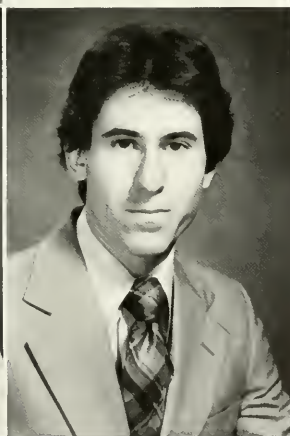
**CATHY GRIM, B.A.,**  
Communication.



**BETH GROSSMAN, B.S.,**  
Organizational Communication.



**JOHN GUSTAFSON, B.A.,** Public  
Communication.



**HERSCHEL HIAT, B.A.,** Broadcast  
Journalism.



**SIMI HICKS, B.A.,** Broadcast.



**DONALD HOFFMAN JR., B.A.,**  
Print.



**KAREN JAFFY, B.A.,** Visual Media.

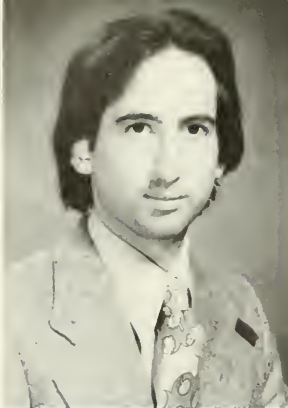


**PATRICIA JENKINS, B.A.,**  
Broadcast Journalism.

LENARD KENT, B.A., Broadcast  
Journalism.

JO ANN KING, B.A.,  
Communication.

HOWARD LAMBERT, B.A., Visual  
Media.



AMY LANDSMAN, B.A.,  
Communication/History.

TERRY LEVIN, B.A., Visual Media.

ALAN LEVINE, B.S./B.A.,  
Communication/Commercial  
Management.



LAURA LIEBECK, B.A., Broadcast  
Journalism.

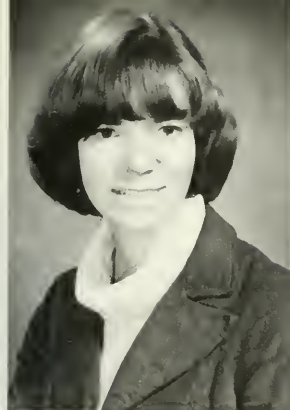
PHILIP LINDENMUTH, B.A., Public  
Communication.

LESLIE LINTON, B.S.A.,  
Communication.



STEPHEN W. LONG, B.S.,  
Communication/Physics.

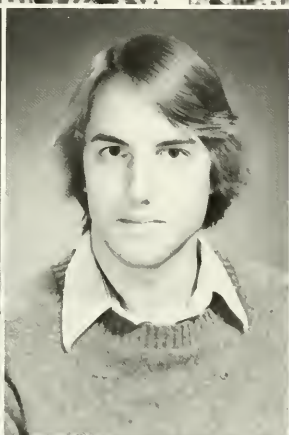




**TERRY LOWE, B.A.,** Print Journalism.

**MARK LUDDER, B.A.,** Broadcast Journalism.

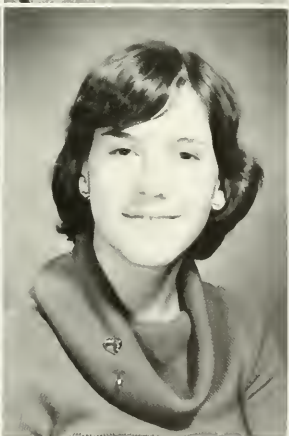
**GAIL MARGULIES, B.A.,** Visual Media.



**DEBBIE MARTON, B.A.,** Visual Media.

**JEFFREY MCGOWAN, B.A.,** Broadcast Journalism.

**MIREILLE MEES, B.A.,** Broadcast Journalism.



**PATRICIA MEELON, B.A.,** Print Journalism.

**MARGARET MEYER, B.A.,** Public Communication.

**ELEANOR MEYERSON, B.A.,** Public Communication.



**TERRY MPHAHLELE, B.A.,**  
Broadcast Journalism.



**STEVEN NERO, B.A.,** Visual Media.

**FRANK PAIGE, B.A.,**  
Communication/Sociology.

**CRYSTAL PALMER, B.A.,** Visual  
Media.



**FRANCYNE PEAU, B.A.,** Print  
Journalism.

**MARY GAIL PILKINTON, B.A.,**  
Print.

**SUE PLOUNT, B.A.,** Communication.

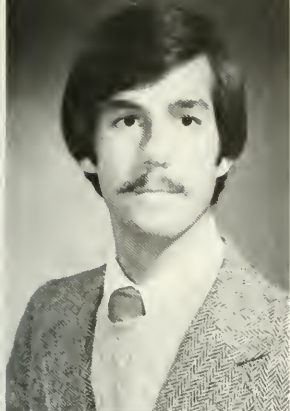


**SHERLITA QUEEN, B.A.,**  
Communication.

**ANGIE LAURA REESE, B.A.,** Public  
Communication.

**ALEXIS REVIS, B.A.,** Journalism.

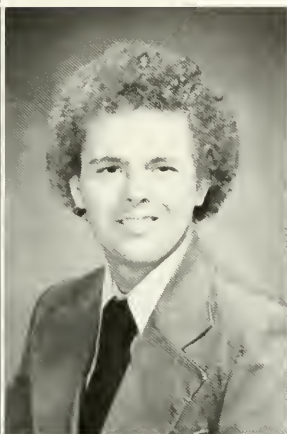




**H. MICHAEL ROSELLI, B.A.,**  
Broadcast Journalism/Political Science



**ROBYN ROSENBERG, B.A.,**  
Journalism.



**KURT SCHRAMM, B.A.,**  
Communication.



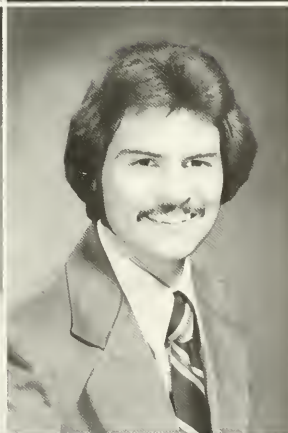
**ELIZABETH SHAPIRO, B.A.,** Visual  
Media.



**LESLEY SHARP, B.A.,** Visual Media.



**NANCY SHULKIN, B.A.,** Visual  
Media.



**STEVE SMITH, B.A.,** Broadcast  
Journalism.



**GBEMISOLA SOTOMI, B.A.,** Public  
Communication.



**CARYN STEIN, B.A.,** Public  
Communication.

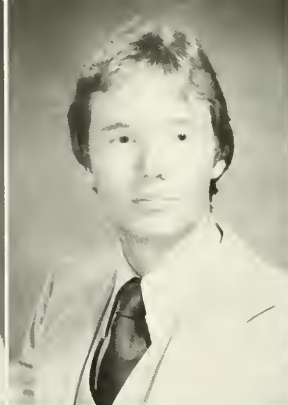


**JUDITH STELZER, B.A.,**  
Communication.

**KIMBERLY SWITZGABLE, B.A.,**  
Visual Media.

**RICHARD UNDERWOOD, B.A.,**  
Broadcast Journalism/Economics.

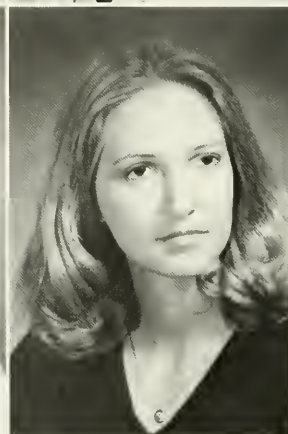
**ALFONSO WAY, B.A.,** Graphic  
Design/Communication.



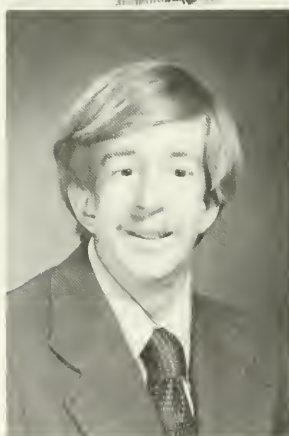
**MICHELE WILLIAMS, B.A.,**  
Communication.

**M. SUSAN WILLIAMS, B.A.,** Print.

**ROSALIND WINDER, B.S.,** Visual  
Media.



**BRIAN ZEMSKY, B.A.,** History/Print  
Journalism.



## **SCHOOL OF EDUCATION**

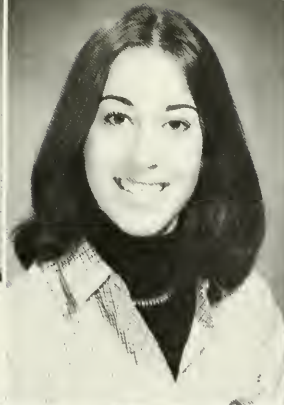
**MARLA BERNSTEIN, B.A.,**  
Education

**SHERI DEBOE, B.A.,** Education





**WANDA GEORGE, B.A.,** Elementary Education.



**KATHERINE GILMORE, B.A.,** Elementary and Special Education.



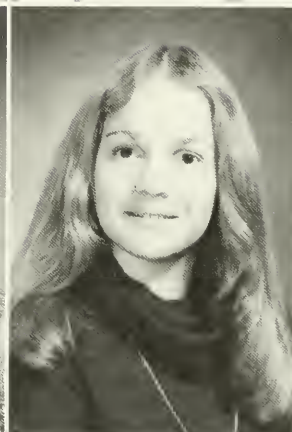
**HARRIET GLOVER, B.A.,** Elementary Education.



**GAIL GOLDBERG, B.A.,** Early Childhood and Elementary Education/Special Education.



**SUE GOLDBERG, B.A.,** Elementary and Special Education.



**NANCY HANNOCK, B.A.,** Early Childhood and Elementary Education/Special Education.



**ROBIN LOWY, B.A.,** Elementary Education.



**GAY LUSS, B.A.,** Special Education.



**ROBYN PAUL, B.A.,** Elementary and Special Education.



**DEBRALYNN ROBERTS, B.A.,** Special Education.



**SANDRA SOLOMON, B.A.,** Elementary Education.



**RANDI ZULLER, B.A.,** Elementary and Special Education.

# SBA



Today's student is far more serious about school and its meaning. I suppose that's natural for at least two reasons: The employment market has become increasingly competitive; hence, students realize they must really concentrate on getting the most they can from their investment in education if they want a satisfying, lucrative job when they leave the university. A second reason stems, I believe, from the expected reaction to the radicalism and shrill rhetoric of the campus during the late Sixties and early Seventies. There probably is a social counterpart to one of Newton's Laws which states that every action has an opposite reaction. Hopefully, we won't become reactionaries in our response to much of the destructive and irrational behavior of the campus riot days. I think our current students have benefited from those aspects of the student "revolution" which were manifestly sensible. They are more discerning and less subject to the cliché-

ridden, tub-thumping evangelism type of leader, left or right, who usually uses a legitimate social concern as a platform for achieving highly personal objectives, often contrary to the espoused cause.

Today's student poses one major problem, as far as I can determine: He or she has been "turned off" with regard to our political institutions. In this regard, the "opposite reaction" has indeed happened. Watergate, Vietnam, GSA scandals, etc., have left a bad taste; but more than that, they have created a sense of quiet despair in the minds of many students who tend to shy away from political concern, involvement and action. This is unfortunate, since the political fortunes and destiny of the future will be dictated, in large part, by what they are **not** doing now. I sincerely hope this will change.

Dean Herbert E. Striner  
School of Business Administration



**GIDEON ABRAHAM, B.A., Business.**

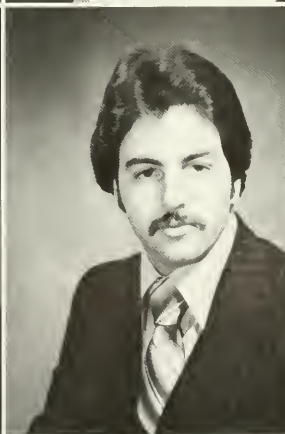
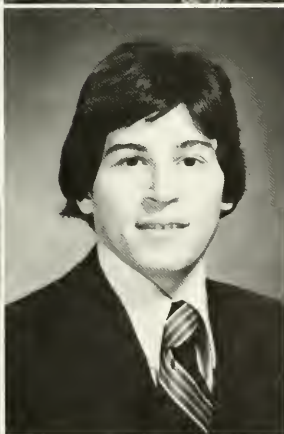
**JEFFREY ARPIN, B.S.B.A., Finance.**



**JAMES BADINI, B.S.B.A.,  
Finance/Business Economics.**

**CARLOS BALZA, B.A.,  
Marketing/Business Economics.**

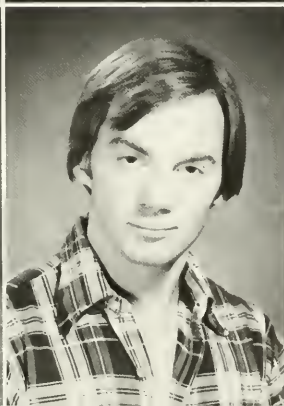
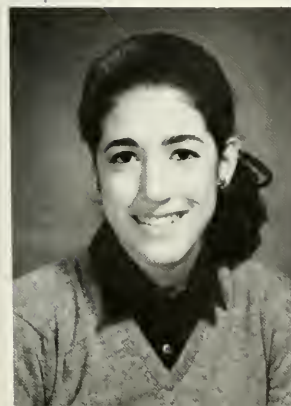
**MICHELLE BARBER, B.S.B.A.,  
Accounting/Economics.**



**DIANE BINDER, B.A., Marketing.**

**GLENN BLOCK, B.S., Accounting.**

**DAVID BLUM, B.S.B.A.,  
Professional Accounting.**



**MARJORIE BLUMBERG, B.S.B.A.,  
Urban Development.**

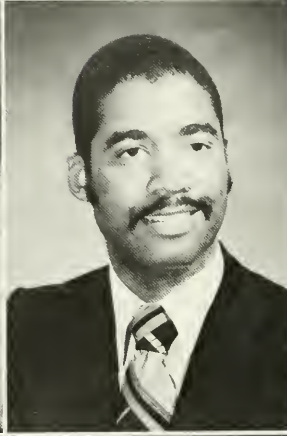
**MARK BOYER, B.S.B.A.,  
Finance/Economics/Computer  
Systems.**

**ELLEN BRAFMAN, B.S., Marketing.**

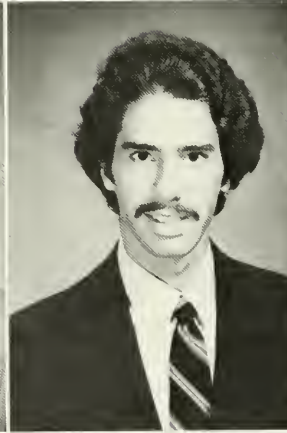
**NINA CANNON, B.A.**,  
Marketing/Personnel Management.  
**GLORIA CANTU, B.S.**, Personnel.  
**LENA CAPORALETTI, B.S.B.A.**,  
Personnel.



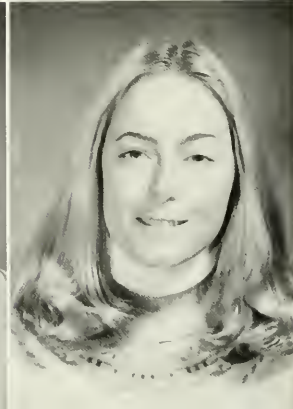
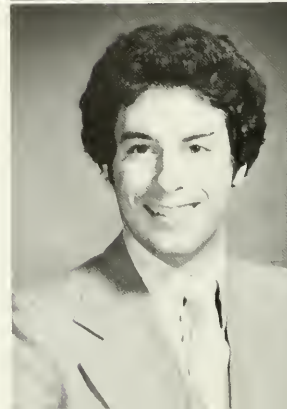
**MAURICE CHARLES, B.S.B.A.**,  
Personnel.  
**SAMUEL COFER, JR., B.S.B.A.**,  
Finance.  
**NEIL COHEN, B.S.B.A.**, Business



**ALBERTO CRESPO, B.S.B.A.**,  
Accounting.  
**MARK DI BENEDETTO, B.S.B.A.**,  
Marketing.  
**ARLENE DICKLER, B.S.B.A.**,  
Personnel.



**WILLIAM DICHTER, B.S.B.A.**,  
Business.  
**BARBARA DYER, B.S.**, Marketing.

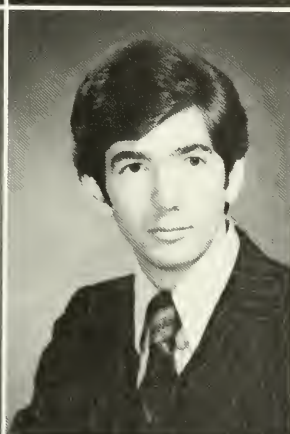
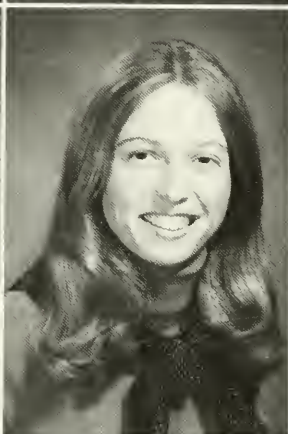




**DAVID EISNER, B.S.,** Professional Accounting/Political Science.

**BRIAN EVANS, B.S.B.A.,** Marketing.

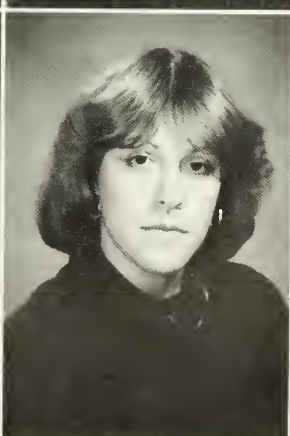
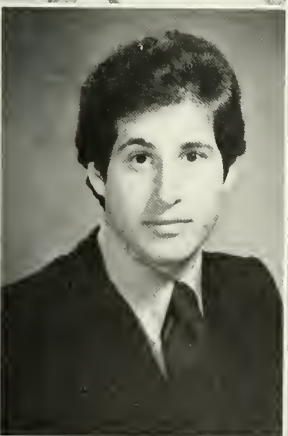
**MICHELLE FALK, B.S.B.A.,** Marketing/Personnel.



**MARSHA FELDMAN, B.S.,** Marketing/Sociology.

**LYNNE FETERS, B.S.B.A.,** Marketing.

**STEVEN FILENBAUM, B.S.B.A.,** Business.



**SCOTT FISCHMAN, B.A.,** Accounting.

**JAMES FORT, B.A.,** Marketing

**MINDY FRANK, B.S.B.A.,** Marketing.



**BRIAN GEARY, B.S.,** Urban Development.

**FARID GHADRY, B.A.,** Finance.

**NADER GHEISSARI, B.S.B.A.,**  
Economics and Urban Development.  
**BOB GIMBEL, B.S.B.A.,** Marketing.



**RICHARD GLASSER, B.S.B.A.,**  
Business.

**JOAN GLICKSON, B.S.B.A.,**  
Professional Accounting.

**PAMELA GOLD, B.S.B.A.,**  
Marketing.



**JUDY GOLDMAN, B.A.,** Marketing.

**MARCIA GORDON, B.S.B.A.,**  
Business.

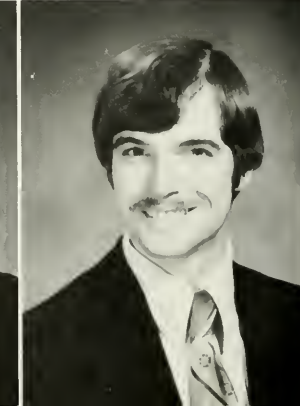
**JAMES GUTENTAG, B.S.B.A.,**  
Marketing.



**EILEEN GYASI-TWUM, B.A.,**  
Personnel.

**ANDREW HALPERN, B.S.,**  
Professional Accounting.

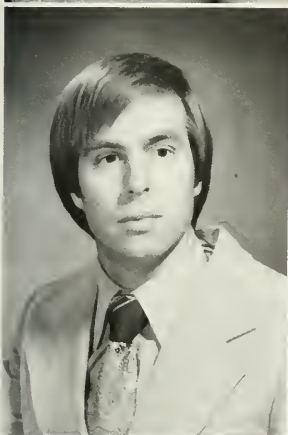
**WILLIAM HAMILTON, B.S.B.A.,**  
Finance.





**ROBERT HANNIGAN, B.S.B.A.,**  
Business.

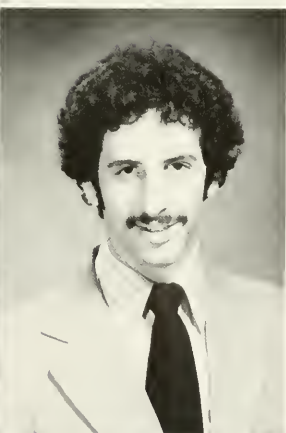
**HOWARD HARRIS, B.S.B.A.,**  
Marketing.



**JOHN HART, B.S.B.A., Marketing.**

**LINDA HENDERSON, B.S.B.A.,**  
Business.

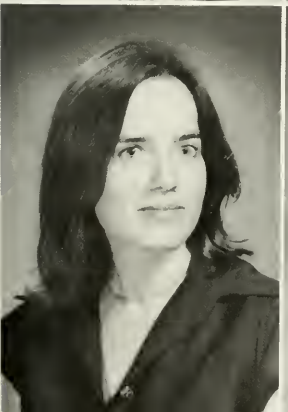
**WANDA HENRY, B.S.B.A.,**  
Marketing.



**BETH HOROWITZ, B.S.B.A.,**  
Business.

**PAMELA IRETON, B.S., Marketing.**

**DONALD JACOBS, B.S., Marketing.**



**MARTHA JOHNSTON, B.S.,**  
Finance.

**JEFFREY KAHAN, B.S., Finance.**

**SUSAN KATZ, B.S.B.A., Personnel.**

**NANCY KING, B.S.B.A., Business.**

**STEPHEN (SKIP) LANE, B.S.,  
Marketing.**

**ANDREW LAVINE, B.S.B.A.,  
Marketing.**



**CINDY LEHMANN, B.S.B.A.,  
Professional Accounting.**

**MICHELLE LEVITT, B.S.B.A.,  
Personnel.**

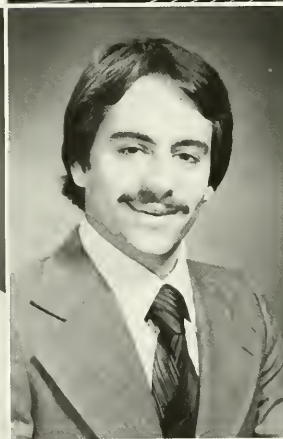
**BARBARA LEVY, B.A., Marketing.**



**CAROL LEWANSKI, B.S.,  
Professional Accounting.**

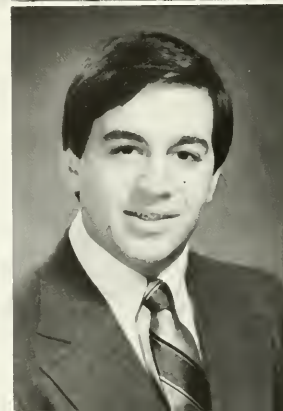
**GREGG LOWY, B.A.,  
Personnel/Industrial Relations.**

**ABBAS MANAFZADEH, B.S.B.A.,  
Marketing.**



**PHIL (BUD) MARTINO, B.S.B.A.,  
Personnel Administration.**

**PATRICIA McINTYRE, B.S.B.A.,  
Finance/Economics.**

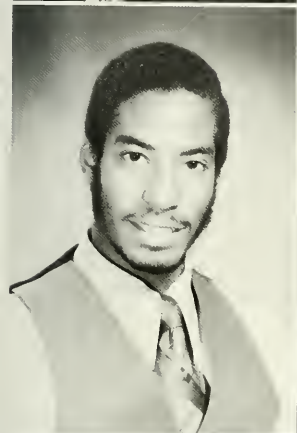




**ISAAC McRAE, B.S.B.A.,**  
Accounting.

**BAUNITA MILLER, B.S.B.A.,**  
Accounting.

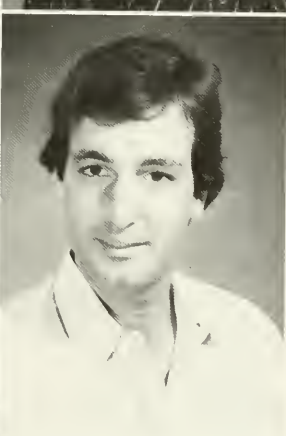
**JOHN MORIARTY, B.A.,**  
Statistics/International Studies.



**EDGAR OLIVER, B.S.B.A.,**  
Professional Accounting.

**ROSE PARADOWSKI, B.S.B.A.,**  
Business.

**AVERY PETERS, B.S.,** Economics.



**PAUL PROHONIAK, B.S.B.A.,**  
Marketing/Personnel.

**JENNIFER PROSSER, B.S.B.A.,**  
Accounting.

**PHILIP RAMPULLA, B.S.,** Urban  
Development.



**KATHERINE ROBERTS, B.S.,**  
Finance.

**SUSAN RUDNICK, B.S.B.A.,**  
Accounting.

DIANE SAUL, B.S.B.A., Marketing.

LORI ANN SAXON, B.S.B.A.,  
Personnel/Marketing

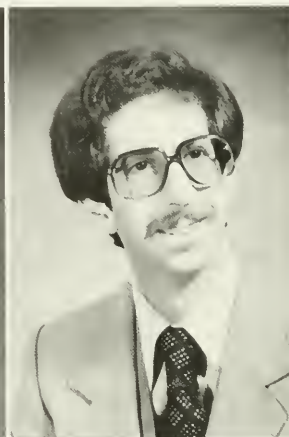
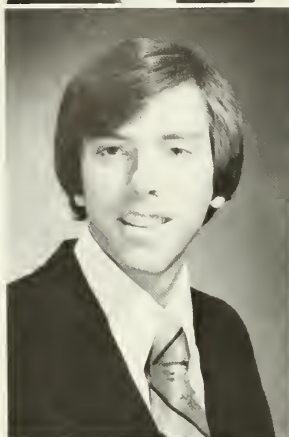
BERT E. SCHOEN, B.S.B.A.,  
Marketing/Bus. Econ.



JON SEIGEL, B.S.B.A.,  
Marketing/CAJ.

MARC SILVERSTONE, B.S.B.A.,  
Finance.

DEBBIE SORINMADE, B.S., Urban  
Development.



KEN SPIEGEL, B.S.B.A., Business.

MITCHELL STEIN, B.A., Marketing.

STEVEN STETZER, B.S.B.A.,  
Marketing.



ANDY STONE, B.S.B.A., Finance.

BOB STONE, B.S.B.A., Marketing.

MICHELE TAUB, B.S.B.A.,  
Marketing.





**MICHAEL TILLER, B.A.B.S.,**  
Professional Accounting.



**STEVEN WAHRMAN, B.S.B.A.,**  
Marketing.

**CARY WALLACH, B.S.B.A.,**  
Marketing.

**GINNY WARNER, B.S.B.A.,**  
Marketing.



**JOANNE WARNER, B.S.B.A.,**  
Finance.

**HARRIET WEINTRAUB, B.S.B.A.,**  
Marketing.

**SYLVIA WILLIAMS, B.S.B.A.,**  
Finance/Accounting.



**GIGI WINSTON, B.S.,**  
Marketing/Biology.

**RICHARD WOLFE, B.S.B.A.,**  
Professional Accounting.

**ANDREA ZELTT, B.S.B.A.,** Finance.



## SON

Because students in the School of Nursing have already made the decision regarding their career at the time they enter the University, they, in a sense, bring with them a commitment to academic goals. A program in nursing is perceived as a way of working with people as well as a means of providing future career advancement. For these reasons we have not seen marked changes in today's students from those of a decade ago.

However, there have been changes in health care delivery, and these have been incorporated into the curriculum. An example of such changing curriculum emphasis is the concept that health care needs to extend beyond the acute care centers to encompass the total life situation.

To provide an environment that exposes students to the community, all the clinical nursing sources include planned experi-

ences in church out-reach programs, nursing homes, public schools and clinics. Some community experiences are observational, while others require active participation through health teaching, leading health concerns groups, health screening and follow-up.

It hasn't been easy to break down preconceived notions and change attitudes, but we are finding a growing acceptance by students of the need for counseling people who are well in addition to those who are sick. Both are integral aspects of nursing.

We hope that our graduates perceive their program as only a first step in their professional career and continue to grow with each new experience through formal and informal channels.

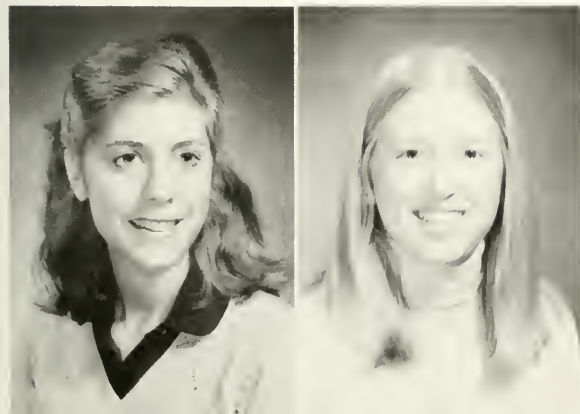
Dean Laura B. Kummer  
School of Nursing



**SHARON BECKMAN, B.S.N.,**  
Nursing.

**KATHY KISSINGER BELL, B.S.,**  
Nursing.

**STACY BLANK, B.S.N.,** Nursing.



**SHERI BLEICH, B.S.,** Nursing.

**JULIA EVANGELISTA, B.S.R.N.,**  
Nursing.

JAN MARIE FERGUSON, B.S.N.,  
Nursing.



TERRY FRESHCOLN, B.S.N.,  
Nursing.



AMY FRIEDMAN, B.S.N., Nursing.



GAIL HADBURG, B.S.N., Nursing.

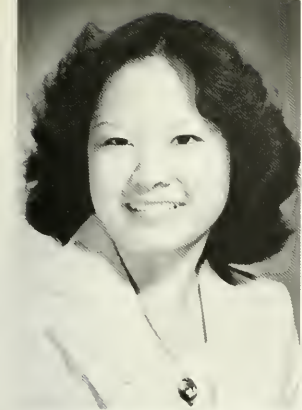


KATHY HILLIER, B.S., Nursing.



GERALDINE LYONS, B.S.,  
Nursing.





**LISA MOY, B.S.N., Nursing**



**PATRICIA NEWTON, B.S.N.,  
Nursing.**

**SUSAN RAIDER, B.S.N., Nursing.**

**SUSAN SALTZMAN, B.S., Nursing.**



# CPA

The intellectual growth of students during their four years in the College of Public Affairs is impressive. They have been immersed in the best that the world of scholarship has to offer, but they have done more. They have not been cloistered or sheltered during their undergraduate careers from the practical world and the world of public service. American University's students leave with a variety of practical experiences which are not available to students everywhere, experiences which enhance their intellectual accomplishments. Our students are exposed to Washington and the world of government decision making. Their exposure is facilitated by the location of the University and by the wealth of talent and resources which abound in this city and in our faculty.

The College of Public Affairs is composed of the School of Justice, School of International Service, Center for Technology and Administration and School of Government and Public Administration. All four units of the College instruct students in political areas which are combined with liberal arts in ways to prepare graduates to deal with major issues of public policy facing the nation and the world. The liberal arts foundation prepares students to join the ranks of the educated. It teaches them how to write and to analyze, and how to be flexible in their approach. These skills can be drawn upon in most practical situations. Yet a liberal arts degree based on theory and ideas alone, without exposure to the world of practice, can be an incomplete educational experience for large numbers of students.

That is why it is exciting and satisfying for me to see freshmen entering The American University from across the country and around the world knowing only that

they want to go to school in the nation's capital. Four years later they emerge knowing they are equipped to join the working and thinking world with the unusual awareness of both scholarly and practical concerns. They have a sense of what is needed and what they want to contribute. Growth on this second, practical level is the result of on the scene observation, internships in real working situations, personal exchange with faculty members who are expert government consultants as well as stimulating, successful role models, and first hand experience with public ser-

vants in Washington, in class and out. It is this combined growth of awareness of self and of the world which makes our alumni both interesting and well-prepared.

The faculty and staff of the College of Public Affairs shares with you, the class of 1979, the sense of accomplishment and pride you will take away with you. We will watch with continuing interest as you apply your educational experiences throughout the years.

A. Lee Fritschler  
Acting Dean  
College of Public Affairs

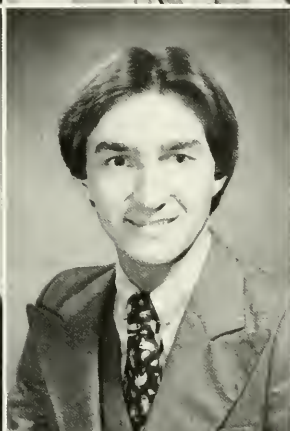




**MARSHAL AURON, B.A.,** Political Science/Economics.

**ANN BARRELLA, B.S.,** Political Science/Economics.

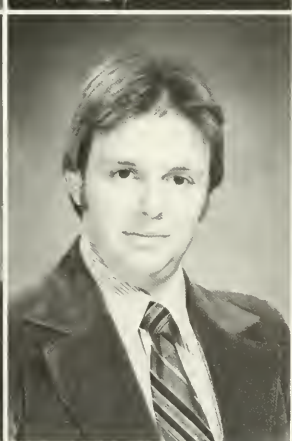
**MARK BECKER, B.S.,** Political Science/Accounting.



**FRANK BALTIMORE BEY, B.A.,** Political Science.

**MAHLON BICKFORD, B.A.,** Government.

**JOSEPH BLUMENTHAL, B.A.,** Political Science.



**DAVID BROWN, B.A.,** Political Science/Urban Affairs.

**FERRIS BROWN, B.A.,** Political Science.

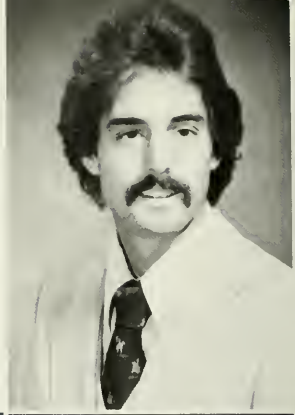
**RANDALL BURR, B.A.,** Urban Affairs.



**MARK CASNER, B.A.,** Political Science.

## **SCHOOL OF GOVERNMENT AND PUBLIC ADMINISTRATION**

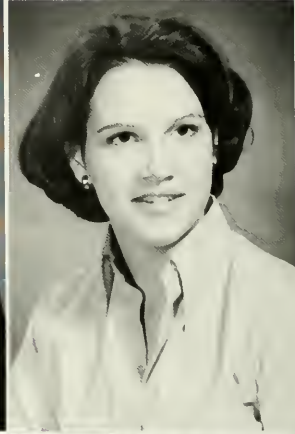
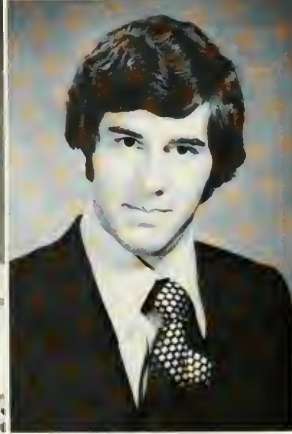
**FELIX CATENA, B.A., Political  
Science.**



**RONALD CHADWELL, B.A.,  
Political Science/Communication.**

**LEONARD CHANIN, B.A., Political  
Science.**

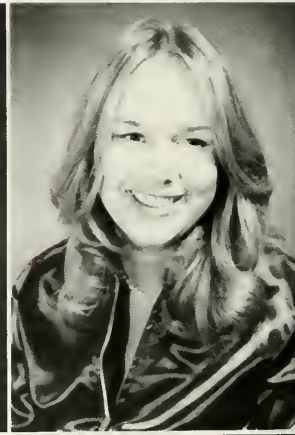
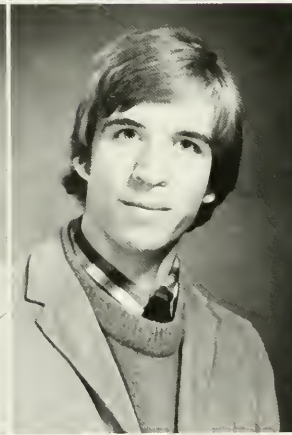
**LAURA COMISKEY, B.A., Political  
Science.**



**STEVEN COHEN, B.A., Political  
Science.**

**J. MICHAEL CONNOR, B.A.,  
Political Science.**

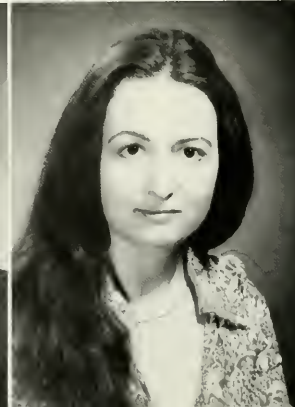
**MAGGIE COPPENRATH, B.A.,  
Political Science.**



**KEITH CUOMO, B.S., Political  
Science.**

**ODELL DAVIS, B.A., Political  
Science.**

**MARY DeBARR, B.S., Political  
Science/History.**





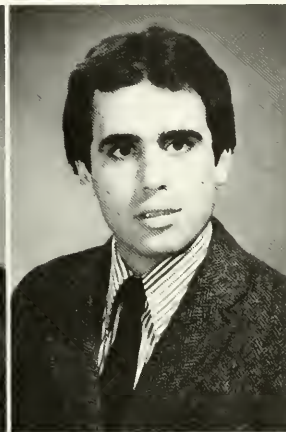
**KAREN DeVENUTO, B.A., Political Science.**



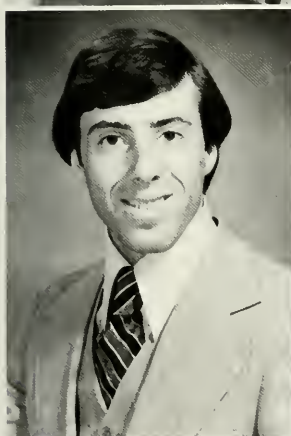
**DIANA DOWNEY, B.A., Political Science.**



**SHARON DUBIN, B.A., Political Science/International Relations.**



**MOSTAFA EL-ERIAN, B.A., Political Science.**



**MARK FIEDELHOLTZ, B.A., Political Science.**



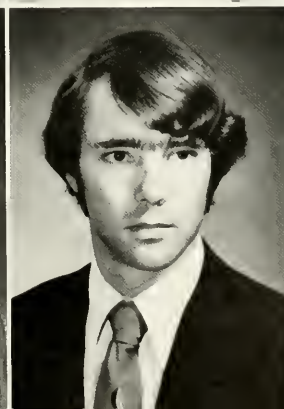
**ERIN FITZSIMMONS, B.A., Political Science/Environmental Studies.**



**HILDY FORMAN, B.A., Political Science.**



**MARK GERSHLAK, B.A., Political Science.**



**DAVID GOEKE, B.A., Political Science.**



**MITCHELL GOLDSTEIN, B.S., Political Science/Sociology.**

**EDWARD HALPERN, B.S.,** Political  
Science.

**MARTHA HARPER, B.A.,** Political  
Science.

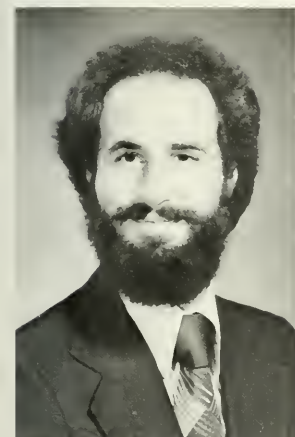
**PATRICK HECK, B.S.,** Political  
Science/Economics.



**DONALD HILL, B.A.,** Political  
Science/History.

**CANDACE HUNT, B.A.,** Political  
Science.

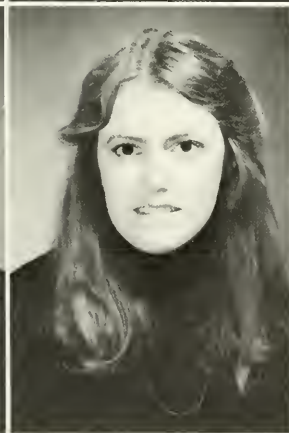
**WILLIAM KONSTAS, B.A.,** Urban  
Affairs/Political Science.



**HARVEY LEADER, B.A.,** Political Science/Philosophy.

**DAVID LONG, B.S.,** Political Science.

**SCOTT MARGULES, B.A.,** Political Science.



**DOUGLAS MARSHALL, B.A.,** Political Science.

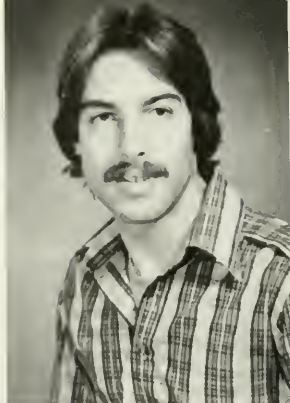
**DEBRA MAYER, B.A.,** Political Science.

**EDWARD MCCARTHY JR., B.A.,** Political Science.



**MARGARET McNAMARA, B.A.,** Political Science.

**JEFF MELCER, B.A., Political  
Science.**



**DIANE MONTI, B.A., Political  
Science.**

**TODD MOORE, B.A., Political  
Science.**

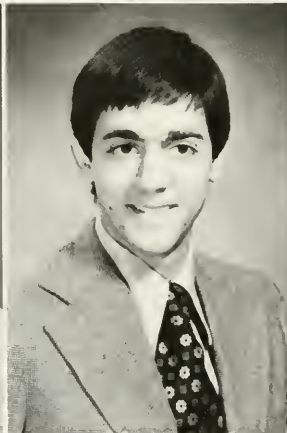
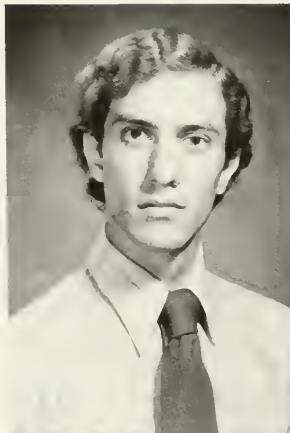
**RISE MOSKOWITZ, B.A., Political  
Science.**



**DAVID NEWMAN, B.A., Political  
Science/Economics.**

**PHILIP PETRILLO, B.A., Political  
Science.**

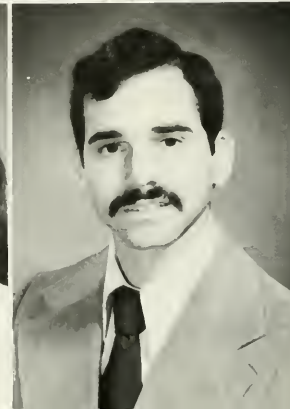
**MARY ELLEN PICKARD, B.A.,  
Political Science.**



**SAREE PTAK, B.A., Political  
Science.**

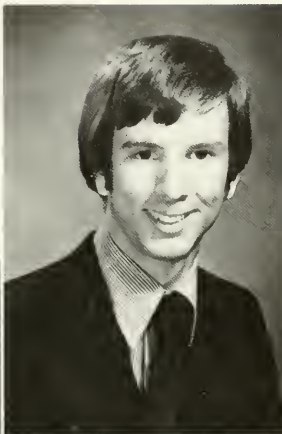
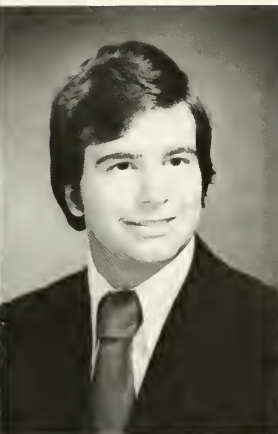
**SHEILA QUARTERMAN, B.A.,  
Political Science.**

**JAY RAPKIN, B.A., Urban  
Affairs/Administration of Justice.**





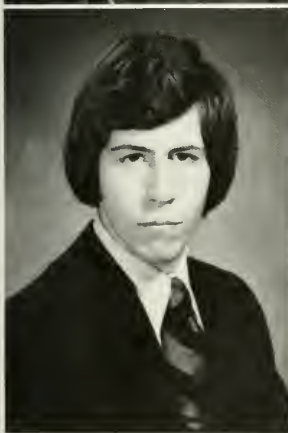
**LINDA RODGERS, B.A., Political Science/International Relations.**



**DANIEL SERATA, B.A., Political Science.**

**RICHARD SKOBEL, B.A., Political Science/Economics.**

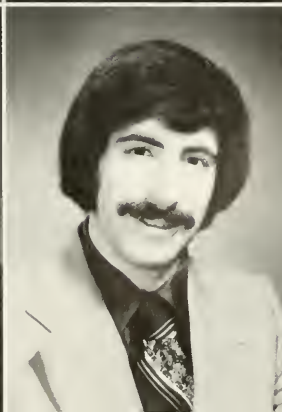
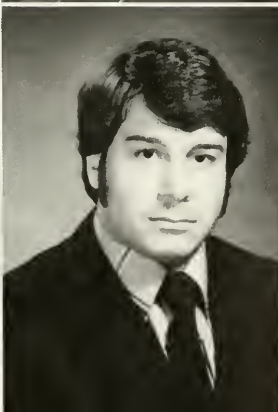
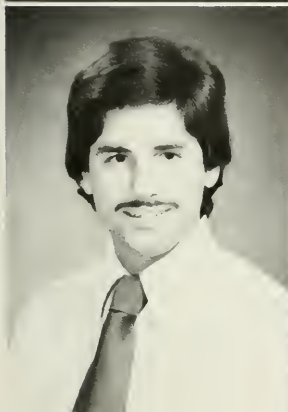
**MADIS SMIT, B.A., Political Science.**



**CHRIS SMITH, B.A., Political Science/Philosophy.**

**KAROL LYNN SMITH, B.A., Political Science.**

**NEAL SMITH, B.A., Political Science.**



**MARC SPECTOR, B.A., Political Science.**

**BRAD STEINBERG, B.S., Political Science.**

**STEPHEN STRAUSS, B.A., Political Science.**

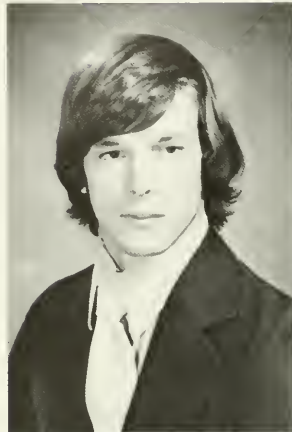
**LISA STRONGIN, B.A., Political Science.**



**BRIAN SULMONETTI, B.A., Political Science/Economics.**

**RONDA TAYLOR, B.S., Political Science.**

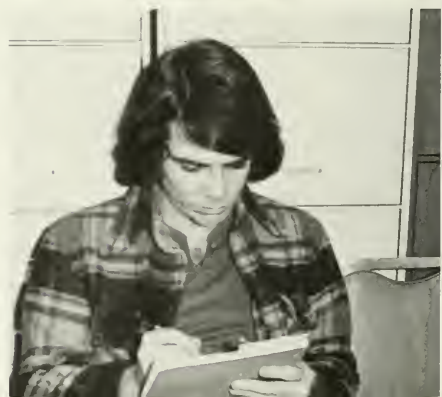
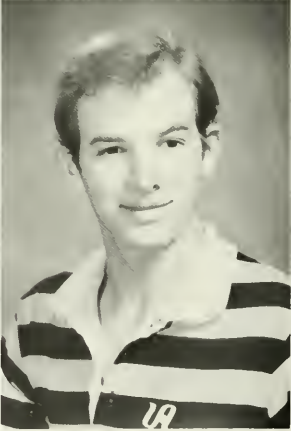
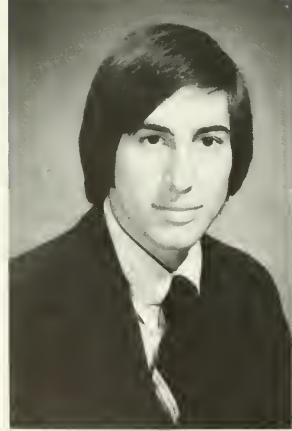
**DENISE TOTARO, B.A., Political Science.**



**RICHARD TRENK, B.S., Political Science.**

**ABBY WELLING, B.S., Urban Affairs/Political Science.**

**KENNETH WIESEN, B.A., Pre-law.**

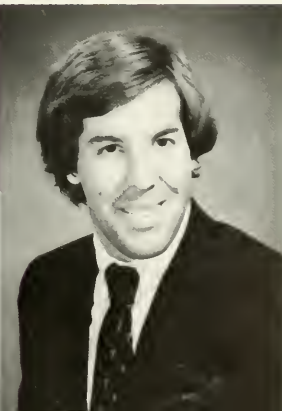




**FAITH WILLIAMS, B.S.,**  
Government/International Relations.

**DIANE WILSON, B.A.,** Political  
Science/Administration of Justice.

**PAUL WITHAM, B.A.,** Political  
Science.



**STEPHEN WRIGHT, B.S.,** Political  
Science.

**MARC ZWETCHKENBAUM, B.A.,**  
Political Science.

# SOJ



My view of the growth of students at American University comes primarily from my responsibility as dean of the School of Justice but is also leavened by the fact that I teach at least one course each year. Based on nearly five semesters of experience here, it is my considered judgment that our students, undergraduate and graduate, do capitalize on the opportunities provided at The American University to achieve considerable growth, both personal and professional, during their degree programs.

As an administrator I see students developing problem coping skills, maturity in decision making and all around leadership abilities in their work as participants in student associations and in School and University governance. In these capacities they work on academic program definition, curriculum revision, and reorganization of teaching unit structure as well as on a variety of projects not directly related to their studies, such as new student recruitment, placement of graduates, alumni relations, relations with the professional organizations of justice system careerists, and colloquia series. In these tasks they obtain a better appreciation for the role and limitations of university education as a part of their lives, both professional and personal. Several have told me that these facets of

student life that many would consider only peripheral have contributed as much to their self-image as competent adults able to cope with ambiguity and uncertainty as have their formal courses of instruction. This integration of academic with non-academic experiences is a particularly valuable aspect of the educational experience offered at The American University.

Because of the variety of opportunities available in the metropolitan District of Columbia area, I have also seen a number of students successfully integrate part or full-time employment with their classroom activity, resulting in deeper appreciation for both. Some are employed when first enrolling at A.U.; others discover the ease with which employment and academic activities can be combined through the extensive outreach program of the School of Justice after they enroll as students. A very talented few are able to blend academic, student leadership and employment roles into a very rich, even though at times somewhat frenetic, developmental experience. Our employed students report great satisfaction from being able to understand better as a result of their studies why they are assigned to the various tasks that make up their professional lives.

Although my classroom experience with American University students has been li-

mitated by my primarily administrative assignment, I have taught a beginning graduate level course on three occasions, both on and off campus. In all three classes there has been an interesting and challenging mix of full and part-time students with quite diverse backgrounds. This variety has posed a challenge for me as a teacher that has made preparation a stimulating task and the actual teaching a very rewarding experience. Judging from both the level of participation and formal student evaluation, the resulting courses have also been rewarding for the students. Our discussions have been enriched for the full-time, relatively inexperienced students by the contributions of the generally older, employed part-time students. For the latter, the opportunity to put their experience into a theoretical and broader intellectual context has been satisfying. My evaluation of the results is that all of the diverse students and I as well have grown both personally and professionally through our interchange.

In sum, it is my impression that students at American University, on the whole, do remarkably well in using the resources at their disposal to develop their capacities. Experience this year supports that view.

Dean Richard A. Myren  
School of Justice



**AUGUSTINE ALOIA JR., B.S.,**  
Administration of Justice/Political  
Science.

**LILA ANNALORO, B.S.,** Criminal  
Justice.

**RICHARD BASKIN, B.S.,**  
Administration of Justice.



**RAYMOND BASSI, B.S.,**  
Administration of Justice.

**ILENE BERKO, B.S.,** Administration  
of Justice.

**MELINDA BIRBARIC, B.S.,**  
Administration of Justice.



**RANDI BLUMENTHAL, B.S.,**  
Criminal Justice.

**ALLEN BOYARSKY, B.S.,** Criminal  
Justice.

**CARON BROWNSTEIN, B.S.,**  
Administration of Justice.



**CHRISTINA CALABRESE, B.S.,**  
Criminal Justice.

**MADELINE MIMI CARTER, B.S.,**  
Administration of Justice.

**HILARY COOK, B.S.,** Administration  
of Justice.

**DAVID EMORY, B.S.**, Administration  
of Justice.

**JONATHAN FULTON, B.S.**,  
Administration of Justice.

**EILEEN GLEIMER, B.S.**,  
Administration of Justice.



**WILLIAM GONZALEZ, B.S.A.J.**,  
Administration of Justice.

**LORI GREENSTEIN, B.A.**,  
Administration of Justice.

**DOLORES HARTMAN, B.S.**,  
Administration of Justice.



**KAREN HOLMAN, B.S.**,  
Administration of Justice.

**DEBRA KAPLAN, B.S.**,  
Administration of Justice.

**ALAN KESTENBAUM, B.S.**,  
Administration of Justice.

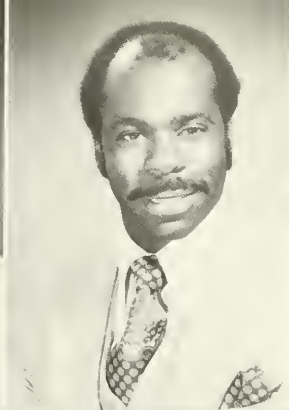


**IRA LERMAN, B.S.**, Administration  
of Justice.

**NANCY A. LIBOWITZ, B.S.**,  
Administration of Justice.

**PHYLLIS LUTSKY, B.S.**,  
Administration of Justice.

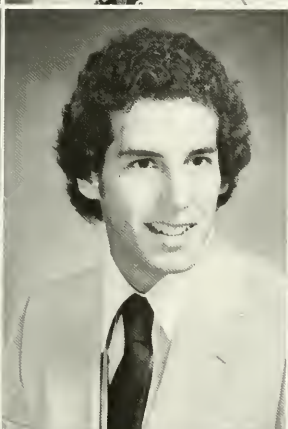




**TIMOTHY McEVOY, B.S.,**  
Administration of Justice.

**LIONEL MILLARD, B.S.,** Criminal  
Justice.

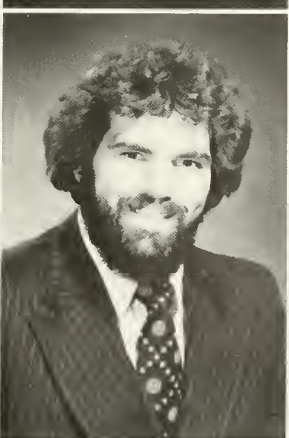
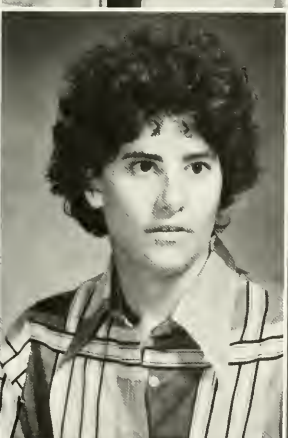
**LORENZO NICHOLS JR., B.S.,**  
Administration of Justice.



**NANCY OLSON, B.S.,** Administration  
of Justice.

**GARY PAER, B.A.,** Criminal Justice.

**DENNIS POWERS, B.S.,**  
Administration of Justice.



**JOANNE RECTOR, B.S.,**  
Administration of Justice.

**LOUISE RYDER, B.A.A.A.,**  
Administration of Justice/Psychology.

**DONALD SMITH, B.A.,**  
Administration of Justice.



**SHARON SPARKS, B.S.,**  
Administration of Justice.

**RAYMOND VENTURA, B.S.,**  
Administration of Justice.

**LAURIE WEISS, B.S.,** Administration  
of Justice.

# CTA



Most college students are individuals with rapidly rising expectations; they have a multitude of short-term obstacles to overcome and formal goals and objectives to be met within time periods measured by days, weeks, months and at most a very few years. Change is important; becoming is the reality. How students have changed over the past year is, from this time perspective, a real and important question.

Faculty members, however, addressing the question of changes in students over a twelve-month time span may be struck as much by the illusions as by the realities of change. Their perspective is quite different. An honest answer from me requires a comparison with changes observed through twenty-five solar cycles. I will try to note some "real" changes.

Students are becoming increasingly serious about and demanding of their courses of study. This year has witnessed a continuation of this trend. But the trend began before the senior class arrived as freshmen.

Students are concerned with personal goals. The emergence of subjective values and the submergence of national and humane concerns in our social and political life did not begin this year; it is a legacy of the post-Vietnam — post-Watergate era. This year the social, demanding "I" continued unabated, both among students and in our national life.

Student government activities this year have sought real solutions to the surmounting of institutional obstacles. This is a new element. Again, the roots of today's change are deep in the historical university; however, the combination of factors now appears balanced toward making student involvement effective. Student movements are seeking personal, often economic goals. Student leaders understand the fine balance between the public theater of politics and the organizational requirements of decision-making. If these elements continue to exist, the ability to accomplish multiple goals will increase during the next decade. This year student

leaders at The American University have been the most effective institutional leaders I have witnessed in twenty-five years of observation.

Students at The American University are becoming more diverse in their regional, ethnic and national origin. The increased diversity requires adjustments by students, faculty and by the institution. Such adjustments may be painful because they involve building bridges beyond our traditional groupings and values, and they require us to recognize the legitimacy of other cultures, other ways, other needs. These "others" in our midst are real and irreducible; they are not the paper things that appear as ideas in books. The internationalization of The American University is our most hopeful single sign for the possibility of intellectual growth and renaissance in our university community.

Robert Paul Boynton  
Director, Center for Technology  
and Administration



**YOLANDA AIKEN, B.S., Computer Science.**



**ADRIAN GARCIA, B.S., Technology and Management.**



**BETTY GARDNER, B.S., C.T.A.**



**ANNE GRENADE, B.S., C.T.A.**



**CAROL HIGGINS, B.S.T.M., C.T.A.**



**SHARMAN LILLY, B.S.T.M., Technology in Management.**





# SIS

Students in the School of International Service have chosen a University and a metropolitan area which are immensely rich in resources and opportunities. Washington, D.C., is the national laboratory for the observation and study of U.S. governmental activity in foreign affairs. It provides unique access to the institutions and people that structure and energize U.S. participation in the international arena.

Our location in the Washington area is a prime asset for those who seek careers in the fields of international relations and foreign policy. The unique research resources in the metropolitan area and the opportunities for practical work experiences and contacts with agencies and officials enrich the School's degree programs and facilitate the student's transition from the academic world to a meaningful career commitment.

The School's interdisciplinary programmatic focus is enhanced by optional specializations in related fields which are available from other teaching units in the University. SIS students may acquire career-related knowledge and skills in such

areas as economics, business, computer science, foreign languages, public administration and communications, which complement the liberal arts orientation of the school's basic curriculum. Increasingly, students have chosen to double major in International Studies and one of these reinforcing fields.

And what of your own personal course? Many of you are experiencing independent living for the first time and with it a greater freedom of decision in your everyday lives. And this at a time when you are facing challenging academic demands, a different social environment and continuing choices as to how you will allocate your time and energies. In a context of multiple available opportunities and freedom of decision among them, individual choice becomes the inescapable fulcrum of action. Let me venture to offer three guides to aid your steerage through your university experience and beyond.

First, continue building your habits of self-discipline as a means of organizing and implementing your day to day activity. Plan your work and work your plan. Learn to manage your life — the alternative

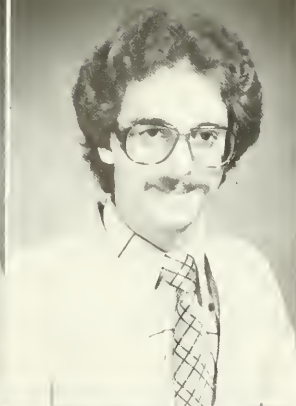
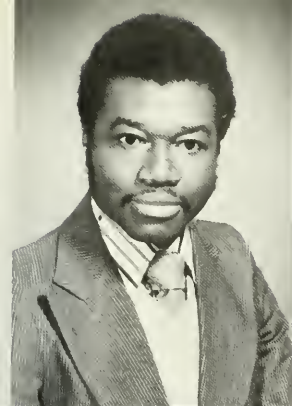
is to drift.

Second, understand that you and you alone are accountable for your choices and for what you do with them. Scapegoating is easy, but it doesn't work, and, most harmfully, it takes you out of your own picture. You are responsible for your own reality. That's just the way it is.

Third, be involved. It's always more fun to be a hammer than an anvil. And involvement flows directly from a self-directed life-style that accepts personal accountability. Of course, you can choose not to be involved and accept responsibility for that choice. But the world will pass you by — while acting upon you, without you — and personal growth will suffer. So we must understand the fundamental need to be needed and that in meeting needs of others, we meet our own needs. That's involvement.

In conclusion, I wish you every personal satisfaction and success, and I invite you to create your own context for that to happen.

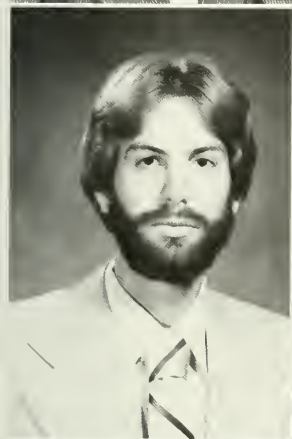
William C. Cromwell  
Acting Dean, SIS



**EDMOND AMON, B.A., Economics.**

**HILARY (KIM) BAKER, B.A.,**  
International Service.

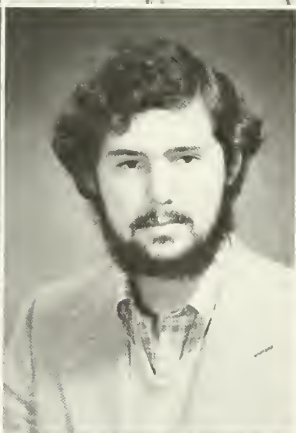
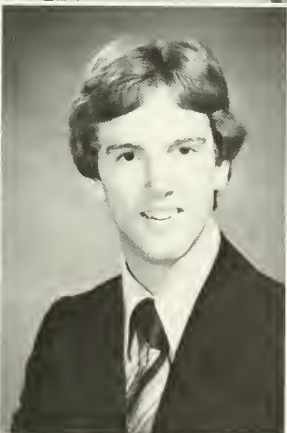
**BRAD BOTWIN, B.A., International**  
Relations/Economics.



**DAN BRIGGS, B.S., International**  
Relations.

**LAURA BROKENBAUGH, B.A.,**  
Latin American Studies.

**CINDY BURRELL, B.A.,**  
International Studies.



**LARRY CARLSON, B.A., Political**  
Science/International Relations.

**MICHAEL CARMAN, B.A.,**  
International Studies.

**KENNETH CROW, B.A.,**  
International Affairs.



**LESLIE DERMAN, B.A., Russian and**  
Area Studies.

**NANCY DIMOCK, B.S., Latin**  
American Area Studies/  
International Relations.

**LINDA DUNIVAN, B.A., Latin**  
American Studies/Economics.

**CHERYL FEDERLINE, B.A.,**  
International Relations/Spanish.  
**MONICA FEINER, B.S.,** International  
Studies.

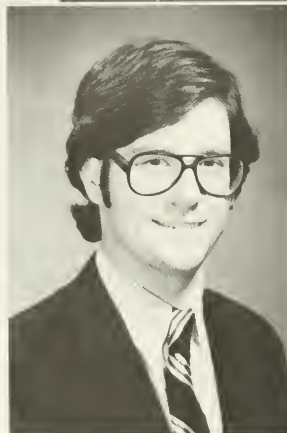
**KATHLEEN GOODHUE, B.A.,**  
International Studies.



**DOUGLAS GRISSINGER, B.A.,**  
International Service.

**CHERSTIN HAMEL, B.A.,**  
International Studies.

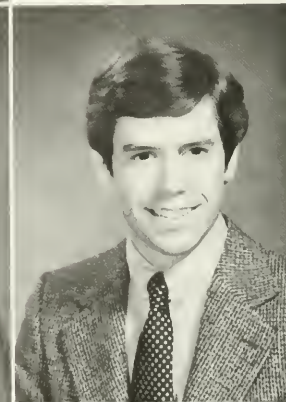
**SHIRLEY HENNING, B.A.,**  
International Service.



**KAREN HUFFMIRE, B.A.,**  
International Service.  
**RORY IZSAK, B.A.,** International  
Relations.  
**JOHN KOCAY, B.A.,** International  
Studies and Foreign Area Studies  
Western Europe/France.



**MARK LEDERMANN, B.A.,**  
International Relations.  
**JON LEWIS, B.A.,** International  
Studies/Political Science/Religion.  
**MARSHA LINDSEY, B.A.,**  
International Service.

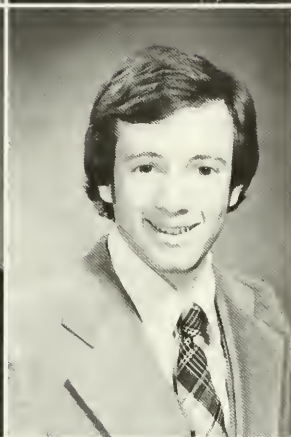
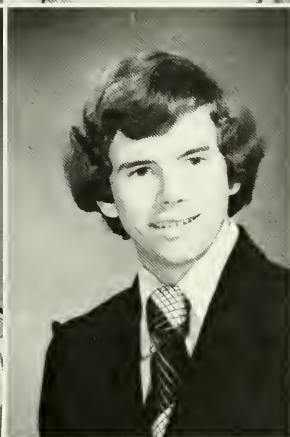




**ERNESTO LOPEZ-ROJAS, B.A.,**  
International Relations.

**RENEE MARKL, B.A.,** International  
Affairs.

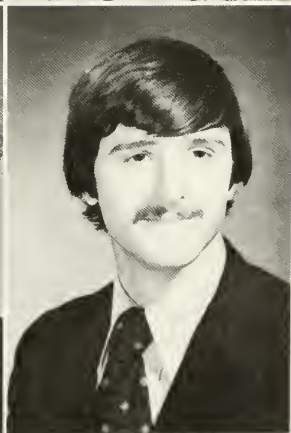
**KAREN MEDWIN, B.A.,** Spanish and  
Latin American Studies.



**JANICE MENKE, B.S.,** International  
Service.

**PATRICK MORRIS, B.A.,**  
International Service.

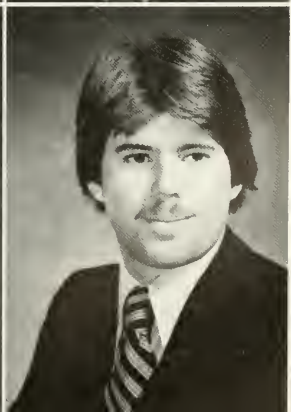
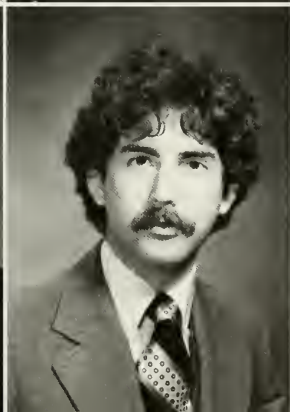
**JAMIE NACHINSON, B.A.,**  
International Studies.



**EVA NARANSO, B.A.,** International  
Affairs.

**ELIZABETH PHELAN, B.A.,**  
International Studies/French.

**DAN ROBINSON, B.A.,** International  
Relations/Broadcast Journalism.



**ANDREW SIMMONS, B.S.,**  
International Relations/Economics.

**DAVID SLOBODIEN, B.A.,**  
International Studies.

**JAMES SMITH, B.A.,** Internal  
Relations/Economics/Latin American  
Area Studies.

**BENNETT SPETALNICK,**  
International Relations/Political  
Science/Philosophy.

**ANNE STEVENS, B.A.,** International  
Studies/Economics.

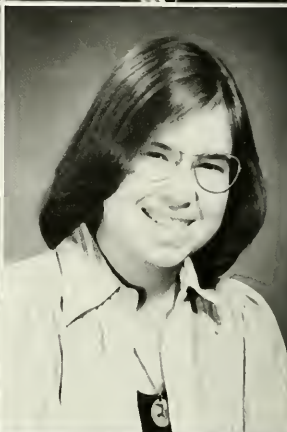
**JEFFREY TEAGUE, B.A.,**  
International Relations.



**SCOTT THOMAS, B.A.,** International  
Studies/Economics.

**LEE THOMASSEN, B.A.,**  
History/International Studies.

**LUCINDA VAVOUDIS, B.A.,**  
International Studies.



**JOANNE WALSH, B.A.,** International  
Studies.

**CINDY WEBER, B.A.,** International  
Studies.

**CATHY WILCOX, B.A.,** International  
Studies.



**MATTHEW WOOLF, B.S.,**  
International Relations/Economics.

**D. ALVIN WORTHINGTON, B.S.,**  
International Studies/  
Interdisciplinary Studies.

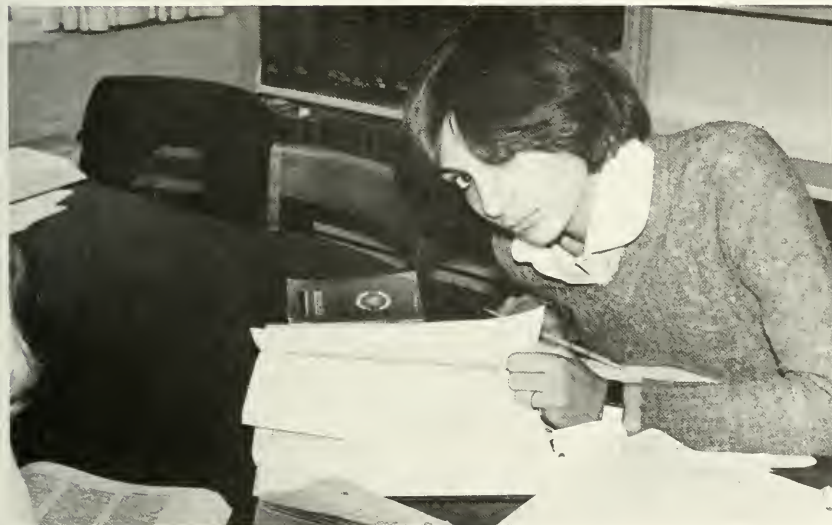
**MARK YONKOVITZ, B.A.,**  
International Relations.



## DIVISION OF CONTINUING EDUCATION



ANDREW WEINIGER, B.S.G.S.,  
Marketing/Economics.



# SENIOR BIOGRAPHIES

## COLLEGE OF ARTS AND SCIENCES

**KARON ADLER**, Art Education: Co-vice-president Art Council; secretary Art Council 3; floor treasurer 3.

**LISA ALBERT**, Design.

**SHARON ALLEN**, Psychology.

**MURIEL BAKER**, Psychology: Cheerleader 2; NAACP secretary; AU Gospel Choir.

**VALERIE BOYKIN**, Mathematics/Computer Science: Student Academic Aide.

**CHRISTINE CIPU**, Graphic Design: Internship, Art Department, WTTG-TV; assistant curator Watkins Art Gallery and Collection Room.

**KAREN COBURN**, Psychology: Concert Committee: Counseling.

**MARY DAVIS**, Sociology.

**MARY EICHELBERGER**, Biology: Student Assistant National Cancer Institute (NIH) 2,3,4.

**ANDREA ELLISON**, Design.

**LINDA EMANUEL**, Dance/Psychology: Dance rep to Performing Arts faculty; French-Spanish Club 1,2,3,4, president 4.

**DEBORAH S. ETHERTON**, Psychology/Elementary Education.

**MARIA FABRICIUS**, Biology.

**ANNETTE FRYE**, History.

**NEAL GOLDMAN**, Microbiology: Wind Ensemble 1; Orchestra 1,2,3.

**ANTHONY GROSSO**, Physical Education.

**RACHEL HALL** Literature/Education.

**CINDY HORWITZ**, Psychology/Elementary Education: Record Co-Op volunteer; para-professional/peer counselor; reading tutor.

**THERESA INMAN**, Psychology.

**MARTHA ITTNER**, Design.

**GLORIA IVEY**, Biology: Delta Sigma Theta.

**SHARON JACKSON**, Psychology/Sociology.

**MARK JAECKEL**, Physical Education.

**STEPHEN KAHN**, Psychology: Alpha Tau Omega; Worthy Usher, ATO.

**MARIO KERBY**, Economics: Soccer team 3,4.

**EUN KIM**, Studio.

**MICHAEL L. KIRKS**, Physical Education: Alpha Epsilon Pi: Swimming Varsity Letter, 1,2,3,4, Captain 4.

**CAROL KLIEMAN**, Psychology.

**ANDREW KORN**, Biology: Varsity tennis 1,2; Undergraduate Studies Committee Biology; Sea Semester program.

**SHELLEY KREMENS**, Sociology.

**LEONARD LAMM**, Sociology.

**EDNA LAWSON**, Psychology: Phi Kappa Phi honor society; Dean's List Fall 77, Spring 78.

**BRAD LEVINE**, Chemistry.

**LYNN LEVINTHAL**, Sociology.

**S. DOUGLAS LOESER**, Economics, Environmental Studies: President Forensic Society 3.

**RICK MALTZ**, CAS.

**J. LAWRENCE MARCH**, Psychology.

**LOUIS MAROULIS**, Literature.

**THOMAS J. MARTIN**, Sociology.

**LYNN McCARY**, Design.

**JULIA McCOY**, History.

**DONNA McDONALD**, Physical Education: Varsity basketball 3,4; Varsity volleyball 4.

**GAIL MELNICK**, Design: Tennis team 2; Big Buddy 1, Campus Tour Guide 1; Secretary Arts Council 3, vice-president 2; floor vice president and secretary 3; Resident Advisor 4.

**CARL MORRIS**, Applied Mathematics/Computer Science.

**BEATRIZ NIELSEN**, Biology.

**ANN O'BRIEN**, Literature.

**TAOFIQ ONIGBINDE**, Medical Technology.

**JEREMY PAULSON**, History: cas representative General Assembly 3.

**ROBERT RABINOWITZ**, CLEG.

**DEBORAH REGENBOGEN**, Psychology/Sociology: Alpha Chi Omega; Alpha Sigma Phi Little Sister; Talon staff; Big Buddy Tutoring.

**MELISSA REIDENBAUGH**, Dance.

**FRED REIF**, History/Political Science.

**ANNETTE REMICK**, Economics.

**LENORA RICHARDSON**, Psychology: Administrative assistant Department of Justice.

**ELLEN ROSANOFF**, Psychology/Sociology: Big Buddy tutor 3.

**CHRISTOPHER ROSE**, History: Staff member WAMU-AM 3,4.

**STACY ROSE**, Sociology.

**BETH ROSENBERG**, Sociology/Jewish Studies.

**VICTORIA ROUSUCK**, History/Government.

**ANNE RUNOW**, ART.

**KENNETH SCHRAFF**, Dance: Sailing Club, Fencing.

**CAROL SCHATZ**, Sociology/CAJ.

**AMY SEEHERMAN**, Psychology, CAJ: Big Buddy Tutor.

**MICHAEL SEIFF**, Economics/Psychology.

**DORITA SIMMONS**, Sociology: Uhuru writer 3,4; Homecoming Committee 2,3; Class representative General Assembly 2; Floor President 2; College Democrats 2; OASATAU 1,2,3,4; Tabn 2; Big Buddy Tutor 2,3.

**CARMEN STEWART**, Design.

**TANNYA STEWART**, Psychology.

**LORI STRICOFF**, Psychology.

**NANCY TARSHIS**, Psychology/Sociology.

**FREDRIKA TELL**, Psychology.

**TOMMYE TINKHAM**, Literature: Senior Honors.

**DONNA TOCCO**, Literature: General Assembly representative, Class of 1979 4.

**ELLEN TUCKER**, Psychology: Alpha Chi Omega; Dorm Council, Floor President 3.

**RHODA TWOMBLY**, Biology: Atlantic Estuarine Research Society; Undergrad Biology Department representative 1; Research Assistant, Marine Biology.

**TONY VECCHIONE**, Physical Education.

**GRACE WALTON**, Sociology/Psychology.

**HELEN WELLS**, Sociology: Bowling team 2; President 3rd floor Leonard Hall; Secretary to Special Assistant to Provost 4.

**PATRICIA K. WELSH**, Design.

**STEPHANIE WILLNER**, Psychology.

**MARVIN WURTH**, Biology; Alpha Epsilon Delta.

**ROBERT WURZBURG**, Art/Philosophy.

**BRIDGET YOUNG**, Sociology/Psychology.

**RUTH L. ZETLIN**, Theatre: Mortar Board, Hillel; Fencing Club 3; Who's Who 4; Outstanding Undergraduate, Undergraduate Advisor Council.

**JAYNE ZIMBLE**, Sociology.

## SCHOOL OF COMMUNICATION

**RONALD ALOISIO**, Broadcast Journalism: Sigma Delta Chi; WAMU, writer/reporter; Northwest; WAMU-AM, Campus News Director; Dean's Advisory Council.

**SHARON ARDAM**, Visual Media.

**KURT BACCI**, Print: Eagle; Wrestling Team 1,2,3,4.

**RENEE BAFALIS**, Comm.

**JEFFREY BAXT**, Broadcast Journalism: Northwest reporter; WAMU-AM staff dj; desk assistant NBC-News Washington Bureau.

**GAIL BERNSTEIN**, Photography.

**DIANE T. BOOZER**, Visual Media.

**BOB BRADICICH**, Visual Media: WAMU DJ 1; Production Manager 2, Program Director 3,4; Confederation Media Commission 3,4.

**PATRICIA BROWN**, Visual Media: Production assistant internship WDMV-TV.

**CHARLES CARLSON**, Print: Sports Editor Eagle 4, Editor 4.

**PATRICIA COX**, Comm.

**JOYCE DAVIS**, Broadcast Journalism/Language: Women in Communication Inc.; Intramural bowling league 2; work foreign language lab.

**MARK DORF**, Comm.

**JOSEPH ESPO**, Print: Eagle Editor 2,3; Mortar Board; Who's Who.

**MARGARET FERRY**, Public Comm.; Sailing Club.

**RANDI FETNER**, Visual Media.

**CATHIE FLYNN**, Visual Media: Photographic lab assistant, teacher's aide 4.

**STEVE GINSBERG**, Comm.

**ALEXANDER GIOVANNIELLO**, Broadcast Journalism: Alpha Tau Omega; Northwest; Intramural football, soccer, softball, basketball 1,2,3,4; AU Pollsters; WAMU-AM sports, news, music.

**RANDY S. GLEIT**, Comm.

**NEAL GOREN**, Comm: Talon photographer 3; Diving team 1,2; Senator for School of Communication 3; WAMU newscaster; Engineer technician WAMU-TV 4.

**KAREN GREENBERG**, Visual Media.

**MELANIE GREENBERG**, Visual Media: Concert committee, Jewish Studies organization.

**ANDREA RENEE GRIFFIN**, Print: Alpha Kappa Alpha.

**CATHY GRIM**, Comm: Phi Sigma Sigma, President.

**BETH GROSSMAN**, Organizational: Jewish Pickle advertising staff; tennis 1; Inaugural Committee; Ski Club; WAMU.

**JOHN GUSTAFSON**, Public Comm: Public Relations Student Society of America, President 4; Marketing Club, Program Director 4; Education Policy Committee 4; Who's Who.

**HERSCHEL HIAT**, Broadcast Journalism: Alpha Tau Omega.

**SIMI HICKS**, Broadcast Journalism: Northwest staff.

**DONALD B. HOFFMAN JR.**, Print: Sigma Delta

Chi; Eagle reporter 3,4, Metro News Editor 4.

**KAREN JAFFY**, Visual Media.

**PATRICIA JENKINS**, Broadcast Journalism: Omicron Delta Kappa; UHURU Editor-in-Chief 4; OASATAU Director of Communications; Dean's Advisory Committee; Alpha Aneel, Alpha Phi Alpha.

**LENARD KENT**, Broadcast Journalism: Sigma Delta Chi; Pan Ethnon; WAMU-AM, Business Manager; SOC Communications Council 3.

**JO ANN KING**, Visual Media: Women in Communication Inc. 4.

**AMY LANDSMAN**, Broadcast Journalism-history.

**TERRY LEVIN**, Visual Media.

**ALAN LEVINE**, Comm/Commercial Management: Marketing Club, President; Dean's List 2 years; Public Relations Student Society of America; owner-manager Campus Co-op Cleaners; Who's Who; Public Relations Clerk Washington Post.

**LAURA LIEBECK**, Broadcast Journalism: Northwest 3; McDowell Hall 2nd floor president 2; Dorm Council 2,3; Social Activities chairperson 2; WAMU-AM News; promotion internship WMAL; TV Dinner 3; Portrait Show 4; Women's Union 3.

**PHILIP LINDENMUTH**, Public Comm: Basketball and softball intramurals 3,4; Football intramurals 4; Dean's Search Committee; SOC Council.

**LESLIE LINTON**, Broadcast.

**STEPHEN W. LONG**, Comm/Physics: Society of Physics Students; teaching assistant — Audio Technology program; technical director TV Dinner, portraits; Engineer Campus TV studio; University Singers; Who's Who.

**TERRY LOWE**, Print: Sigma Delta Chi, secretary-treasurer 3,4; Eagle reporter, chief copy editor 3; assistant editor 4; President's Tourguide Association 3; Confederation Media Commission 3,4; SOC Undergraduate Advisory Committee 3; Food Services Committee 3,4; Dean's Advisory Committee 3,4; Who's Who.

**MARK LUDDER**, Broadcast Journalism: Northwest advertising and writer; intramural football, softball 3,4; Official referee football 3,4; Dorm Council President 4; Communications Floor President 3; Production crew TV Dinner and Portrait Show; Dean's Advisory Committee 3.

**GAIL MARGULIES**, Comm.

**DEBBIE MARTON**, Comm.

**JEFFREY MCGOWAN**, Broadcast Journalism: Eagle sportswriter 3,4; Varsity soccer 1,2; Intramural football, basketball, softball 1,2,3,4; Social Chairman Leonard 2; Co-Ed Basketball Champions 3.

**MIREILLE MEES**, Broadcast Journalism: Sigma Delta Chi; WAMU-AM Music Director; Floor vice-president 3; WAMU DJ, newscaster, producer.

**PATRICIA MELOON**, Print.

**MARGARET MEYER**, Public Comm: Public Relations Student Society of America.

**ELEANOR MEYERSON**, Public Comm: National Liason Public Relations Student Society of America.

**TERRY MPHAAHELE**, Broadcast Journalism.

**STEVEN NERO**, Visual Media: Photography Club, Video Club; Eagle; American Magazine photographer; Talon.

**FRANK PAIGE**, Comm/Sociology: Frederick Douglas Scholar.

**CRYSTAL PALMER**, Visual Media.

**FRANCYNE PFAU**, Print: Basketball team 1,2; Assistant Sports Information Director 4.

**MARY GAIL PILKINTON**, Print: Northwest.

**SUE PLOUNT**, Visual Media.

**SHERLITA QUEEN**, Broadcast.

**ANGIE LAURA REESE**, Public Comm.

**ALEXIS REVIS**, Comm.

**H. MICHAEL ROSELLI**, Broadcast Journalism/Political Science: General Assembly Representative SOC 4; Student Confederation Director of Public Relations 4; University Promotion Council 4; Who's Who.

**ROBYN ROSENBERG**, Comm.

**KURT SCHRAMM**, COMM.

**ELIZABETH SHAPIRO**, Visual Media: Eagle photography staff; General Assembly representative.

**LESLEY SHARP**, Visual Media: Women in Communication Inc., Treasurer 4.

**NANCY SHULKIN**, Visual Media: Record Co-op 4.

**STEVE SMITH**, Broadcast Journalism.

**GBEMISOLA SOTOMI**, Public Comm.

**CARYN STEIN**, Public Comm.

**JUDITH STELZER**, Comm: Jewish Pickle.

**KIMBERLY SWITZGABLE**, Visual Media: AU riding instructor.

**RICHARD UNDERWOOD**, Broadcast Journalism/Economics: Sigma Delta Chi Scholarship.

**ALFONSO WAY**, Comm/Graphic Design: Staff American Magazine, Talon, Eagle, UHURU Photography Editor 4; Intramural basketball 3,4; Campus Crusade for Christ; Freelance graphic designer and photographer; Who's Who.

**MICHELE WILLIAMS**, Comm.

**M. SUSAN WILLIAMS**, Print.

**ROSALIND WINDER**, Visual Media: Northwest reporter; TV Dinner Camera person.

**BRIAN ZEMSKY**, Print/History: WAMU-AM 2,3,4, sports director 4; Eagle sports staff 1,2; 3rd floor Letts President 2,3.

## SCHOOL OF EDUCATION

**MARIA BERNSTEIN**, Education.

**WANDA GEORGE**, Elementary Education.

**KATHERINE GILMORE**, Elementary and Special Education.

**HARRIET GLOVER**, Elementary Education: A.U. Choir.

**GAIL GOLDBERG**, Early Childhood and Elementary Education/Special Ed: Intramural Volleyball 1,2.

**SUE GOLDBERG**, Elementary and Special Education: Volleyball intramurals; 3rd floor president Letts Hall 3.

**NANCY HANNOCK**, Early Childhood and Elementary Education/Special Ed: Intramural Volleyball 1,2.

**GAY LUSS**, Special Education.

**ROBYN PAUL**, Elementary and Special Education.

**SANDRA L. SOLOMON**, Elementary Education.

**RANDI ZULLER**, Elementary/Special Education: Psi Chi; 4th floor president Letts Hall; Educational rep for undergrad class; Big Buddy; Sex Equity Grant; Special assistant.

## SCHOOL OF BUSINESS ADMINISTRATION

**JEFFREY ARPIN**, Finance: Assistant Manager AU Food Co-op 3; Manager Food Co-op 4.

**JAMES BADINI**, Finance/Business Economics: Softball intramurals 2,3,4; Hughes Hall Dorm Council, treasurer 4; RHA Orientation Aide 4.

**MICHELLE BARBER**, Accounting/Economics.

**DUANE BINDER**, Marketing.

**GLENN BLOCK**, Accounting: Sigma Tau

Gamma (Kuttstown State); President AU Amateur Radio Club.

**DAVID BLUM**, Prof. Accounting: Jewish Student Association 2; College Democrats 2; Accounting Club 3,4; Intramural basketball 2,3,4.

**MARJORIE BLUMBERG**, Urban Development: United Jewish Appeal Federation: Campus Campaign 1977-79.

**MARK T. BOYER**, Finance, Economics, Comm. Sys.: Financial Management Honor Society.

**ELLEN BRAFMAN**, Marketing: Marketing Club 3,4; Chairperson Career Development and Planning for Marketing Club 4; Women's Tennis Team 1,2,3,4; Captain Tennis Team 2,3; MVP tennis team 2.

**NINA CANNON**, Marketing and Personnel Management: Marketing Club, secretary; American Society for Personnel Administration: UJA; Hillel.

**LENA CAPORALETTI**, Personnel: AU student chapter of American Society for Personnel Administration, President 3,4.

**MAURICE CHARLES**, Personnel: American Society for Personnel Administration.

**SAMUEL COFER JR.**, Finance: Accounting Club 2; WCL investigator and part-time staff 3,4; AU symphonic Wind Ensemble 4; AU/Georgetown Symphonic Wind Ensemble 1,2; AU Ski Club 2,3,4.

**NEIL COHEN**, Business.

**ALBERTO CRESPO**, Accounting.

**MARK DI BENEDETTO**, Marketing: Eagle 1,2; Record Co-op 3, manager 4; Intramural football 1,2; Rugby 3; Marketing Club 3, treasurer 4.

**ARLENE DICKLER**, Personnel: American Society for Personnel Administration, vice-president 4.

**BARBARA DYER**, Marketing: Swimming 3,4.

**DAVID EISNER**, Professional Accounting/Political Science: Cap and Gown Chapter Mortar Board; Who's Who; Staff assistant Office of the Provost; Chairman Student Union Board 3; Commissioner of Student Health and Welfare; Co-Founder AU Child Development Center.

**BRIAN K. EVANS**, Marketing: AU Gospel Choir; Secretary dorm floor.

**MICHELLE FALK**, Marketing/Personnel.

**MARSHA FELDMAN**, Marketing/Sociology: Alpha Chi Omega; Cheerleader 1; AXO vice president 2; Marketing Club.

**LYNNE FETTERS**, Marketing: Big Buddy Coordinator; SBA rep General Assembly 2,3; Marketing Club; Sorbonne, Paris 3.

**STEVEN FILENBAUM**, Business.

**SCOTT FISCHMAN**, Accounting: Linen service manager; Sailing Club; Parking Committee, Director of Student Security and Safety.

**JAMES FORT**, Marketing.

**MINDY FRANK**, Marketing.

**BRIAN GEARY**, Urban Development: Intramural football 2,3,4; intramural baseball 2,3; 1st floor Letts president 2.

**NADER GHEISSARI**, Economic and Urban Development.

**BOB GIMBEL**, Marketing.

**PAMELA GOLD**, Marketing: Record Co-op 4; AU National Datsun Student Advertising Award 3.

**JUDY GOLDMAN**, Marketing.

**MARCIA GORDON**, Business.

**JAMES GUTENTAG**, Marketing: Director of Research and Development for Student Confederation; Sailing Club; Marketing Club.

**ANDREW HALPERN**, Professional Accounting: Football 1,2, captain 3.

**ROBERT HANNIGAN**, Marketing.

**JOHN HART**, Marketing: Sailing Club; Ski Club; Marketing Club.

LINDA G. HENDERSON, Business.

WANDA HENRY, Marketing.

BETH HOROWITZ, Business.

PAMELA IRETON, Marketing; Dorm Council.

DONALD JACOBS, Marketing.

MARTHA JOHNSTON, Finance.

SUSAN KATZ, Personnel: American Society Personnel Administration.

STEPHEN (SKIP) LANE, Marketing: Omicron Delta Kappa; Student Union Board Chairman 4; Resident Advisor; Coffeehouse Manager 3; Letts Dorm President 2.

LAVINE ANDREW, Marketing.

CINDY LEHMANN, Professional Accounting: AU Scholar; Intramural softball 3,4; Senior rep SBA Undergraduate Council 4.

MICHELLE LEVITT, Personnel: American Society Personnel Administrators; Big Buddy.

BARBARA LEVY, Marketing.

CAROL LEWANSKI, Professional Accounting.

GREGG LOWY, Personnel and Industrial Relations.

PHIL V. (BUD) MARTINO, Personnel Administration: Residence Hall Association, vice-president 3; Chairman RHA-SUB Food Service Committee 3,4; Chairman RHA "Spring Weekend" 3; Co-founder and Manager SUB Concessions 3; Resident Advisor 4.

PATRICIA McINTYRE, Finance/Economics.

ISAAC R. McRAE, Accounting: NAACP, AU Chapter Vice-President; Intramural basketball — football.

BAUNITA MILLER, Accounting: Alpha Kappa Alpha; College Democrats; Tour Guide; Chairperson and Coordinator Homecoming '77 and '78.

JOHN MORIARTY, Statistics/International Studies: Alpha Epsilon Pi; Pi Sigma Alpha; American Association for the Advancement of Science; Pan Ethnon; College Republicans.

EDGAR E. OLIVER, Professional Accounting: Alpha Phi Alpha Frat. Inc.; OASATAU; NAACP; Varsity baseball 3,4.

EVERY PETERS, Economics.

PHILIP L. RAMPULLA, Urban Development.

KATHERINE ROBERTS, Finance.

SUSAN RUDNICK, Accounting: Accounting Club, treasurer.

DIANE SAUL, Marketing.

LORI ANN SAXON, Personnel/Marketing: Co-ed softball 1,2; WAMU-AM dj 1,2; Performing Arts dance workshops, plays.

JON SEIGEL, Marketing/CAJ: Alpha Epsilon Pi, pledgemaster; Mortar Board; Marketing Club; Undergraduate advisor to Committee on Rank and Tenure — Marketing.

MARC SILVERSTONE, Finance: Basketball intramurals 1,2,3,4; Softball intramurals 1,2; Committee on Academic Affairs 4 — General Assembly; College Democrats 2,4.

DEBBIE SORINMADE, Urban Development: Banking experience.

KEN SPIEGEL, Business.

MITCHELL STEIN, Marketing: Off campus party chairman.

STEVEN STETZER, Marketing.

ANDY STONE, Finance: Golf team 2,3,4.

BOB STONE, Marketing.

MICHELE TAUB, Marketing.

MICHAEL TILLER, Professional Accounting: School of Business Undergrad Council, President; Undergrad rep — Educational Policy Committee; SBA Council; Intramural football 1,2,3,4; softball 1,2; tennis 3; basketball 1,2,3,4; soccer 3.

STEVEN H. WAHRMAN, Marketing: Varsity baseball — letter 1; Varsity baseball — letter 2; Marketing Club.

CARY WALLACH, Marketing: Phi Sigma Kappa; AU Rugby Football Club 1,2,3,4.

GINNY WARNER, Marketing: Tennis team 2; Marketing Club 3,4; Big Buddy 1; Dorm Council 1.

JOANNE WARNER, Finance.

HARRIET WEINTRAUB, Marketing.

SYLVIA WILLIAMS, Finance/Accounting: Accounting Club; AU Bowling league 1; Tennis 4.

GIGI WINSTON, Marketing/Biology: Eagle staff 3; Girls' Varsity basketball; Marketing Club 3.

RICHARD WOLFE, Professional Accounting: AUSHL: Who's Who; Student Confederation Controllor; General Assembly; Student Union Board Concert Committee.

ANDREA ZELTT, Finance.

## SCHOOL OF NURSING

SHARON BECKMAN, Nursing: Alpha Chi Omega, Little Sister of Alpha Sigma Phi; Panhellenic Council; Who's Who; AU Orientation Staff 76, 77, 78.

KATHY KISSINGER BELL, Nursing: Mortar Board; Students' International Meditation Society.

STACY BLANK, Nursing.

SHERI BLEICH, Nursing: SON volleyball team 3; PIRG 1.

JULIA EVANGELISTA, Nursing: Alpha Chi Omega.

JAN MARIE FERGUSON, Nursing.

TERRY FRESHCOLN, Nursing: Intramural volleyball 1, basketball 2; School of Nursing Council; James M. Johnston Award for Academic Excellence; Deans List.

AMY FRIEDMAN, Nursing: Phi Sigma Kappa, rush hostess 2,3,4; Volleyball 3,4; Class treasurer 4; Curriculum, Grievance, Graduation Committees; Big/Little Sister.

GAIL HADBURG, Nursing: Phi Sigma Sigma; SGGA rep, Student Senator; SON Vice-President; Eagle; Intramurals; AU Chorale; BOE; College Democrats, Talon, American; Who's Who.

KATHY HILLIER, Nursing: Liason to DC Student Nurses Association 4; Big Buddy.

LISA MOY, Nursing.

PATRICIA NEWTON, Nursing: Mortar Board; SON Nursing Council, president 4, vice president 3, treasurer, 2; SON Faculty Committee 3,4; General Assembly; Conduct Council Review Board 3; Who's Who.

SUSAN RAIDER, Nursing: Intramural volleyball 1,2; SON Council, secretary; Big/Little Sister; Assistant at AU Health Center.

SUSAN SALTZMAN, Nursing: National Student Association; Chairman Graduation Committee; SON.

## COLLEGE OF PUBLIC AFFAIRS

### SCHOOL OF GOVERNMENT AND PUBLIC ADMIN.

ANN M. BARELLA, SGPA/Economics: Teaching assistant — Intro to Economics and American Politics 4; Pi Sigma Alpha Honor Society.

MARK BECKER, SGPA/Accounting: Dorm floor president 3; Dorm Council 1; LBJ Congressional Internship; Big Buddy 2; Pi Sigma Alpha.

MAHLON BICKFORD, SGPA.

JOSEPH BLUMENTHAL, SGPA: ZBT fraternity; Intramural captain baseball; football.

DAVID BROWN, Poli Sci/Urban Affairs: Intra-

mural basketball 1,2; intramural softball 1.

RANDALL BURR, Urban Affairs: Phi Sigma Kappa; AU Jazz Ensemble 1,2,3,4; Symphonic Wind Ensemble 1,2.

MARK CASNER, Poli Sci: Tavern Board; AU Committee on Northern Ireland.

FELIX CATENA, Poli Sci: Alpha Sigma Phi; Intramural football, basketball and baseball 1,2,3,4; AU College Republicans, vice-chairman.

RONALD CHADWELL, Poli Sci/Communication: Eagle, WAMU-AM, operations manager 3, station manager 4; Campus Democrats, treasurer 2; Confederation Media Commission; Mortar Board; Who's Who.

LEONARD CHANIN, Poli Sci: Pi Sigma Alpha.

LAURA G. COMISKEY, Poli Sci.

STEVEN COHEN, Poli Sci: Pi Sigma Alpha Honor Society; General Assembly Representative 1,3,4; SUB Commissioner of Student Affairs 2; Chairman Student Confederation Committee on Finance 4.

J. MICHAEL CONNOR, Poli Sci: Phi Sigma Alpha, Campus Crusade for Christ; Sailing Club.

MAGGIE COPPENRATH, Poli Sci: Mortar Board; Political Science honors; tennis 4; golf 3,4; Big Buddy; Pre-Legal Society.

KEITH CUOMO, Poli Sci: Alpha Sigma Phi; AU Democrats.

MARY DeBARR, Poli-Sci/History: Pi Delta Phi French Honor Society; Student Confederation Board of Elections chairperson 4; Pan Ethnon.

KAREN DeVENUTO, SGPA.

DIANA M. DOWNEY, Poli Sci: Mortar Board; Who's Who; Student Confederation secretary 3; Kennedy Political Union; College Democrats; AU Budget Study Committee; SC Constitution Committee.

SHARON DUBIN, Poli Sci/International Relations.

MOSTAFA EL-ERIAN, SGA/SIS.

MARK FIEDELHOLTZ, Poli Sci: WAMU-AM political show; basketball and softball intramurals 3,4; White House Community Development Plan.

ERIN FITZSIMMONS, Poli Sci/Environmental Studies.

HILDY FORMAN, Poli Sci: Mortar Board; Pi Sigma Alpha; Who's Who; Dean's List; General Assembly Representative, Class of '79 4; Teaching assistant; Student Advisor.

MARK M. GERSHLAK, Poli Sci: Who's Who; Pi Sigma Alpha; Intramural sports 1,2,3,4; Hughes Hall dorm vice-president 2, president 3; SGPA Undergraduate Council 2,3; Student Tour Guide.

DAVID GOEKE, Poli Sci: Sailing Club, American Political Science Association.

MITCHELL GOLDSTEIN, Poli Sci/Sociology: Mortar Board; Who's Who; Intramural softball 1,2; Intramural basketball 1,2,3; Student Confederation, Class of '79 rep 3; School of Government rep 4, Finance Committee Chairman 3,4; SC Muscular Dystrophy Dance-a-Thon entertainment committee chairman; SC Orientation Committee 3; SC Concert Committee 3.

EDWARD HALPERN, Poli Sci.

MARTHA HARPER, Poli Sci: Beta Phi Gamma; AU Gospel Choir.

PATRICK HECK, Poli Sci/Economics: Who's Who; Intramurals — softball, tennis, football 1,2,3,4; Student Confederation Vice-President 4.

DONALD HILL, Poli Sci/History.

CANDACE S. HUNT, SGPA.

WILLIAM KONSTAS, Urban Affairs/Poli Sci.

HARVEY LEADER, Poli Sci/Philosophy: Mortar Board; Political Science Honors Program; Who's Who; Student Confederation Vice-President 3; Undergraduate Advisory Committee (Admissions) 3,4; S.T.U.D.E.N.T.S. — Jack Pittman; Student Confederation; University

Senate; Alpha Epsilon Pi.

**DAVID LONG**, Poli Sci: Soccer 2; Rugby 1.

**MARSHAL AURON**, Poli Sci/Economics: Alpha Epsilon Pi; Sentinel, Pledgmaster; Mortar Board; SGPA Undergrad Council 3; Who's Who; SGPA Faculty/Student Council 2; President's Tourguide Association 2; London Semester 3.

**DOUGLAS MARSHALL**, Poli Sci: Mens' Varsity tennis 1,3,4, captain 3; Campus Crusade for Christ.

**EDWARD MCCARTHY JR.**, Poli Sci: London Semester; Resident Advisor — Anderson Hall; Internship Senate Antitrust and Monopoly.

**MARGARET McNAMARA**, Poli Sci: Phi Kappa Theta — PSU; Student Democrats; Pan Ethnon, Ski Club, Student Government.

**JEFF MELCER**, Poli Sci.

**DIANE MONTI**, Poli Sci.

**TODD MOORE**, Poli Sci: AU Diving Conference 3,4, ranked within top 3; Criminal Investigator DC Law Students in Court program 1-4.

**RISE MOSKOWITZ**, Poli Sci: Alpha Chi Omega.

**DAVID NEWMAN**, Poli Sci/Economics: Pi Sigma Alpha Honor Society.

**PHILIP B. PETRILLO**, Poli Sci: Phi Sigma Kappa.

**MARY ELLEN PICKARD**, Poli Sci.

**SAREE PTAK**, SGPA.

**SHEILA QUARTERMAN**, Poli Sci: Mortar Board; Who's Who; SC General Assembly; Senate Committee on Academic Development.

**JAY RAPKIN**, Urban Affairs/Administration of Justice: Karate Club 1; Weightlifting Club 2; AU Runners' Association 4; Founder Jay Rapkin Band.

**LINDA RODGERS**, Poli Sci/International Relations: Pi Sigma Alpha; Eagle editorial page editor 3, columnist 4; Dean's List Fall 76, Spring 77, Spring 78; Who's Who.

**DANIEL SERATA**, Poli Sci: Ski Club; College Republicans; Future Millionaires Club.

**CHRIS SMITH**, Poli Sci/Philosophy.

**DEBORAH SIMMONS**, SGPA/SIS: Pan Ethnon; Record Co-op 3.

**MADIS SMIT**, Poli Sci: Mortar Board; Who's Who.

**RICHARD SKOBEL**, Poli Sci/Economics: Alpha Epsilon Pi; Mortar Board; Pi Sigma Alpha; Who's Who.

**KAROL LYNN SMITH**, Poli Sci: Delta Sigma Theta, 2nd Vice-President; College Democrats 2; Big Buddy 2; Co-op Ed 3.

**MARC SPECTOR**, Poli Sci.

**BRAD STEINBERG**, Poli Sci.

**STEPHEN STRAUSS**, Poli Sci/International Relations: President SGPA Undergraduate Council; Washington columnist for University of Rochester *Campus Times*; Jay Rapkin Band.

**LISA STRONGIN**, Poli Sci: Dean's List; Talon.

**BRIAN SULMONETTI**, Poli Sci/Economics: Omicron Delta Kappa; 4 years Varsity Wrestling, co-captain 4.

**RONDA TAYLOR**, Poli Sci: General Assembly rep — Class of 79; SC Director of Development and Marketing; Co-Chairman Muscular Dystrophy Dance-A-Thon; Omicron Delta Kappa.

**DENISE TOTARO**, Poli Sci: Commission of Computer Affairs, Student Union Board 4; Internship — Senate Committee on Rules and Administration.

**RICHARD TRENK**, Poli Sci: Assistant Manager Hyatt Regency Hotel.

**ABBY WELLING**, Urban Affairs/Poli Sci: National Political Science Honor Society; American Society of Personnel Administration.

**KENNETH WIESEN**, Pre-Law: Talon photo-

grapher; Big Buddy; Kennedy Political Union; College Democrats.

**FAITH WILLIAMS**, Government/International Relations: Pan Ethnon; Kay Spiritual Life Protestant Community.

**DIANE WILSON**, Poli Sci/Administration of Justice: UHURU 3; Intern — DC Superior Court 1; Committee on Community Improvement 2; SGPA Student Advisor 3; Co-op Ed — Department of Commerce 3,4.

**PAUL WITHAM**, Poli Sci: AU Democrats 3.

**STEPHEN WRIGHT**, Poli Sci: AU Committee on Northern Ireland; Model U.N. Club; Eagle staff.

**MARC WZETCHKENBAUM**, Poli Sci: Pi Sigma Alpha; AU Tennis Team 1,3; University Student Senator 3,4; Tavern Board 4; University Athletics Committee 3,4; University International Programs Committee 3,4.

## ADMINISTRATION OF JUSTICE

**AUGUSTINE ALOIA JR.**, Justice/Poli Sci: Intramurals 1,2,3,4; President Undergraduate Council CAJ 4, vice-president 3; Nomination Committee CPA Education Policy Committee; Dean's Search Committee.

**LILA ANNALORO**, Criminal Justice.

**RICHARD H. BASKIN**, Justice: Rugby Club 4; President Ski Club 4.

**RAYMOND BASSI**, Justice.

**ILENE BERKO**, Justice.

**MELINDA BIRBARIC**, Justice.

**RANDI BLUMENTHAL**, Criminal Justice.

**ALLEN BOYARSKI**, Criminal Justice: President of Letts Hall 3.

**CARON BROWNSTEIN**, Justice: Hillel.

**CHRISTINA CALABRESE**, Criminal Justice: Teaching Council 3.

**HILARY COOK**, Justice: Volleyball Intramural 3; Record Co-op 3.

**DAVID EMORY**, Justice: Big Buddy 2; Student Confederation Bus Driver 1,2,3,4; Student Union Board representative to the Finance Committee; SUB Student Directory — Papers; AU Circle K, President 3; Floor President, Letts Hall 3; Director of Big Buddy Tutoring 3; Commissioner of Student Affairs 4.

**JONATHAN FULTON**, Justice.

**EILEEN GLEIMER**, Justice.

**WILLIAM H. GONZALEZ**, Justice: Dorm floor President 4; Co-op Ed with US Customs, Department of Treasury.

**LORI GREENSTEIN**, Justice: Director of Student Information Center.

**KAREN HOLMAN**, Criminal Justice: President Thomas Jefferson Society 1,2; Co-Chairman Women's Week 1; Administrative Assistant Student Activities Office 4; Who's Who.

**DEBRA KAPLAN**, Justice: President of DC Federation of College Democrats; Eagle photographer; Big Buddy.

**ALAN KESTENBAUM**, Justice: Intramural basketball and softball 3,4; Eagle staff 3.

**IRA S. LERMAN**, Justice.

**PHYLLIS LUTSKY**, Justice.

**TIMOTHY G. McVOY**, Justice.

**LIONEL MILLARD**, Criminal Justice.

**LORENZO NICHOLS JR.**, Justice.

**NANCY OLSON**, Justice: Intramurals, Field Hockey Varsity 4.

**GARY PAER**, Criminal Justice: Phi Sigma Kappa; AU Street Hockey, Redwings 1,2; Flyers 3, Hawks 4.

**DENNIS POWERS**, Justice: Pi Alpha Alpha.

**JOANNE RECTOR**, Justice.

**LOUISE RYDER**, Justice/Psychology.

**DONALD B. SMITH**, Justice: AU Presidential Scholar Award; Rugby Football Club 3,4.

**RAYMOND VENTURA**, Justice: Intramurals — touch football 3,4; basketball 3,4; softball 3,4; social chairman Letts Hall 3.

**LAURIE WEISS**, Justice: Phi Sigma Sigma; Women's volleyball, softball.

## CENTER FOR TECHNOLOGY AND ADMINISTRATION

**YOLANDA AIKEN**, Computer Science: Delta Sigma Theta; OASATAU.

**CAROL HIGGINS**, CTA: Phi Mu.

**LILY SHARMAN**, technology in management: Eagle; OASATAU; Talon.

## SCHOOL OF INTERNATIONAL SERVICE

**EDMOND AMON**, Economics/SIS.

**HILARY "KIM" BAKER**, International Studies: Phi Mu; Panhellenic Council; University Senate; Resident Advisor; Student Confederation; Campus Crusade for Christ; Who's Who.

**BRAD BOTWIN**, International Relations/Economics.

**DAN BRIGGS**, International Relations: Omicron Delta Kappa; Coed volleyball 2,3; intramural basketball 3; vice-chairman Student Confederation Board of Elections 1; chairman 2; SC representative to the University Senate Committee on Undergraduate Studies 4. Senate Committee on Admissions, Financial Aid and Veteran's Affairs 4; At-large representative Confederation Media Commission 3,4; Who's Who.

**LAURA BROKENBAUGH**, SIS Latin American Studies/Economics: Diplomatic Pouch; Board of Elections, secretary of the Registrar.

**CINDY BURRELL**, International Studies: Phi Theta Kappa National Junior College Scholastic Society; Gymnastics 1,2; class vice-president 2; RA 2; secretary Honor Council.

**LARRY CARLSON**, Poli Sci/International Relations.

**MICHAEL CARMAN**, International Studies.

**KENNETH W. CROW**, International Affairs: Editor *Grassroots Chronicle*, AU College Republicans; Pan Ethnon; International Club.

**LESLIE DERMAN**, Russian and Area Studies: Alpha Chi Omega, President; Russian Club, President; Pan Ethnon; Student Academic Aide.

**NANCY DIMOCK**, Latin American Area Studies/International Relations: Mortar Board, President; Who's Who; Organization of American States; Pan Ethnon; Eagle staff photographer; SIS Executive Council — Faculty Relations Committee; Dorm Council; Grad Council.

**LINDA DUNIVAN**, Latin American Studies/Economics: Phi Sigma Sigma.

**CHERYL A. FEDERLINE**, International Relations/Spanish: Pi Sigma Alpha; Semester Hours; Student Confederation Parliamentarian 4; Who's Who; Pan Ethnon; International Dinner Chairperson — International Week; Big Buddy.

**MONICA FEINER**, International Studies: Pi Sigma Alpha; Researcher, accountants for the Public Interest; Marketing Club; Accounting Club; Pan Ethnon.

**KATHLEEN GOODHUE**, International Studies.

**DOUGLAS GRISSINGER**, International Service.

**KAREN HUFFMIRE**, International Service.

**RORY IZSAK**, International Relations: Pi Sigma Alpha; Dean's List; Editor *Diplomatic Pouch*; Representative, SIS undergraduate Council.

**JOHN E. KOCAY**, International Studies/Foreign Area Studies, Western Europe-France: College Democrats 1,2,3,4; The Envoy 2; Junior year

abroad — Sorbonne, Paris; Les Amis de la Sorbonne 3,4; Sailing Club 4.

**MARK LEDERMANN**, International Relations; Pi Sigma Alpha; Model United Nations; President, SIS Undergraduate Cabinet; Who's Who.

**JON LEWIS**, International Studies/Pol Sci/Religion; Horseback Riding 4; Sky Diving 4; Save S.I.S.; Pan Ethnon; Kay Organist; Bookstore Staff.

**MARSHA LINDSEY**, International Service.

**ERNESTO LOPEZ-ROJAS**, International Relations; International Week 3; Pan Ethnon 3,4; Radio Mystery Theater 3.

**RENEE MARKL**, International Affairs; Phi Sigma Sigma; Pi Sigma Alpha.

**KAREN MEDWIN**, Spanish/Latin American Studies; Diplomatic Pouch, Latin American Editor; teacher's aide, Spanish Educational Development Center; Food Co-op Volunteer.

**JANICE MENKE**, International Service; Co-op Education at I.R.S.; Pan Ethnon.

**PATRICK MORRIS**, International Relations; Director, Kennedy Political Union 4; Who's Who.

**JAMIE NACHINSON**, International Studies.

**EVA NARANSO**, International Affairs.

**ELIZABETH PHELAN**, International Studies/French.

**DAN ROBINSON**, International Relations/Broadcast Journalism; Pi Sigma Alpha; Mortar Board; Who's Who; Sigma Delta Chi; Outstanding Young Men of America; Editor *The Diplomatic Pouch*; AU Table Tennis Intramural Champion 3; Confederation Media Commission; SIS Undergraduate Studies Committee 3; WAMU-AM writer/producer; Amateur Radio Club; American Freedom Train Performer, Winner AU Talent Shows 3; Inaugural Concert Performer.

**ANDREW K. SIMMONS**, Economics/International Relations; Mortar Board, Pi Sigma Alpha; Omicron Delta Kappa; SIS Undergrad Cabinet, Business Manager; SIS Undergrad President 3; Pan Ethnon; College Republicans.

**DAVID SLOBODIEN**, International Studies; Co-founder of *Jewish Pickle*, News Editor, Editor-in-Chief; SIS Freshman Observer 1; Chairman of SIS Board of Elections 4; Charter member Model United Nations; Debate Team; Member Midwest Model U.N. Conference in St. Louis.

**JAMES M. SMITH**, International Relations/Economics/Latin American Area Studies; Lavkosse Club 1; SIS Undergraduate Cabinet Member; Undergraduate Studies Committee.

**BENNETT SPETALNICK**, International

Relations/Pol Sci/Philosophy; Track Varsity 1,2,3; SIS representative General Assembly 2,3; Director Complaints Bureau 3; President Student Confederation 4; Who's Who.

**ANNE STEVENS**, International Studies/Economics; Pi Sigma Alpha; Resident Advisor; Big Buddy 1.

**JEFFREY L. TEAGUE**, International Relations.

**SCOTT THOMAS**, International Studies/Economics.

**LEE A. THOMASSEN**, International Studies/History; Pi Sigma Alpha; Author of *The Last Generation*.

**LUCINDA VAVOUDIS**, International Studies; Pan Ethnon 1.

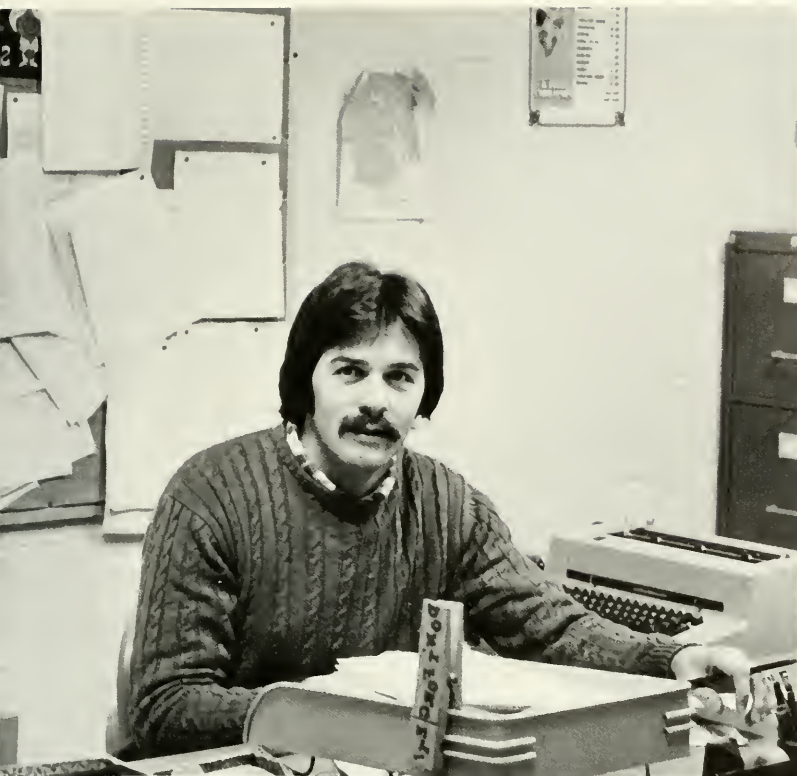
**JOANNE WALSH**, International Studies; Delta Gamma.

**CATHY WILCOX**, International Studies; Pan Ethnon.

**D. ALVIN WORTHINGTON**, International Development.

## DIVISION OF CONTINUING EDUCATION

**ANDREW WEINIGER**, Marketing/Economics.



# Professors

## Albert Mott (S.I.S.)

"I think I have grown in this university in ways I would never have been permitted in more departmentalized universities. Here, there is an open latitude to experience and to explore personal frontiers. The location of the university, the range of its students, the extraordinary cosmopolitanism of the city of Washington. . . . I've been very fortunate in this.

Being here has allowed me to pursue my major field of interest, the European history of ideas, particularly the ideology from the 1840's onward. The changes of this era, first mistaken as progress, then discovered to be open, terrifyingly open: the unsettling, problematic consciousness of modern society. . . . That's what I'm working on, that's what I'm trying to explain. I have devoted my life to putting together some sort of synoptic view of the history of ideas.

I think I've achieved what I wanted to achieve. And I've done so through the empirical method of teaching. Never, in all my career, have I had such variety, and such high quality. First class students. . . . I use them to try out my ideas, my theories; to develop and refine concepts. I owe everything to the classroom. It's continuous with my work.

I've learned plenty from my students. I'm aware they've built up a notion of me as an ogre. I'm very benign. I'm only interested in raising their individual levels of achievement. That's the reason I'm there. I stand on their heels and make them work. I work, and I don't want to be alone in that. I think they want somebody to demand of them these levels of achievement they've never reached before. To me, it's a joy when I see this happen."

taken by Nita Denton



Photo by Randy Hill



## Henry Taylor (Poetry)

"Sometimes I'm asked whether teaching here interferes with my work as a writer. Of course it does in certain ways; and sometimes I let my writing interfere with my teaching. But though I think I am first a writer and then a teacher, I would not want to do without what this place gives me. After all, it's almost impossible to be *only* a writer; there has to be some other life out of which the writing might grow.

The writing life demands an interesting blend of doggedness and tentativeness. I have to keep putting one word, one line, one page, one book after another; but I also have to stay open to new ways of working, new forms of which I am ignor-

ant, and so on. I have to be willing, even eager, to take risks, to make new experiments, many of which will fail, in the search for whatever it is that has eluded me so far. That it will always be just beyond me is no problem either; going for something I can't quite reach is the kind of work I seem to enjoy most.

Teaching here seems almost uniquely congenial to what I have been describing. Of course, almost any classroom in the country is potentially exciting; but at this place, the search for excellence must be genuine. It has to be more than convocation rhetoric, or we'll be in real trouble, and almost everybody here knows that. We have to keep pressing, taking risks, like building a library which, as the Provost

said, we can neither afford to build nor afford to do without.

So, rather than become the writing specialist who teaches only writing and has no other responsibilities, I have let the university lead me in various extra-curricular directions. If the funny remarks of my colleagues are any indication, maybe the oddest of these was my stint a few years ago as secretary to the Senate. Some of these experiences have been less rewarding than others, so I won't repeat them, any more than I would repeat too often some failed poetic experiment. But such excursions are essential to my life here, to my hope for this place, and to my belief, as a writer and as a teacher, that something interesting is always about to come along."

taken by Kimble Milic

### Dr. Valerie French (History)

Valerie French teaches three history classes and is Associate Dean for Educational Policy. She teaches Alexander the Great, Historians in the Living Past and Psycho-History. Her duties as dean are many and varied. But foremost she is a professor, concerned that a section of each subject is open to every interested student. Her goal in her classes is to get students to think. By reacting to historical problems in non-emotive, analytical ways, students find the ability to better understand present problems and to see that they are not so different from those of past generations. For Valerie French, history is fun. Further, it preserves a sense of heritage and increases our connections to humanity.

When she is not promoting these ends, she is working on educational policy. Busily and often by fast, last minute footwork, she arranges the inevitable changes in scheduling. She makes sure that tuition money and faculty resources are used effectively. If you meet Valerie French in the classroom or in her office in Gray Hall, she will impress you as a woman of any age.

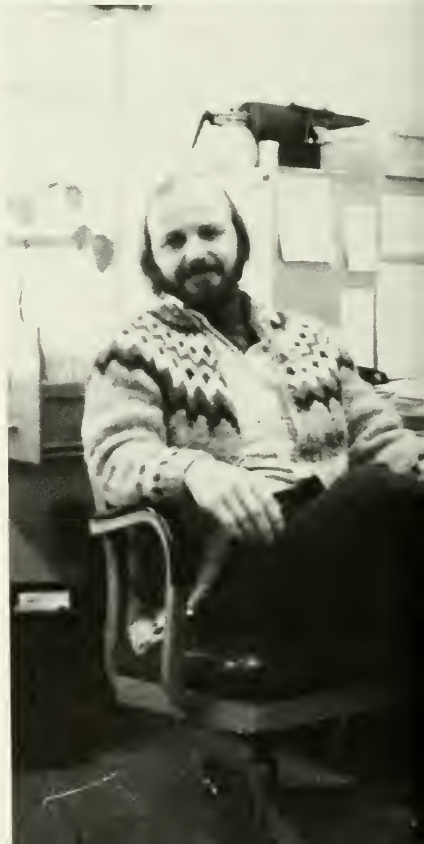
Richard Toth



### Dr. Jon Wisman (Economics)

Dr. Wisman, professor of economics, is at once an idealistic and a practical man. You may well suppose that a man with a doctorate in economics could get rich very easily, but Jon Wisman finds teaching more valuable. A sensitive and acute man, he finds the most pleasure in being of service to others. The reciprocity between the teacher and the student gives rise to a satisfying sharing of values, he finds.

The economist, as Dr. Wisman sees it, is an observer of values. Real values change very slowly. So, in his work both in and out of the classroom, Dr. Wisman seeks to promote dialogue about those values which can lead to a "good and just economy."





## Dr. Robert Beisner (History)

Dr. Beisner is a professor of history who specializes in American history, war and the lessons wars teach us concerning diplomacy. His students are initially attracted to a course about war for romantic reasons, as in World War II, or for moral reasons, as in the Vietnam war. What students find is often surprising: that war is not so romantic and that the people involved believed they were right to act as they did in light of the information they had. In confronting such vast and complex histories, the student may find a reconciliation with his or her past, or a sense of historical identity. Just as the stimulus of new ideas is invigorating to students, Robert Beisner also finds new ideas thrilling.

Dr. Beisner sees A.U. students consistently proving to themselves that they are capable of more than they would have thought. As he says, although there is no formula a professor can use to cultivate these growths in accomplishment, the exchange of ideas in the classroom and in one to one meetings can lead to and is even necessary for such growth. But there is no formula for this. Dr. Beisner recently tried an experimental course. The results were mixed. Some were "terribly good." His aim now is to reconcile these results into a better course. Above all, Dr. Beisner seeks to challenge students to think for themselves. How else is thinking taught?

Richard Toth

At A.U. Dr. Wisman finds a lively academic environment, where the economics department is split between different approaches as to what constitutes an economic science. The students in Dr. Wisman's classes share this sense of enthusiasm and struggle. Jon Wisman finds A.U. students are not at all lacking in willingness and ability to face the challenge of hard work.

In the nature of his work and in the dialogue to understand economic ends, he does much to enliven the academic life of students and faculty alike.

Richard Toth



Media  
Clubs  
Organizations



**WAMU** **AM**  
**RADIO**



**Confederation  
Media  
Commission**



**Eagle**

Row 1 — Eli, Matt, Alan, Rusty. Row 2 — Wendy, Don, Laura, Jay, Terry, David, Arthur, Rich.



**Talon**

Clockwise from front — Doug Loeser; Sandi Mallette, Office Manager; Elaine Bentley, Co-Editor; Steven Waxman, Editor; Julia Schick, photography; Randy Hill, Photo Pool Manager; John Bailey, Hunter Representative. Below — Al Way, cover.



# The Organization of African and African American Students at The American University

After eleven years, The Organization of African and African-American Students at The American University, OASATAU, has proved itself to be a positive force for achieving justice for blacks at The American University and in the D.C. community. Over the years, OASATAU has fought for curriculum reform, increase in black faculty, student government autonomy, the rights of black workers, and other issues connected with raising and emphasizing black consciousness at a predominantly white university. The result: OASATAU has evolved into the most organized student union this campus has ever had.

In the spring of 1967, Brothers Musa Foster, Joe Harris and Bert Coppack decided that a Black Student Union was needed on campus to serve the roles of offering a meeting place for black students and cutting through the rampant racism visible on campus. They organized sessions, got students involved and agreed to call the black student body OASATAU — the Organization of African and African-American Students at The American University.

The remainder of 1967 saw the founding members, Foster, Harris and Coppack, working with the students involved to build a stable foundation for OASATAU, whereby its progress would be positive to the black campus and the D.C. community.

1970-71 saw a new group of OASATAU officials. This administration initiated many campus and community-oriented programs, which served as model programs for others. These programs include:

**BLACK EDUCATIONAL STUDIES PROGRAM (BESP).** Mark Stevens, Chairman: A program aimed at exposing OASATAU to the District's inner-city community by paying students to work for volunteer and self-help programs in the community. OASATAU students were part of the Shaw Community Project and the Black Land Movement.

**OASATAU NEWSLETTER.** Editor Shirley Wilson: A monthly newsletter begun during the fall of 1970 to inform the black students of what was happening at OASATAU. The newsletter gave birth to a student newspaper called **Uhuru**, which means "Freedom" in Swahili. Its first editor was Gerald B. Lee. Lee focused on national, international, local and campus issues of interest to blacks.

**OASATAU COMMUNITY YOUTH PROGRAM:** Ron Burley, Larry Stone, Directors. A successful youth-oriented program conducted in Northeast Washington. This program was the forerunner of OASATAU's current Southwest Community Project. The OASATAU Community

Youth Program concentrated on academic tutoring, recreational instruction and health education for community youth.

**COOPERATIVE STUDIES PROGRAM.** Janice Johnson, Director: Was designed to staff community organizations with students who would receive a salary as well as course credits.

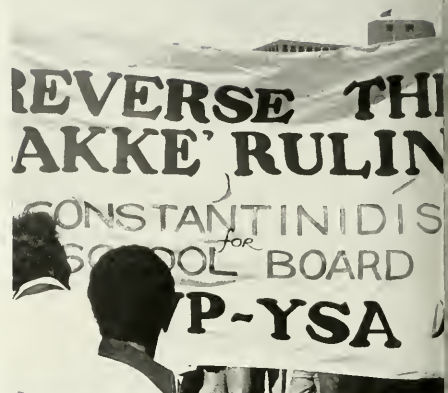
1972-73 saw some changes. The title, Minister, was replaced with Chairman, and specific committees were instituted to differentiate OASATAU's various functions. This administration started the Uhuru Breakfast Food Program, which followed the format of the OASATAU Community Youth Program. The only addition was the inclusion of two nutritional meals, breakfast and lunch, making a whole day of the program. Held at the Holy Redeemer Baptist Church, the Uhuru Breakfast Food Program drew support and participation from the parents in the community from the OASATAU students and from the youth. Sister Bea Rudder was the first director of the Uhuru Breakfast Food Program.

To establish tighter bonds of unity among the brothers at A.U., the OASATAU Brotherhood was formed. The Brotherhood held "one-on-one" Basketball Competition Championships and helped with security at OASATAU dances. The first president of the Brotherhood was Frank Taylor. The Brotherhood proved to be such a success that a female counterpart was formed. So, the Sisterhood was established for the sisters. Lois Brown was its first president, and the sisters enjoyed such activities together as sewing, intramural sports and fashion designing.

1974-75 was a remarkable year for OASATAU. The Breakfast Food Program was serving approximately 100-125 youths every Saturday. OASATAU sponsored seven days of orientation activities for freshmen. Under the editorship of Kunle Tony Olonoh, Uhuru's format and style changed remarkably. He emphasized better layout, factual reporting and informative features. Uhuru's interviews, African Affairs page, arts, editorials, cartoons, and Vibrations page were acclaimed. The last special issue of the year was twenty-eight pages.

The political committee sponsored speakers and films to emphasize the plight of blacks in Africa and America. The Social and Cultural Committee had monthly coffeehouses, cultural movies and dances. For the first time OASATAU celebrated a week of black history during the Black History Week. The highlight of OASATAU events of the year was the Senior Banquet, held in April. It was established to honor all black graduating seniors. Yes, 1974-75 was a very good year.

If 1974-75 was a good year, 1979-80 was even better. OASATAU was in its thirteenth year of operation.





## OASATAU

Arthur Wellington III, Mark Harris, Garfield Tyson, Donald DeVille.



## Comptrollers

Bruce Carlson, Gary Plavin, Scott Fischman. Front  
— Rich Wolfe.



## S.C. Complaint Bureau

Paul Bonanno, Eileen Lisker, David Chambers.





## Executive Committee

Bennett Spetalnick, Cheryl Federline, Rich Wolfe.



## S.C. Cabinet

Dave Smith, Jon Krongard, Rosa Whittaker, Steve Leifman, Michael Roselli. Down front — Bennett Spetalnick, Eileen Usker.



## Social Activities Council

Pete Tomaszewicz, Skip Lane, Bruce Krafte.

## Students Dance Up \$16,000 for MDA

John Lennon didn't show up. Neither did Neil Young. But thirty-six American University students did manage to dance forty hours, have a great time and raise over \$16,000 for the Muscular Dystrophy Association.

The dance marathon, sponsored by the Student Confederation and named "Soc, Hop, Disco, Bop," started Friday evening (Sept. 22) at Clendenen with forty-six students dancing and ended Sunday (Sept. 24) at 1:00 p.m. after five couples had dropped out.

The dancers had previously solicited pledges from other members of the A.U. community, who pledged to pay a certain amount for each hour danced. The couple who danced up the most money, Cindi Gelber and Melinda Frichner, won a trip to

the Virgin Islands.

Besides pledges, additional money was raised by a one dollar admission fee, the sale of raffle tickets, and a collection of money from those who came to watch or join the dancing.

Several dancers used their fifteen minute breaks every two hours to go outside and ask for donations from passing motorists. An A.U. security officer was also seen asking for donations.

The final total revealed that \$16,014 had been raised.

"I'm dancing for the fun of it," said Todd Hennelly, a junior, after twenty-two hours on his feet. His partner, Dina Di-Benedetto said, "I don't feel tired, but my feet feel like they're gonna fall off."

The 1978 Washington area poster child

was on hand for the end of the marathon, when all 40 hours culminated in a suspenseful and final measure of the dancers' success.

"I know your ears are tired," said Susanne Schaffer, Washington area MDA chairman at the marathon, "but hear this . . ." Schaffer gave the microphone to Eric, the poster child. "Can you hear him smile?" she asked the crowd drawing around to hear Eric.

Eric looked out at the ones who had done so much for his cause and simply said, "Thank you."

excerpted from "The Forum,"  
edited by Alan Schultz









By charter of the Republican National Committee, the A.U. College Republicans is the official organization and voice of the Republican party on campus. Members gain political education, organizational experience, training in campaign management and techniques, and congressional internships, as well as a chance to meet and talk with Congressmen, Senators and other leading Republicans. College Republicans also promote the Republican image on campus and recruit new members for their ranks. In addition to its political and intellectual nature, the College Republicans also functions as a social club, which provides members with a chance to meet new friends with similar views from around the country.

During the '78-'79 school year the College Republicans took an active role in such events as the campaigns in the 1978 elections for candidates at all levels; a rally for Senator John Warner with President Ford, Liz Taylor Warner, Virginia Governor John Dalton, Senator Dole and other prominent Republicans; a movie; many receptions and parties and a campaign trip to New Jersey.

The American University College Republicans is a club that helps members prepare for their future while at the same

time making their stay at A.U. more enjoyable. The College Republicans provides students with a chance to get involved.

Steve Shearer

Larry Stowers, Gary Giacomelli, Rob Braff, Felix Catena, Daryl Elliott, Steve Clearer, Jim Zittie, David Chambers, Nathan Hoffman.

## The College Republicans



## Marketing Club

Row 1 — Gary Newberger, Steve Wahrman, John Gustafson. Row 2 — Alan Levine, Ellen Brafman, Jeff Taub.



## The A.U. Gay Community: An Alternative

The American University Gay Community was first organized in 1974 as a social alternative for A.U. students who are gay. The founders of our organization felt that the social atmosphere at American left little room for gay people to express themselves freely; a social forum especially for this purpose was their solution. As a purely social unit, the Gay Community was not and did not seek to be an officially recognized member of the University community. The evolution of the group and especially the expansion of its membership after 1974 brought a revised self-image. The Gay Community became a more political and a more active participant in university affairs. As such, it is now a recognized member of the ICC.

The gay experience in America is sometimes a most difficult one. Lesbians and gay men are still often the objects of mistrust and intense dislike in our society; fundamental misunderstanding persists. We of the Gay Community are keenly aware of this. Many of us have already been through the long and difficult process of coming-out — of fully accepting, becoming proud of and of allowing our lives to reflect our uniqueness. Some of us are in various stages of that process; others are just beginning it. Support of the gay individual's evolution toward dignity and self-expression has become the *raison d'être* of the American University Gay Community.

In keeping with our determination to support the development of gay pride, the Gay Community has maintained its social character. We feel it absolutely vital that women or men who are gay or bisexual know that there are many others like them, that we share the same experiences. Our social forums are thus an opportunity for us to express our sense of community and to support one another in the gay experience.

Secondly, the Gay Community has become more political. We feel that in the long run, the gay movement will benefit from support and understanding from our straight brothers and sisters. We wish to demonstrate to them that we are not a threat, that we seek only to claim our own rights, not to trample upon the rights of others. We believe that most of the mistrust and animosity directed at people who are gay by some people who are straight is a result of essential misunderstanding about who we really are. We are your sisters, brothers, relations, friends and associates; you need not fear us. The American University Gay Community seeks to emphasize all these things while giving much needed moral support to all gay people. We are part of the University community and shall continue to assert ourselves.



### YIPME

This past September a new organization appeared on The American University campus. The Youth Institute for Peace in the Middle East, commonly referred to as YIPME, is part of a national, non-sectarian educational organization established in 1968. YIPME's purpose is to educate college youth about the Middle East through discussions, leadership training and seminars. YIPME supports democratic ideals, such as peace and freedom, around the world.

YIPME's activities on campus have included a film series and several discussions, including a leadership conference. More events are being planned for the future. Look for us . . . we'd love to meet you.

Wendi Kromash

## At the Podium

The fall semester of 1978 saw a diverse sampling of Kennedy Political Union speakers. The semester began with orientation speaker Senator Eugene McCarthy's addressing over five hundred enthusiastic students in the Woods-Brown Amphitheater.

This program was followed by speakers Karl Hess, former speech writer for Senator Goldwater, turned anarchist; Benjamin Hooks, director of the NAACP; Pavel Litvinov, a Soviet dissident; Frank Snapp, formerly of the CIA and the author of *Decent Interval* — and the first black to be admitted to the University of Mississippi; Wolf Blitzer, the Jerusalem Post's Washington correspondent; and David S. Broder, political analyst of the *Washington Post*.

In addition, KPU sponsored a speaker for Job Day, Richard Irish; co-sponsored Prime Minister Harold Wilson; and sponsored Frederic Storaska in "How to Say No to a Rapist — and Survive." The last program ended with "The Struggle for Democracy in Iran."

The Kennedy Political Union has attempted to bring to American University speakers and programs of interest to all parts of our university community.

Pat Morris



Top — Sir Harold Wilson, former Prime Minister of the United Kingdom. Right — Frederic Storaska Square, clockwise from top left — Frank Snapp; Wolf

Blitzer; George Covington, blind photographer; Pavel Litvinov.



Clockwise from top left — Benjamin Hooks, Eugene McCarthy, Gerald Ford, Karl Hess.





## The Bender Library

Squarely between McKinley and the parking lot to the right of SIS squats a mammoth structure peopled with shelf after shelf of books and seat after seat of students. The new Bender library has opened its doors, and according to Provost Berendzen, it may well be the new meeting place on campus. Students won't have to brave cold nights and intermittent buses to study at the George Washington or Georgetown University libraries. Ours will be adequate and perhaps preferable, and hopefully such a learning center will add such prestige to the University as to increase enrollment.



Libraries have gone up with meat prices and ours is no exception. Over seven million dollars of wood, metal and stone encases our supply of books. At present (very early January) we have roughly four million of this sum. To add silver to the pot, a Cash on Delivery program, known on buttons, posters and hats as C.O.D., has been implemented. The C.O.D. supporters have held such events as a run-around-the-track for the library. Each runner was sponsored, and each sponsor put so much toward the library for each lap his runner completed. C.O.D. has also solicited money directly from faculty, administrators, alumni and students.

Will it be a success? Will students desert the discos and flock to the Bender screaming, "Milton, Shakespeare, Bacon"? We will hope. We will pray. We shall see.

Steven Waxman

## AU Study Abroad

Each year hundreds of American University students leave the confines of Washington to study abroad. They flock to all parts of the world, from Paris to Rome and Tokyo to Spain. A semester or year abroad is an opportunity to study and explore a culture at its most important level by living in the homes, visiting the churches, and attending the universities of a foreign nation. My opportunity was a semester in Seville, Spain.

To study abroad is to learn to accept and understand new values. Above the bed I slept in there stood a crucifix, an object or tradition with which I had difficulty identifying.

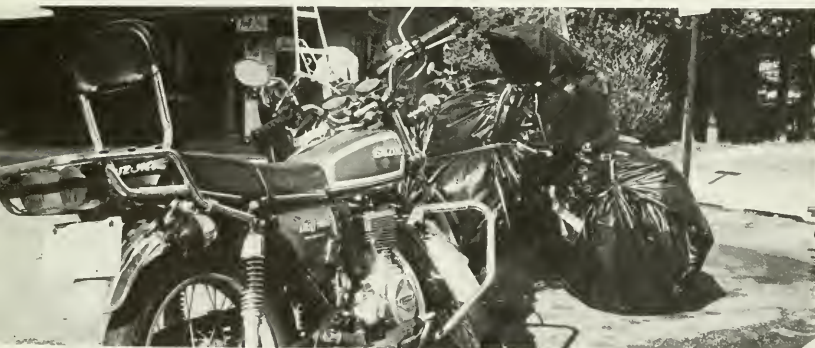
The old woman with whom I lived prepared meals of "Paella," a national rice dish, and cleaned my clothes by hand and hung them in the sun. She knew only of Sevilla and had never heard of or eaten a hamburger or pizza in her life. No longer was time important. You ate a large meal at 2 and another small meal at 10.

American girls had to attempt to learn to accept their glorification by Spanish men — their shouts of "guapa, guapa," and "que bonita."

To study abroad is to savor life in a way never experienced before. On the way to school each day I passed through the markets with little stalls, each having neatly stacked pieces of fruit, fresh vegetables and eggs. Slaughtered chickens and rabbits, yet unbutchered, hung by their feet awaiting purchase. On another street, in the modern shopping district, women on hands and knees scrubbed the sidewalks in front of their shops. The evenings were spent drinking "vino" and eating "tapas" while dancing and singing flamenco.

To study abroad is to become a part of the culture. A language you believe you could never speak becomes a part of your personality. At the bullfight that you once hated and deplored, you scream and shout with the faithful aficionados. The culture becomes a part of you in a way that never escapes you.

Ken Crow





# Spiritual

“Without faith a man can do  
nothing; with it all things  
are possible.”

Sir William Osler

# Spiritual



## The Center for Campus Ministries

Religion? Spirituality? Not the most common words on campus. Yet, it is no accident that **Zen and the Art of Motorcycle Maintenance** is a campus classic. Perhaps for college students spirituality's theme is **The Long Search**, like the title of this year's television series on world religions.

Whether it's through Campus Crusade, Catholic Mass, a class in the Philosophy and Religion Department, services at Metropolitan Methodist Church, Hillel activities or the Moslem Student Center, students are searching for their own understanding of themselves, the universe and God.

At the Kay Spiritual Life Center we see renewed interest in religion and worship. Students are curious about their own religious heritage and the traditions and faiths of others. This personal curiosity is heightened by the presence of more international students at the University, bringing to campus and dorm life many less familiar religious traditions.

What other Center for Campus Ministries has representatives from the Catholic, Protestant, Jewish, Moslem, Buddhist and Christian Scientist traditions? Perhaps one of the finest qualities of the American University community is this melting pot mix. Few U.S. universities offer such an opportunity to explore both the world's religions and one's own spiritual dimension.

Lee McGee





## Campus Crusade for Christ

Campus Crusade for Christ is an interdenominational fellowship for Christians at American University. Activities include weekly fellowship gatherings open to the entire campus, leadership training classes for instruction in the basics of the Christian life, small group Bible study groups appropriate for each individual's level of spiritual maturity, weekend retreats, a yearly trip to Daytona Beach and special events like Christmas parties and spring banquets.

Campus Crusade believes that for a student to consider himself intellectually well-rounded, he must also consider the spiritual requirements that Jesus made for himself. So, as well as providing a fellowship for all A.U. Christians, we are available to any person from any religious or cultural background who wants to know what Christianity is all about. As a member of the Inter Club Council, Campus Crusade can be reached through the Student Activities and Special Services office or through the ICC.

Michael Connor

Row 1 — Joe Seawell, Doug Marshall, Scott Thomas, Ferris Brown. Row 2 — Mark Au, Neil Lainer, Pati Ball, Carl Szczesny, Holly Baker, Tiffany Clement, Katherine Capcan. Row 3 — Michael Connor, David Froberg, Holly Barrett, Gentry Gingell, Donna Ducharme, Michael Reskallah.





Hillel



# Artistic

"All passes. Art alone  
Enduring stays to us;  
The Bust outlasts the throne,  
The Coin, Tiberius."

Henry Austin Dobson

# Artistic



## Art, A Symphony in Color

The shouts of athletes ring in the ears of painters in Watkins. They are interspersed with the tone of hammers on stone from the next studio room. An athlete stands before us naked on the dias, no more important than any other object in the room. No sounds come from the painters. Daily, they face the work of making their own music visually from the tubes of oil paint. The colors are silently squeezed from tubes onto palettes and carefully mixed with palette-knives.

Each painter approaches his canvas with a different view of life in general and this subject in particular. Professor Summerford explains the importance for the painter to project upon the canvas only his



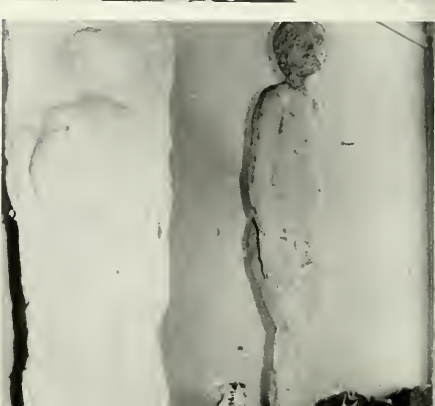
own private feelings, uninfluenced by those of another being. It is a struggle to preserve uniqueness and to keep techniques from interfering with the childlike innocence necessary to make a painting sing.

Virginia Fry



"What we teach is a way of seeing. It is traditional. The students learn by seeing their own mistakes; there is a lot that happens between seeing something with the eye and putting it on paper as art. I learn, too. You have to know when to help someone and when not to because they are confronting themselves. They must learn to do it their way or it is not theirs. Art is more immediate than other disciplines in that the feedback is right there. Once it is done, it is set. You learn from that. We teach a way of seeing. It is only four hundred years old, but it is based on that tradition. I steal everything I can from it. We work from life, from people. If we were cows, we'd draw cows!"

Prof. Lee Newman



## Film

Only twenty years ago the idea of studying film in a university classroom would have been thought ludicrous, and only five years ago professors who were trying to teach film to A.U. students were lugging films and projectors across campus. But today a cooperative arrangement between the Visual Media program of the School of Communication and the Cinema Studies program of the Department of Literature has spawned what is now called the Media Center, an audio-visual resource center in the Ward Circle Building, run by Ron Sutton of Visual Media and Jack Jorgens of Cinema Studies.

In five years the Center's film collection

has grown from nothing to more than twenty features and thirty short films, and films open to the university community are offered each night of the week during the school year and at least once a week year-round. Forty-five courses are offered in film, ranging from esoteric discussions of documentaries to viewings of classic comedies. Classes run from discussing and writing about films to the actual making of Super-8 and 16mm films by students. Guest speakers, like directors Lina Wertmüller, Dusan Makaveyev and Warren Bass, have been brought in, and last year a Masters program in film was implemented by Jack Jorgens and Glenn Harnden, the 16mm production director.

Paul Page

## A.U. Dances

"A trip of a thousand miles begins with a single step" — Chinese Proverb

Discipline and determination have made The American University's dance department one of the foremost in the country. Housed within the Department of the Performing Arts along with music and drama, the dance program has continued to improve since its inception in the late Fifties.

As part of a concerted effort to bring the professional world of dance onto our cam-

pus, the department has dances restaged by well known choreographers. Directed by Maima Prevots, the dance division, often commissions these choreographers to be artists-in-residence for an entire semester.

The visiting choreographers' program has enabled our dancers to perform the works of Laura Deane, Meredith Monk, Kei Takei, Anna Sokolow, Merce Cunningham, Paul Taylor, and Murray Louis.

During the fall semester of this year, guest choreographer Risa Steinberg, of the

Jose Limon troupe, re-staged a version of Limon's *Concerto Grosso*. Limon's spectacular work has exercised strong influence over the A.U. dancers. In 1978 his company members conducted a workshop at the Summer Academy for the Performing Arts, and last year Steinberg re-created Limon's *Choreographic Offering*.

Yes, "A trip of a thousand miles begins with a single step," as does a dance. We at A.U. hope our dancers will continue their quest for true artistry.

Lauran Turner



Ginny Fry

## Pas de Deux

Our words move for us in Duncan-designed  
 Pirouettes of syllables slightly slurred.  
 Sitting on grass, we imitate Nature  
 For our natures have been long realigned  
 And subverted. But your heart leaps out  
 from behind  
 Eyes that are like no other to mirror  
 In my dark glasses: The last barrier.  
 I take them off. The contact is complete.  
 Caught by my outstretched eyes, your leap  
 is held  
 One moment past what humans can endure.  
 Now we move in directions self-propelled  
 And self-contained. Plié. You leave. I can  
 Understand now. The letting go insures  
 The present against hindsight's heavy hand.

L. Strogin





### **Music: One plus one plus one ... equals ONE**

"Pretend you are owls! Open up your throats and say, 'Ooooooooooooo.' Once more. Now louder. Don't just complement the sopranos, be different from them. Take on a richness that only altos can have and cherish it. That's better. Now, altos, sing it with that wonderful richness only you can create. Again. Now you've got it." Thus we are coaxed. It is a warm feeling to have a voice pulled out of your own throat that you didn't know was there. Dr. Mason

begins yet another joke. We know he's going to make us laugh. These are probably stock jokes, but we haven't heard them before. We laugh. Our throats are now completely relaxed. We are feeling good about ourselves. Now I see that we are singing as ONE. And that is what we are: one magnificent instrument, a chorus working in harmony and unison toward a common goal — beautiful music. It doesn't matter to any one of us if anyone attends our concert or not. We sing only for the love of beauty and the achievement of perfection under superb tutelage.

Ginny Fry

## Theatre

The fall semester proved to be an active one for the Department of Performing Arts (DPA): Faculty and student recitals were held throughout the semester, and several guest artists were featured.

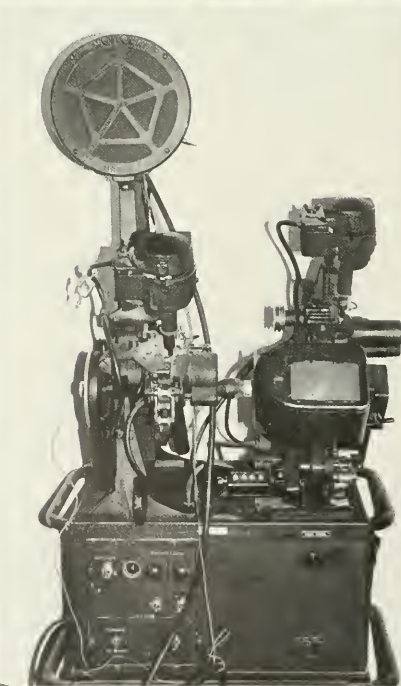
Near the end of October, a combination music, theater and dance piece, **Rage Over A Lost Beethoven**, was presented. Directed by Meade Andrews, the production was a mood piece which leaned toward morbidity with slight touches of humor mixed in.

In early November the Warsaw Mime Theatre made a special guest appearance at A.U. The troupe is made up of five artists who fuse mime, dance, music, theater and poetry into a universal language of movement.

**Portraits**, sponsored by the DPA and the School of Communication, was an experiment in the art of representing personalities through video and still photography. The photos covered the walls of the bottom two floors of the Kreyger music building and included both student and professional work.

The semester's final production was a new staging of Verdi's **The Masked Ball**, directed by Kenneth Baker, director of the theater program at A.U.

Jay H. Handelman



## Literature

### An Interlude

We met like friends apart no more  
than a day. The key I'd hidden for you,  
the drawers I'd cleared a week before,  
my eyes, betrayed my racing pulse  
as did the next three months in a room  
with only a fan. Our posters slouched.  
Our records warped. The viscous heat  
of August roused our tempers from their  
sleep,

but not one moment broke our stride  
and sent us off to separate beds.  
I guess our hearts were welded years  
before we met. Our auras would have kissed  
and spent like fire and water,  
but as it was, as one would think  
so would the other speak. Three winter days  
had left on us a common mark.  
Bohemian nights would shut our eyes  
at dawn. Our blanket never warmed

us both at once. Unknown except in its  
descent,  
the sun rose. You woke at noon to yoga;  
I knew I had an hour left  
with your pillow in my arms,  
and wrapped inside a blanket, warm  
against the coolness of the basement.

Time squeezed us cruelly into the last week  
the last  
day the last night the last hour the plane  
rose with our hands outstretched,

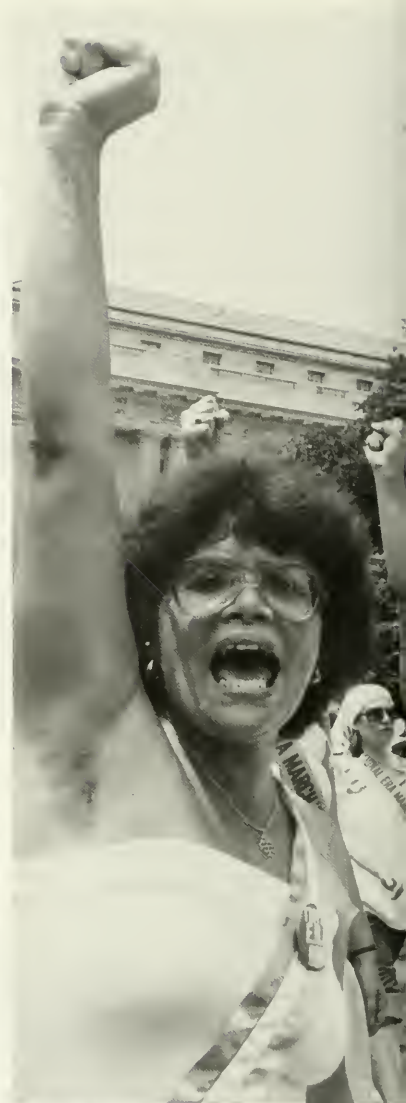
Now it is fall.  
But twice a week we breathe an hour,  
your needed voice a country, if a mile,  
away. And once a month I cancel everything  
and reach to touch your honest flesh.

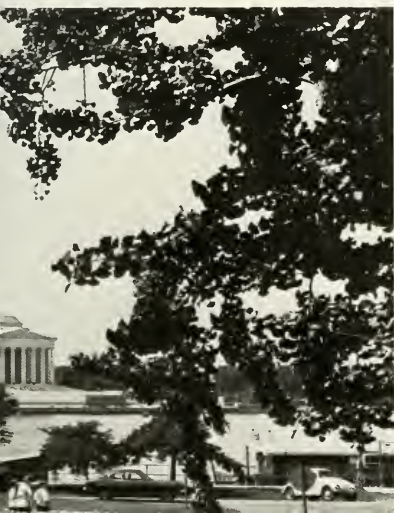
Steven Waxman



Ginny Fry

Expression

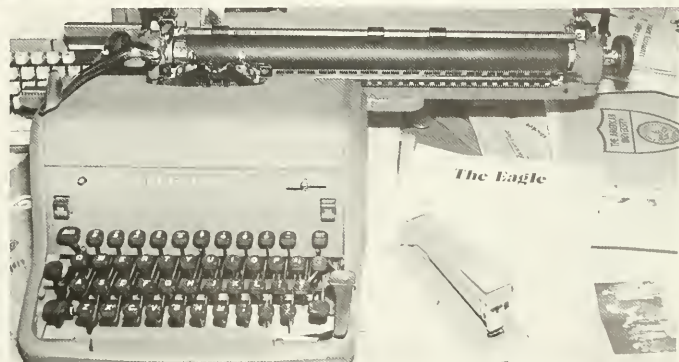






Ginny Fry





## Overdrive

We are restless people. Drive  
Faster, Doris. You can make  
It (in your stenciled T-shirt)  
In the twilight to "The

Adult Mode" before it  
Closes. Floor it! Zoom  
Through those painful, ec-  
Static courtships and then

Divorce. Gather up those  
Handfuls of Wistful regards  
Jotted in your unreliable,  
Skimpy journal. Make a

Downpayment on a dinky  
Concrete house of a quickly-  
Dated image and retreat  
Into dishevelled chintz.

Virginia Fry







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## Saturday Morning, Four A.M.

Accepting the editorship of a yearbook is like drinking from the river Lethe. You always forget what it was like the last time you did it. Your mind fogs and visions of artistic orgasm or a scholarship dance through your head. About a month, two photo editors and twenty sets of initially enthusiastic hands, feet and mouths later, you realize, "Hey, I've got to do this all by myself." The mist clears and with profound clarity you remember high school, and you ask yourself, "Why?" Of course, you can't answer this, so you say, "Because I'm committed." You shut down the office, lay in provisions, a wet bar and a radio; and from the photos the pros took for you and the copy the deans, professors and a few close friends who owe you favors wrote for you, you create what you

think is a masterpiece. Whether or not anyone else shares your opinion is their problem. After all, if a mouth runs in the forest and you don't listen . . . They didn't help you, anyway.

But sometimes if you're really fortunate, you have a co-editor to help you. Staff parties are more fun with two, and the food budget lasts longer. And, of course there's a big difference between copy and layout and copy or layout.

Still, even on good days publishing a yearbook is like the segment of *Alice's Adventures Through the Looking Glass* in which Alice and the Red Queen are involved in a chess game with live pieces, and they both have to run forward to stand still — yearbooks are like that. And after it's all over, you feel like you've been through a revolving door at 60 mph. You don't know quite how you got to the other

side, but you're too thankful to ask questions.

From reading this, one might well wonder why I chose to edit the *Talon*. When I first heard the position was open, I said no. High school still haunted me. Then Lynny tickled me under the nose with a scholarship — still no, but closer to maybe. Then I said, "What the hell," and forgot all my vows and experiences. I guess it runs in the blood or I'm compulsive or a masochist. It don't know. But the orgasmic rush that comes with seeing a permanent, thick, hard cover, published expression of absolutely anything and knowing I took a major role in its completion is enough of a carrot on a stick to even make me do it again.

So I'll see you next year, Lynny. And save the Mateus. We'll need it.

Steven Waxman

## Credits

Steven Waxman — Editor  
Lynny Bentley — Co-Editor and  
all around vital person (Layout)  
Delma Studios — Professional photographers without whom there would have been no photo-

graphs

Julia Schick — for dedication, hope and seven hours straight taking all the yearbook photos in one day with Potts from Delma

Al Way — cover, logo and divider pages.

David Perel — sports

Michael Comas — Business Manager

### Special Thanks

This book could not be complete without a special thanks to a much needed friend, listener and guide: Nita Denton.

Lynny Bentley

### P.S.

Thank you, Nita, for being such a supportive friend, listener and guide to Lynny. Had she resigned, I would have quit long before my first session of threats.

Steven Waxman

## Editor's Note

In publishing the '79 *Talon*, we the editors have attempted to present a cross-section of the perceptions and feelings of the A.U. students. We do not necessarily share the opinions expressed in this book.

Selected photos were submitted by

Randy Hill

Arthur Jacob

Delia Soto

Al Way

Leslie Mathai

and the Eagle photographers

Bylines denote whom we thank for copy. Much gratitude to Jo Williams for typing, advising, and moral support.







